

DIABLO VALLEY COLLEGE

Show Cause Report

Submitted by:

Diablo Valley College
321 Golf Club Road
Pleasant Hill, Ca. 94523
(925) 685-1230
www.dvc.edu

Submitted to:

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

October 15, 2009

Certification of the Show Cause Report

Date: October 15, 2009

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 Show Cause 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 Show Cause Report accurately reflects the nature and substance of this institution.


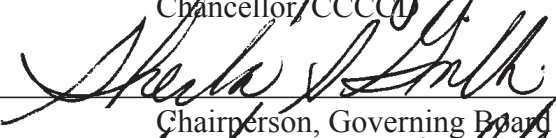
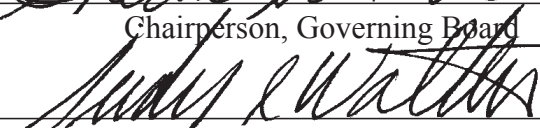
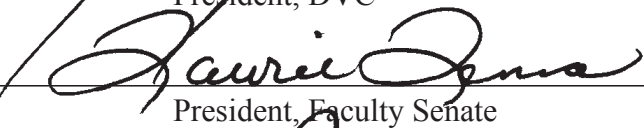
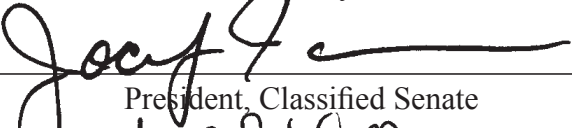
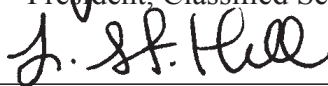
<u>Helen Benjamin, Ph.D.</u> Name	 Chancellor, CCCC
<u>Sheila A. Grilli</u> Name	 Chairperson, Governing Board
<u>Judy E. Walters, Ph.D.</u> Name	 President, DVC
<u>Laurie A. Lema, M.A.</u> Name	 President, Faculty Senate
<u>Jocelyn H. Iannucci, M. Ed.</u> Name	 President, Classified Senate
<u>Lindsay St. Hill</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 7-9, 2009, reviewed the Diablo Valley College institutional Self Study Report submitted in petition for reaffirmation of accreditation and the report of the comprehensive evaluation team which visited on Monday, October 13 - Thursday, October 16, 2008. "The Commission acted to issue Show Cause, and required that Diablo Valley College correct the deficiencies noted. The college [was] required to complete a Show Cause Report by October 15, 2009."

This report responds to the February 3, 2009, Commission letter and will "show cause" why Diablo Valley College's accreditation should not be withdrawn. The report and supporting evidence and documentation will clearly demonstrate significant progress in addressing the findings of the comprehensive evaluation team and action taken by the Commission. In addition to this report, through the actual process by which DVC has addressed the recommendations, the college has also responded to the Commission's expectation that widespread participation, honest dialogue, collaboration, transparent decision making and communication with the entire college community occurred. The college hereby demonstrates that it has met the "burden of proof" regarding why its accreditation should be continued

The Process

Diablo Valley College began immediately to focus on addressing Recommendations 1, 2, 3, 6, 7, 8 and Eligibility Requirements (ER) 10 and 19, as contained in the February 3, 2009 Commission letter. The Contra Costa Community College District (CCCCD) assumed responsibility for developing the response to Recommendation 8 and the "preparation for institutional closure" sections.

Pursuant to the advice in the February 3 Commission letter, DVC also began work on Recommendations 4 (Student Learning Outcomes) and 5 (Technology Master Plan), as contained in the 2008 comprehensive evaluation team report. Although Recommendations 4 and 5 are not the focus of this report, work on these recommendations occurred as a logical outcome of the work on this report's recommendations.

The CCCCCD will continue to work on Recommendations 9, 10 and 11. DVC will work collaboratively with groups established by the CCCCCD to respond to these remaining recommendations. The Accreditation Oversight Task Force will continue through its established work groups to address any remaining recommendations from the commission.

The college was notified by the commission of the Show Cause action February 3, 2009. On February 6-9, 2009, a group of college leaders met informally to go over the findings

and to brainstorm ideas for the process to respond to the action. February 12, 2009, ACCJC President Dr. Barbara A. Beno visited DVC to provide additional context, clarification and information on the visiting team's findings (Evidence SRP-1). On February 13, 2009 the Chancellor of the CCCCD and the college president convened a meeting to offer support for the college's efforts (Evidence SRP-2). The Chancellor appointed a Los Medanos College (LMC) senior dean and accreditation liaison officer to facilitate DVC's response and prepare the required follow up report. The Chancellor also assigned the CCCCD vice chancellor of districtwide planning and educational services to support the effort.

Immediately following the February 13 meeting, a process was outlined to organize the college's work. The college president collaborated with constituency group leaders to establish an Accreditation Oversight Task Force (AOTF) and set up membership in six work groups. They sought out members who were knowledgeable about the issues being addressed and who had demonstrated a strong commitment to improving DVC. The San Ramon Valley Center (SRVC) was also represented. As the AOTF name implies, the task force was charged with overseeing all aspects of the preparation of this report to the commission.

Members of the AOTF included leads of the six work groups, plus additional constituent members.

John Baker (management - interim)*	Susan Lamb (management)
Robert Burns (faculty)	Chris Leivas (management)
Dona DeRusso (classified)	Laurie Lema (Faculty Senate president)
Mohamed Eisa (management)	Leo Lieber (classified)
Diana Ernawati (student)	Keith Mikolavich (faculty)
Ray Goralka (faculty)	John Mullen (management)*
Sue Handy (classified)	Tiffany Putri (student)
Claudia Hein (faculty)	Ben Seaberry (management)
Francisco Hinojosa (student)	Mark Steidel (faculty)
Russ Holt (classified)	Rachel Westlake (management)
Kevin Horan (management)	Ted Wieden (faculty)**
Jocelyn Iannucci (Classified Senate president)	

*John Baker and John Mullen are no longer employed by Diablo Valley College.

**Ted Wieden is currently serving as the Interim Senior Dean of Curriculum and Instruction and is also the Accreditation Liaison Officer.

The AOTF has significant support -- Deborah G. Blue, CCCCD vice chancellor, served as a resource person; Jeanie Dewhurst provided general college logistical support and was the note taker; Richard Livingston, LMC senior dean, served as facilitator/editor; and Judy E. Walters, participated as college president.

At the February 13, 2009 organizational meeting, the recommendations and related standards were reviewed and a definition of the tasks at hand were provided for each work group. (Evidence SRP-3). AOTF decided to combine Recommendations 1 and 7 into the responsibilities of one group since the issues of decision making roles and structures clearly overlapped with the mandate to improve communication, collaboration and transparency.

The first formal AOTF meeting was held on February 27, 2009 to go over, discuss and endorse the draft work group charges (Evidence SRP-4). The facilitator and resource person developed charges for each work group, based on the accreditation standards of good practice and the report of the visiting team. The general approach was not just to state how the college would plan to address the issues, but to actually design and implement the needed changes as quickly as possible.

The work groups and their leads, with a summary of their charges, were:

Work Group One addressed Recommendations 1 (decision-making and campus organizational structure) and 7 (communication) (Co-chairs: Sue Handy and Ted Wieden):

- Clarify decision-making roles.
- Improve communication.
- Design and implement participatory processes to advance DVC's mission and goals.

Work Group Two addressed Recommendation 2 (integrated planning) (Co-chairs: Mohamed Eisa and Keith Mikolavich):

- Design and implement processes that are linked to the strategic plan and resource allocation.
- Revise and publish the mission statement.

Work Group Three addressed Recommendation 3 (program review) (Co-chairs: John Baker, Dona DeRusso and Ray Goralka):

- Review and revise the three program review processes, which now include achievement data and assessment of student learning outcomes.

Work Group Four addressed Recommendation 6 (curriculum updates) (Co-chairs: Claudia Hein and John Mullen):

- Review and improve existing curriculum processes and link them to program review.

Work Group Five addressed Eligibility Requirement 10 (instructional program Student Learning and Achievement Outcomes) (Co-chairs: Robert Burns and Rachel Westlake):

- Develop and publish instructional program-level student learning outcomes.

Work Group Six addressed Eligibility Requirement 19 (Institutional Planning and Evaluation) (Co-chairs: Ben Seaberry and Mark Steidel):

- Update the technology plan and ensure that it is integrated with other college planning processes.

The DVC work groups were composed of 8-13 members, based on the goal of broad representation and participation (Standard I.B.4). The groups began meeting in late February and met regularly throughout the spring semester. In order to maximize transparent communication with the college community, all AOTF and work group meetings were open and minutes were posted on the college website (Evidence SRP-5). The college president also sent out regular e-mail accreditation updates to the college community (Evidence SRP-6). Finally, constituency group representatives were responsible for updating their respective groups on a regular basis.

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 institutions). District Office personnel also wrote the required plan for closing an institution.

The efforts of the AOTF and the work groups were characterized by collegiality and frank communication. Although many of the issues being addressed were difficult – and, in some cases, there were strongly held differing opinions – all the groups engaged in respectful dialogue and continued to work through the issues until closure could be reached. Working out issues of representation in governance and decision-making processes proved particularly time consuming.

During February, 2009 and most of March, 2009 the work groups met individually (Evidence SRP-7). Typically, the groups began by reviewing DVC's status in the assigned area and looked at the related Accreditation standards and the visiting team's recommendations. Once areas were identified that needed to be changed or developed in order to achieve compliance, the work groups developed specific plans to do so, as detailed in subsequent chapters of this report. Although significant work was being done, the work group leaders noted that their specific charges meant that discussions were taking place in "silos" when what was needed was a more integrated (holistic) approach. For example, there was a clear overlap among work group responsibilities in the areas of governance/decision making, program review, planning and resource allocation.

Therefore, an "integration meeting" -- with as many representatives as possible from all work groups -- was held on March 20, 2009 (Evidence SRP-8). As a result of the extensive dialogue that day, the integration group and AOTF concluded that the meeting was positive in terms of identifying needed coordination among processes that were being developed. Therefore, a day-long integration meeting, with participation of 55 members of the college community, from all constituencies, was held on April 10 in order to move the dialogue and process forward (Evidence SRP-9). Several other integration meetings -- involving only Work Groups One, Two and Three, since the other groups' integration issues had been resolved -- continued into May (Evidence SRP-10). During the same timeframe, individual work groups also continued to meet regularly. The

integration meetings were time consuming, but improved communication among the work groups.

The AOTF struggled with how to get endorsement of the accreditation response efforts. It was generally agreed that the proposed changes would need to go through the existing governance processes, although the proposals themselves would significantly change those processes. The Faculty Senate also expressed concern that any “academic and professional matters” go through established “mutual agreement” or “rely primarily upon” processes, which had been adopted by the CCCCD Governing Board (Evidence SRP-11). However, the Faculty Senate welcomed input from other constituencies on the issues that involved academic and professional matters. Based on the accreditation work, a number of DVC procedures will also need to be revised -- the college president has developed a list of those procedures and will introduce those changes during the fall 2009 semester (Evidence SRP-12).

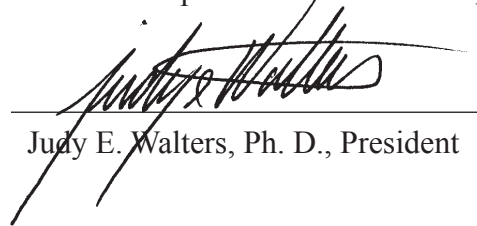
During May and early June 2009, each work group produced a draft of its portion of this report. On May 12, 2009 the AOTF sponsored a well-attended open meeting for the DVC community to review progress and proposals to date (Evidence SRP-13). On May 15 the AOTF gave conceptual endorsement to the work groups’ proposals, indicating that the task force believed that the college’s response to the visiting team’s recommendations and the Commission’s action letter met the criteria for removal from “show cause” (Evidence SRP-14). On May 18, 2009, the work was presented to Leadership Council and to the constituency groups (Evidence SRP-15).

In an end-of-semester message to the college community, the DVC president summarized her view of the accreditation response process (Evidence SRP-16). “The interest across constituent groups, the conversations which occurred and the resultant decisions all point to a transforming DVC. The college has used dialogue as a tool to focus on institutional integrity crossing many different borders with respect. The college has achieved monumental results in completing the establishment of instructional program Student Learning Outcomes and Title 5 updates; created a process to incorporate planning, evaluation and improvement; conceived a new campus organizational structure; and updated the college’s mission statement. This group of 70 members of the college community has transformed the isolation and self-interest into connectedness and caring for the whole DVC community.”

During June, the facilitator compiled and edited the first draft of this report. It was circulated to those involved in the accreditation response process. A group of representatives from Work Groups One, Two and Three met on June 25 and 29 with the college president to work on still-to-be-resolved issues (Evidence SRP-17). The college president also met with faculty leaders to determine how to get agreement on “academic and professional matters.” In addition, the college president met with co-leads for Work Groups One through Five to identify changes needed in existing DVC procedures.

During the summer, the Chancellor retained a retired community college chancellor with a great deal of accreditation expertise as a consultant, to provide additional feedback on

the college's work and subsequent draft of the Show Cause report. On July 14, 2009 the Leadership Council discussed the status of the accreditation response effort (Evidence SRP-18). Subsequently, the AOTF met on July 30 to provide feedback on the draft document and the consultant's critique and suggestions (Evidence SRP-19). In August, the document underwent two significant revisions. The draft was then sent electronically to the Governing Board members. Final changes to the draft report were made in August and early September, and the final draft was submitted for review to the CCCCDD Governing Board at its September 30, 2009 meeting to ensure submission to the Commission prior to the October 15, 2009 deadline.



Judy E. Walters, Ph. D., President

**Diablo Valley College
ACCREDITATION OVERSIGHT TASK FORCE
Process Timeline**

February 4, 2009	Receipt of Commission "show cause" letter
February 6-9, 2009	Initial brainstorming, planning for response
February 12, 2009	Visit from Commission representative
February 13, 2009	District provides support for effort
Mid February 2009	College president, constituency groups select members for AOTF
Mid February 2009	Begin regular communication with college community (on-going)
February 13, 2009	Initial organizational meeting of AOTF
Late February 2009	Work groups formed, begin to meet
Late February 2009	Draft charges/tasks provided for AOTF and work groups
Late February 2009	Accreditation website "up"
February 27, 2009	First formal meeting of AOTF; review of charges/tasks and work groups' progress to date
March-April 2009	AOTF and work groups meet regularly to do the work; evidence collection begins
March 20, 2009	First meeting of "integration" groups

April 10, 2009	Day-long “integration” retreat
Early May 2009	Wrap-up work by integration and work groups
May 12, 2009	Presentation (and request for feedback) to college community
May 15, 2009	Endorsement of work by AOTF
May 18, 2009	Work presented to Leadership Council
June 1, 2009	Drafts due to facilitator/editor
June 2009	Facilitator compiles/writes/edits draft of entire report and circulates it electronically to AOTF for feedback
June-July 2009	Summer meetings to resolve “parking lot” (unresolved) issues
June 2009	Consultant hired to provide feedback on report
July 2009	Facilitator produces second draft and circulates it electronically to the AOTF for feedback
July 30, 2009	AOTF meets to review latest draft and consultant’s feedback
Summer 2009	Work group meetings to review DVC procedures which will need to be changed
Early August 2009	Significant revisions result in third and fourth drafts, which are circulated to the AOTF
August 2009	Updated draft circulated for feedback; formal constituency review occurs
August 24, 2009	Draft made available to the CCCC CD Governing Board members
Early Sept. 2009	Final editing
September 30, 2009	Governing Board review of final report
Sept.-Oct. 2009	Preparations for follow-up visit, including physical evidence collection and organization
Fall semester 2009	DVC procedures revised, as necessary
October 9, 2009	Document mailed to Commission

Evidence

SRP-1	Minutes of February 12, 2009 meeting with Barbara Beno
SRP-2	Minutes of February 13, 2009 meeting with Chancellor
SRP-3	Definition of tasks related to standards
SRP-4	Minutes of February 27, 2009 AOTF meeting
SRP-5	Minutes of AOTF meetings
SRP-6	President's Messages – Accreditation Updates
SRP-7	Meeting dates of Work Groups
SRP-8	Minutes from March 20, 2009 integration meeting
SRP-9	Minutes from April 10, 2009 all day integration meeting
SRP-10	Minutes from Integration meetings
SRP-11	Board Policy 1009
SRP-12	List of DVC Procedure changes
SRP-13	DVC May 12, 2009 all college meeting
SRP-14	Minutes of May 15, 2009, AOTF meeting
SRP-15	Minutes of May 18, 2009 Leadership Council meeting
SRP-16	President's Message, May 22, 2009
SRP-17	Minutes from June 25 and June 29 Parking Lot Task Force meetings
SRP-18	Minutes from July 14, 2009, Leadership Council meeting
SRP-19	Minutes from July 30, AOTF meeting

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)

In order to implement Recommendation 1 of the Evaluation Report from the ACCJC, the DVC Accreditation Oversight Task Force (AOTF) established Work Group One. The specific charge of Work Group One was to clarify decision-making roles in the organizational structure, implement participatory processes to advance the mission and goals of the college (Evidence 1.1).

Findings of the Evaluation Report

The visiting team noted that as of October 2008, DVC demonstrated "...a commitment to participatory practices. In addition the policy oversight by the governing board and the formal governance structures appears sound. It further appears that the new president has made numerous efforts to improve communication among all constituency groups." Despite this improved environment, the team found that there were still lingering effects from the litigation brought by the faculty over the implementation of a permanent dean structure in 2002 and the controversy over the establishment of a centralized tutorial center. In general, climate issues had led to less than optimal knowledge of, and participation in, existing decision-making and governance structures by employees.

Resolution of the Recommendation

In order to address recommendations one and seven from the Evaluation Report of ACCJC (Evidence 1.2), the DVC Accreditation Oversight Task Force (AOTF) established Work Group One (Evidence 1.1). The AOTF combined responsibility for the two recommendations because there was a clear overlap between decision-making roles and processes and the need for improved communication, collaboration and transparency. However, this report includes separate responses to each recommendation.

The specific charge of Work Group One, as formulated by the AOTF, was to design decision-making and organizational structures and processes that are clear, collaborative and participatory, and characterized by transparency, honest dialogue and widely disseminated communications and documents, which advance the college mission and goals.

To address the charge, the work group identified and implemented the following tasks:

- Review the existing decision-making, governance and organizational structures and processes.

- As necessary, revise and draft new structures and processes, which meet the requirements cited in recommendations one and seven.
- Submit the drafts to the college community for dialogue and feedback and then revise, as necessary.
- Document and implement the decision-making and organizational structures and processes, and identify when they will be reviewed in order to ensure ongoing evaluation and continuous improvement.
- Write draft responses for recommendations one and seven.

After reviewing the recommendations from ACCJC and reviewing related accreditation standards and the guidelines for evidence, Work Group One began by reviewing governance and organizational structures at DVC and at similar colleges, and decision-making processes. Work Group 1 reviewed the following internal documents:

- Contra Costa Community College District (CCCCD), Board Policy 1009 (Institutional Governance) (Evidence 1.3)
- CCCC Administrative Procedure 1009.01 (Procedure to reach agreement between the Governing Board and the faculty senates coordinating council on district wide policies and procedures governing academic and professional matters.) (Evidence 1.4)
- DVC Procedure 1009.01 (College Governance) (Evidence 1.5)
- DVC Handbook on College Committees (October 2008) (Evidence 1.6)

The college had in place, DVC Procedure 1009.01, entitled “College Governance” (Evidence 1.5), which was adopted on May 10, 2004 and had been in effect since that time. Procedure 1009.01 is an almost verbatim copy of CCCC Board Policy 1009 on Institutional Governance, with minor changes to reflect that Procedure 1009.01 is intended to serve as the governance guidelines for the college, as opposed to Policy 1009 which is at the District level.

Although DVC procedures could be changed, Work Group One reasoned that CCCC Board Policy 1009 could not be changed due to the time constraints and because both of the other colleges in the district had received reaffirmation of accreditation and were following Board Policy 1009. These documents then provided the framework within which Work Group One worked to develop new governance structures and processes. Therefore, the group relied on these documents as a basis for designing a new participatory governance structure designed to advance the mission and goals of the institution.

Work Group One met eight times during the spring semester (Evidence 1.7-1.14). In addition to the regularly scheduled, three-hour meetings, Work Group One members sponsored all-college forums (March 13 and 16, 2009), and participated in a six-hour Interest Based Bargaining (IBB) work session on March 27, 2009 (Evidence 1.15). The integration subgroup of Work Group One participated in four joint integration meetings with Work Groups Two and Three (March 20, April 3, May 8 and May 15), in order to address the common issues. Integration work group meetings were also held with all

groups and most members attended an all day integration retreat on April 10. In addition, group co-leaders and other members actively participated in all AOTF meetings.

All Work Group One meetings were open to the DVC community -- most meetings had several guests, all of whom were given the opportunity to participate, as time permitted. The number of guests and their active involvement in group agenda items demonstrated the commitment and participation of the DVC community in the redesign of college governance structures and processes.

Although DVC has had a primary participatory governance body, the Leadership Council, with representation from all constituent groups, the college wanted a governance group that was more directly involved in making and recommending policies and resource allocation recommendations based on college goals, plans and program reviews. In designing such a body, the goal was to link the planning, goal setting and resource allocation processes in order to provide a more transparent, college-wide, collaborative decision-making process. In addition, the work group concluded that it did not make sense for participatory bodies that were involved in making recommendations on matters of policy and resource allocation to be chaired by the college president, to whom the recommendations would go (Standard IV.B.2b). In summary, DVC needed a central participatory and collaborative governance body to serve as a clearinghouse for college-wide matters.

After reviewing several, successful, governance structure models from other colleges of similar size and after considering previously successful governance structures, Work Group One decided to recommend creation of a single participatory governance body, to be called the College Council (CC). This model was presented to the college community for dialogue and feedback at two open forums held on March 13 and March 16, 2009. A combined total of 79 different individuals attended these two forums, excluding the 12 members of Work Group One (Evidence 1.16 and 1.17).

Both open forums began with an open microphone in which participants could ask any questions prior to the start of the forum (Evidence 1.18 and Evidence 1.19). The format of the open forums was a facilitated group discussion based on six questions that were distributed at the meetings (Evidence 1.20). Participants were encouraged to discuss these questions at tables; there was a mix of administrative, classified, faculty and student personnel in each group. Each table was asked to attempt to come to consensus on the questions. Each group reported out at the end of the open forum and individual participants were encouraged to leave hard copies of the questions with their written responses (Evidence 1.21 and 1.22). In addition, participants were asked to provide feedback on the open forum as a means of collecting information from the college community (Evidence 1.23 and 1.24). Both open forums were videotaped (Evidence 1.25 and 1.26).

The responses from the open forums indicated that participants were generally supportive of the idea of the proposed single, participatory governance body (the College Council) and that the majority of the responses supported equal representation from all constituent

groups on the CC (administration, classified staff, faculty and students). Several general areas of interest and concern became apparent when the comments were tabulated:

- Support for a rotating chair/vice-chair structure;
- Endorsement of consensus-based decision-making, if possible -- then voting, only if necessary;
- Concern about the workload of the CC and the need for subcommittees;
- Need for transparency and communication in decision-making.

Most of the members of Work Group One were present at both open forums and all members received copies of the summaries of comments received at the meetings, which informed group members' later discussions.

Forum participants also emphasized the need to improve communication on campus. They suggested that the college should establish, and widely publish, a coordinated meeting calendar to facilitate the timely action on matters presented to college committees, constituent groups and the College Council.

Work Group One members then refined the charge and function for the College Council (CC) and began work on the membership. After lengthy discussion about CC membership, an interest-based bargaining session to assist in this effort was held on Friday, March 27, 2009. To broaden the discussion, Work Group One was expanded to include two additional members from each constituent group (two more administrators, classified, faculty and students). After nearly six hours at the March 27 meeting, consensus on CC membership was finally achieved on April 3, 2009 at a regular meeting (Evidence 1.11).

Work Group One continued to refine the CC structure and began to develop the committee structure related to the council. On May 12, 2009, the Work Group One co-leads presented to a joint meeting of the Faculty Senate, Classified Senate and the Associated Students the status of the CC structure and other committees (Evidence 1.27). Attendees were instructed to direct any questions or comments to the co-leads, but there were no subsequent comments or questions from the college community.

The new governance structure is consistent with DVC Procedure 1009.01 and CCCC Board Policy 1009 and it clearly delineates the role of the CC as it relates to other DVC committees and to the college president (Standard IV.A.3). The changes are designed to ensure broad-based conversations among college community members and provide clear pathways by which individuals can bring ideas forward for consideration (Standard IV.A.2). Both the AOTF and Work Group One agreed that the college needed to implement the proposed governance structure as soon as possible and also stipulated that it will need to be evaluated regularly and modified, as necessary, to ensure institutional effectiveness and continuous improvement (Standard I. B.1). In addition to an annual self-evaluation, the College Council will also conduct annual evaluations of all committees and the governance structure itself. These evaluations will determine the extent to which the governance and committee structures have supported the college as it works to achieve its

mission and goals (Standard I.B.3). Based on the evaluation results, the governance structure will be revised, if necessary.

To begin this work and implement the transition the following are recommended changes to two councils and two committees.

College Council

The College Council will serve as DVC's central participatory governance body, functioning as the institution's primary policy-recommending group. The CC makes informed recommendations to the president and acts as a collective review forum where representative leaders validate and support the integrity of the recommendations. The CC derives its authority from its representative nature, not its superior status. As a crucial component of the governance structure, the CC will provide directions to other college committees to ensure that DVC is working collaboratively on establishing institutional goals (Evidence 1.28).

Charge, Function and Responsibilities:

- Serves as the final recommending body to the president on college-wide policies (excluding academic and professional matters as defined in DVC Procedure 1009, Board Policy 1009, District Administrative Procedure 1009.01 and Title 5, Section 53200).
- Recommends annual and multi-year college objectives and goals (from the DVC Strategic Plan) and leads in their implementation. (Standard I.B.2)
- Participates in a comprehensive review (using an approved procedure, timeline and rubric) of the effectiveness and inclusiveness of the College Council, the college governance structure and all committees, leading to continuous improvement. (Standards I.B.1, I.B.2)
- Reviews requests and proposals from college committees for final recommendation to the college president.
- Works closely with reporting committees to ensure work is aligned with college goals and plans. Recommendations made by committees to CC will be accepted or a written response will be provided stating the reason(s) why the recommendation was not approved. (Standard I.V.A.1)
- Monitors and evaluates the effectiveness of the college committee structure. Receives and makes recommendations on the formation of new college committees or the continuation of existing committees (Standard I.B).

Communication:

- Models and facilitates effective communication among college entities and among constituent groups by establishing, using, and supporting minimum standards for communication (frequency and methods). (Standards IV.A.1, IV.A.2, IV.A.3)
- Engages in collegial dialogue and collaborative decision-making that encourages and includes input from areas of expertise and from those who will be affected by the decisions. (Standards IV.A.1, IV.A.3)

- Takes responsibility for the dissemination of information concerning college plans, policies, procedures and initiatives.

Budgeting, Planning and Resource Allocation:

The CC recommends allocation of college resources to the president, based on validated, prioritized program reviews; approved college-wide plans and initiatives; District/State mandates and requests from college-wide committees. (Standard III)

Meetings:

- The College Council meets once a month (more frequently, as needed).
- All meetings are “noticed” in accordance with the Brown Act and minutes are taken and disseminated for each meeting for which there is a quorum.
- Electronic copies of both agendas and minutes are posted to a consistent location, known to and accessible by all members of the college community. Hard copies will be made available upon request to the president’s office. (Standards IV.A.1, IV.A.2, IV.A.3)

Reporting Status:

College Council reports to the college president.

Membership:

Given the importance of the CC, the work group stipulated that the membership come from the four constituent groups: classified staff, faculty, managers and students. Although the authority to appoint representatives rests with the leadership of each of these groups, there is the expectation that the appointed members represent a cross-section of the college community, as detailed below:

Classified Staff:

1. Classified Senate president (or designee)
2. Classified representative at large
3. Classified representative from student services
4. Classified representative from instructional services

Faculty:

1. Faculty Senate president (or designee)
2. Faculty representative at large
3. Faculty representative at large (preferably a current department chairperson)
4. Faculty representative from student services

Management:

1. Management representative: a vice-president

2. Management representative: a student services dean
3. Management representative: an instructional dean
4. Management representative at large

Students:

1. Associated Students Diablo Valley College (ASDVC) president (or designee)
2. Student representative
3. Student representative
4. Student representative from the SRVC

Note: In addition to the required student representative from SRVC, there will be a requirement that at least one of the representatives from classified, faculty or management is from SRVC, on a rotating basis. The college president will serve as an ex officio (non-voting) member of the College Council.

Chair Structure:

The CC will have a chair, vice-chair and a permanent student vice-chair. The chair will be a one-year appointment and will rotate among the classified, faculty and management representatives. The vice-chair will also be a one-year appointment and will be rotated among the same three groups, with the understanding that the vice-chair will always be from a different constituent group than the chair and that the vice-chair will become the chair the following year.

Decision-Making:

Whenever possible, decision-making by the College Council will be accomplished by consensus -- defined as unanimous agreement among the members. The CC is presumed to be a body that must comply with the provisions of the Brown Act (State of California open meeting law). Items considered by the CC will receive a first reading, with a subsequent attempt to reach consensus at the second reading. If no consensus is achieved, a second attempt at consensus will be made at the next meeting. Failing to achieve consensus, the members will vote on the item under consideration with each individual member of the CC having one vote. A simple majority vote (i.e. nine members in favor) will advance the item. In the event consensus is not reached, a "minority opinion" may be submitted. If a recommendation by the CC is not approved by the college president, the president will provide a written response stating the reason(s) why the recommendation was not endorsed. The CC will follow the same procedure when it does not support a recommendation from a committee, work group or task force that reports to the council.

Term of Membership:

Membership terms on the CC will be three years. The members of Work Group One felt strongly that two years is not enough time to learn how the CC operates and then have a productive period as a member. It will be up to the individual constituencies to determine

how or if this term of membership affects the membership terms within their respective constituent group. The constituencies will work to avoid “rotating off” all of their members at the same time.

Evaluation:

The CC will conduct an annual, college-wide evaluation of itself which will consist of two components -- internal (circulated among the members of the CC) and external (circulated among the members of the college community). The results of these evaluations will be distributed widely throughout the college and used as a basis for making improvements with measurable outcomes. (Standards I.B.3, I.B.4, I.B.5, I.B.6) The measurable outcomes will be compared annually to assure progress for continuous improvement. The following are to be used as a basis for surveys or some other mechanism by which the College Council can objectively assess its performance -- where the evaluation topic meets one or more of the accreditation standards, the standard is referenced

Internal Evaluation Questions will include, but are not limited to, the following:

- Are the duties of the College Council clearly defined?
- Does the CC effectively deal with issues of significant importance to the college, always with the ultimate goal of improving student learning? (Standard I.B.1)
- Are discussions and deliberations in the CC collegial and respectful? (Standard IV.A.3)
- Does the chair/vice chair process (including assignment, responsibilities, and rotation) function effectively and facilitate the duties of the council?
- As needed, does the CC provide guidance to other college committees to make sure that their charges and work are aligned with current goals and plans? (Standard IV.A.3)
- Does the council makes recommendations to the college president regarding the allocation of college resources? (Standard III.D.1a)
- Does the CC complete both an internal and external review of its effectiveness every year? (Standard I.B.1)
- Does the council review the evaluations for all college committees? (Standard I.B.1)
- Do constituent groups work together, as members of the CC, for the good of the institution? (Standard IV.A.3)

External Evaluation Topics will include but are not limited to the following, and will be ranked on a 1-5 Likert scale -- members of the college community will be asked:

- I know what the college mission statement is. (Standard I.A.3)
- I know how my work supports this mission. (Standard I.A.3)
- I know what the current college goals are. (Standard I.B.2)
- I know what I do supports the achievement of these goals. (Standard I.B.2)
- I understand how and where to propose new ideas, initiatives, practices, programs and services, which I believe will improve the institution. (Standards IV.A.1, IV.A.2)

- I believe that constituent groups are working together, as members of the College Council, for the good of the institution. (Standard IV.A.3)
- I understand the purpose and goals of the College Council. (Standard I.B.2)
- I believe the College Council supports the various college-wide plans and works toward improvements to the college and/or college operations. (Standard I.B.2)
- I understand that resource allocation is tied to the program review process (Standard III.D.1d).
- I understand how to request resources for my department/program/committee. (Standard III.D.1d).
- I receive timely and accurate information about actions taken by the College Council and other college committees regarding college plans, policies, procedures and resolutions. (Standards I.B.2, IV.A.3)
- I believe that the College Council plays a significant role in the college resource allocation process. (Standard III.D.1d)

Integration Council

The Integration Council (IC) is charged with ensuring the institution's commitment to college-wide dialogue related to the commission's themes by reviewing institutional goals, evaluating the processes, and identifying institutional direction on the effectiveness of processes for governance and identifying needs for improvement. The council will work with the college community to disseminate information on its findings to the college constituency and the broader community, which is designed to ensure that institutional integrity is maintained. The council will:

- Evaluate annually the collegial governance and consultation model for the college and recommend changes. (Standard I.B.6)
- Review the program review evaluation data, student learning outcome data, and other student achievement data to determine areas that the college needs to provide for improvement. (Standard I.B.7)
- Evaluate the accomplishments of the strategic and other college plans and make recommendations for improvement. (Standard I.B.6)
- Make recommendations to the Budget Committee on priorities for use of available fiscal resources.
- Complete the linkage of program review reports by prioritizing the requests, allocating designated funds and reviewing annual reports. (Standard III)
- Maintain the recommended membership that provides for the broad representation of all constituent groups.

Membership on the council will be: 11 Faculty (1 from each division, including SRVC); 5 Classified (3 from student services, 1 from instruction, 1 from administration); 5 Administrators (2 from instruction, 2 from student services, 1 from administration); and 2 Students. In addition, there will be 1 member from each of the following committees: Career Technical Education, Institutional Planning, Matriculation, Information Technology, Foundations for College Success and Enrollment Management. The college president will serve as an ex officio member. Members will serve three-year staggered terms.

Institutional Planning Committee

The DVC Planning Council is being changed to the Institutional Planning Committee (IPC). The IPC oversees the development of the following college plans:

1. Educational Master Plan
2. College Strategic Plan
3. Student Equity Plan
4. Facilities Master Plan (Standard III.B.2b)
5. Enrollment Management Plan
6. Student Matriculation Plan
7. Career Technical Education (CTE) Plan
8. Technology Master Plan (Standard III.C.2)
9. Basic Skills Plan
10. Office of Civil Rights Plan
11. Any other plans that are required by external agencies.

These responsibilities include coordination and oversight of task forces or work groups formed primarily to develop or implement a specific plan or plans. The Institutional Planning Committee carries out these specific charges:

- Conducts periodic reviews of the college's statements of vision, values, mission, and philosophy. (Standard I.A.3)
- Provides representative leadership for college-wide plans, including the Strategic Plan, the Educational Master Plan, the Facilities Master Plan and the Technology Master Plan, and college goals and initiatives. (Standards II.B.2b, III.C, III.D.1a, III.D.1d)
- Reviews and revises as necessary the college mission statement and philosophy statement and is responsible for college wide implementation. (Standard I.A.3)
- Coordinates the ongoing evaluation of the integrated planning and resource allocation process, ensuring that outcomes are evaluated and results are incorporated into ongoing planning and strategies to improve institutional effectiveness. (Standards I B.1, I.B.2, I.B.3)
- Oversees the integration of various campus-wide and departmental plans with the college's strategic plan.
- Serves as the primary committee for matters related to the college's accreditation, including overseeing the preparation of studies and reports.
- Oversees college efforts to follow up on issues identified in the Accreditation self study and responses to recommendations from visiting teams.

Membership of the committee will be two representatives from Administration (one of whom will be co-chair); two representatives from Faculty Senate (one of whom will be co-chair); two representatives from Classified Senate; two representatives from the Associated Students (Standard I.B.4). There will also be one SRVC representative, which will rotate between administration, faculty and classified. Staff support for the IPC will come from the President's Office. The dean of planning, research and student outcomes will attend as a resource (non-voting member). The college accreditation liaison officer

(ALO) will attend whenever the IPC addresses matters related to the college's accreditation.

Members will be appointed for three-year staggered terms. In order to develop broad participation in the planning process, members may only be re-appointed after a three-year hiatus. The IPC will follow the same decision-making process as outlined under the College Council.

Budget Committee

The committee will:

- Develop an annual plan for resource allocation. The plan will be guided by the overarching principles within the College's Statement of Values and Mission Statement in the Strategic Plan
- Educate the college community about the budget and budget allocation process and communicate the results of the annual prioritization and allocation processes.

Membership will be composed of two members from Instructional Program Review area; two members from the Student Services Program Review area; two members from the Administrative Program Review area; the vice president of finance and administration; one Faculty Senate representative; one Classified Senate representative; one ASDVC representative; one Administration representative. The college president will serve as an ex officio member. (For the six program review functional area representatives, there will not be more than three from the same constituent group.) Note: There will be a requirement that at least one of the representatives from classified, faculty or management is from SRVC, on a rotating basis.

College-Wide Committees

In order to establish a coherent committee structure, the work group reviewed current DVC committees using the October 2008 version of the College Committee Handbook (Evidence 1.6). The work group considered committees that are required by California state law -- such as Matriculation and Staff Development -- and the standards and recommendations from ACCJC 2008 evaluation report (Fiscal Resources, Physical Resources and Technological Resources and a Diversity Committee). Starting from this list, the following diagram was developed to represent the College Council and the governance committee structure as it is related to the council. Other existing college committees which are not shown, or whose relationship to the College Council is not shown, are assumed to continue with their current charge and function and reporting structure until such time as (or if) the CC alters either the charge and function or reporting relationship. Committees established by constituent groups are assumed to continue operating as before.

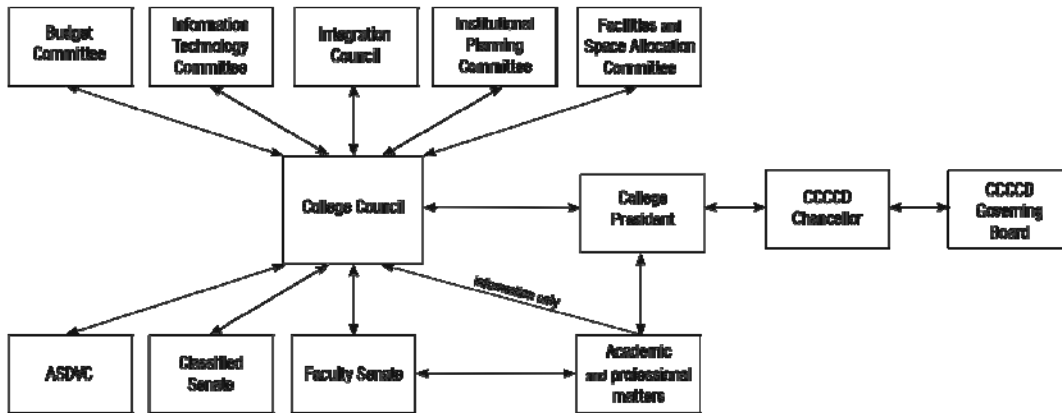
Committees will be required to produce annual reports that will address how each group has executed its charge and function and contributed to institutional effectiveness

(Standards I.B.3, I.B.4). Work Group One recommends that the College Council regularly undertake a review of all committees; the Integration Council may also be involved in the review. The goal of the review is to ensure that the committee structure enhances institutional effectiveness; that the committee structure is understandable; and that it provides forums for increasing dialogue and collaboration across the college (Standard I.B).

Through the proposed changes to the committee structure, the college has intentionally tried to refocus membership from one based strictly on constituent groups to one that is focused on representation with expertise from functional areas of the college (instructional services, student services, etc), while ensuring that there is some representation from all constituent groups. The change is to move the college away from constituency-based discussions and to focus on the mission of serving students.

The basic governance committee structure is diagrammed below. It shows the College Council at the center and includes key committees and constituent groups. Dual arrows indicate that information flows from the College Council out to key committees and constituent groups and from those committees and groups back into the College Council.

Governance Flow Chart



Analysis of the Results

As part of the accreditation work, Work Group One proposed revisions to the college organizational committee structure. These proposals were followed up with additional consultation and collaboration -- through information collected from other accreditation Work Group minutes; draft written Work Group reports; summer "Parking Lot" Task Force meetings; and revisions at the July AOTF meeting.

There were four new committees proposed: College Council (chair, membership, charge, function and responsibilities have been proposed); Integration Council (chair, membership, and some functions, have been proposed); Facilities and Space Allocation Committee; and the Enrollment Management Committee (both need additional work regarding chair, membership, charge and functions, which will be completed during fall 2009). Additional proposed committee changes include: a change in title and membership for a Budget Committee (picks up functions of former Budget Oversight Committee); change in name and some functions for Planning Council to Institutional Planning Committee; creation of the Institutional Effectiveness Work Committee combining the charge and functions of the Accountability & Research Committee and the Student Learning Outcomes Committee; and dissolving of the Leadership Council, Budget Oversight Committee, Budget Review Committee, Accountability and Research Committee, Student Learning Outcomes Committee and Instructional Council. There are some additional minor changes to other committees which will report to the new College Council rather than the previous Leadership Council.

In addition to the changes in the committee structure, Work Group One also proposed a comprehensive annual evaluation process for the College Council to ensure continuous college improvement. (Standard I.B)

Continuous Improvement

The information concerning the changes to the committees was introduced at the Leadership Council on August 10, 2009, which is the current body stipulated by College Procedures to make changes (Evidence 1.5, 1.29, 1.30). This introduction was the formal dissemination process to the constituent groups. Once input has been gathered, then a meeting with the Faculty Senate will be held regarding any proposed changes that fall under the Academic and Professional Matters, as currently outlined in college procedures 1001.02 and 1009.01 (Evidence 1.30, 1.5). As committee changes are completed they will be reflected in the *DVC Handbook on College Committees*.

What follows is a draft of the proposed committee changes. It does not include the charges and functions given to the committees.

Council, Committee, Task Force, Work Group	Reports to:	Leadership (Chair Structure)	Notes
College Council (This is a replacement for Leadership Council)		Chair/Vice-Chair; rotating (Admin, Classified, Faculty)	Permanent Vice-Chair position for ASDVC Membership: 4 Administration, 4 classified staff, 4 students, 4 faculty
Budget Committee	College Council	Co-Chairs: Administration and Faculty (new chair configuration) TBD	Name Change from Budget Oversight Committee to Budget Committee New Membership 2 members from the Instructional Program Review Area 2 members from the Student Services Program Review Area 2 members from the Administrative Program Review Area 1 Vice President of Finance & Administration 1 Faculty Senate rep 1 Classified Senate rep 1 ASDVC rep 1 Administration rep (For the six program review functional area representatives there would not be more than three from the same constituent group)
Information Technology Committee	College Council & Integration Council	Co-Chairs: Exec Dean of IT and Faculty	Charges, functions, and membership remain the same
Integration Council (This is a new Council)	College Council	Co-Chairs: Instructional Services, Student Services and Administration. TBD	New body endorsed at the May 15 AOTF meeting. Membership: 11 faculty (1 from each division, including SRVC) 5 classified (3 from student services, 1 from instruction, 1 from administration)

			<p>5 administrators (2 from instruction, 2 from student services, 1 from administration) 2 students Plus 1 member from each of the following committees: Workforce Development, Institutional Planning, Matriculation, Information Technology, Foundations for College Success, and Enrollment Management (Some charges and functions developed)</p>
Institutional Planning Committee (Minor name change from Planning Council)	College Council	Co-Chairs: Administration and Faculty (new chair TBD)	Membership remains the same 2 Administration 2 faculty, 2 classified, 2 students (1 Person from SRVC within those listed above.
Facilities and Space Allocation Committee	College Council	TBD	TBD
Institutional Effectiveness Work Committee (This is a replacement committee)	Institutional Planning Committee	Co-Chairs: Administration and Faculty TBD	<p>Instructional SLOs (work done by a Faculty Senate committee) come to this committee for information and reporting purposes only. This group combines the functions of the Accountability & Research Committee and the Student Learning Outcomes committee. Membership to be determined.</p>
Enrollment Management Committee (Proposed new committee)	Vice President Student Services (VPSS) and Vice President Instruction (VPI)	Co-Chairs: Rotating (always one Administrator) TBD	Twice yearly joint meeting with the Matriculation Committee Charge/function and membership to be determined

Cultural Diversity Committee	College Council	Chair: Elected by Committee	Remains the same current membership is 3 administration, 3 faculty, 3 classified, 3 students
Foundations for College Success	VP SS, VPI, Faculty Senate, College Council	Coordinators of the Program are co-chairs	Remains the same
Matriculation Committee	VP SS, VPI and College Council	Chair: Dean Outreach, Enrollment Services & Matriculation	Twice yearly joint meeting with the Enrollment Management Committee
Safety Committee	Facilities and Space Allocation Committee	Co-Chairs: Administration, District Police Safety Officer and Classified (new chair configuration) TBD	Current membership: 2 Administration, Police Services Lieutenant, Safet7 Officer, 3 faculty, 3 classified, 1 student Other college and District personnel as needed to address specific issues including OSHA issues
Staff Development Committee	College Council and Senior Dean of Curriculum and Instruction	Facilitator: Senior Dean of Curriculum and Instruction; Chairperson: Selected by committee vote.	Current membership: 2 administrators, 2 faculty, 2 classified, 1 student, staff development coordinator
Sustainability Committee	Facilities and Space Allocation Committee	Co-Chairs: Administration, Classified and Faculty (new chair configuration) TBD	Current membership: 3-5 administration, 3-5 faculty, 3-5 classified, 3-5 students
Workforce Development Committee	Institutional Planning Committee or Integrated Council	Co-Chairs: Dean of CTE and CTE Faculty (new chair configuration) TBD	Current membership: 3 Administrators, 10 faculty, 1 counseling rep, 1 classified, 1 student services, 1 student.
Accountability and Research Committee	Institutional Planning Committee	Chair: Dean of Planning, Research & Student Outcomes	Merged with the College-Wide SLO Committee to create the Institutional Effectiveness Work Committee
Student Learning Outcomes Committee			Merged with the College-Wide SLO Committee to create the Institutional Effectiveness Work Committee
Budget Review		College President	Replaced by the Budget

Committee			Committee/Integration Council
Instructional Council	College Council*	Co-Chairs: VP AA and Faculty	Replaced by Integration Committee
Leadership Council		College President	Replaced by the College Council
Budget Oversight Committee		Vice President for Finance and Administration	Replaced by the Budget Committee

Additional Plans

All committee changes will be completed and implemented by December 31, 2009. As decisions are approved regarding the DVC committee structure, changes will be proposed to the appropriate college procedures to ensure continuity. All procedure changes will also be completed and implemented by December 31, 2009

Work Group One Membership

Co-Lead (classified): Sue Handy
 Co-Lead (faculty): Ted Wieden
 Classified: Maria Barno
 Classified: Jocelyn Iannucci
 Classified: Teresa Molnar
 Faculty: Kathleen Costa*
 Faculty: Laurie Lema
 Faculty: Tish Young
 Manager: Michael Almaguer
 Manager: Beth Hauscarriague
 Manager: Julie Walters**
 Student: Lindsay St. Hill

* Currently serving as the permanent Division Dean for the San Ramon Valley Center

** Returned to a full-time faculty position at the San Ramon Valley Center

Evidence

- 1.1 Work Group One work plan
- 1.2 Evaluation Report from the visiting team (October 2008)
- 1.3 CCCCCD Board Policy 1009 (Institutional Governance)
- 1.4 CCCCCD Administrative Procedure 1009.01 (Procedure to reach agreement between the Governing Board and the faculty senates coordinating council on district wide policies and procedures governing academic and professional matters.)
- 1.5 DVC Procedure 1009.01 (College Governance)
- 1.6 DVC Handbook on College Committees (October 2008)
- 1.7 Work Group One meeting minutes: February 20, 2009
- 1.8 Work Group One meeting minutes: February 27, 2009
- 1.9 Work Group One meeting minutes: March 6, 2009
- 1.10 Work Group One meeting minutes: March 30, 2009
- 1.11 Work Group One meeting minutes: April 3, 2009
- 1.12 Work Group One meeting minutes: April 24, 2009
- 1.13 Work Group One meeting minutes: May 1, 2009
- 1.14 Work Group One meeting minutes: May 8, 2009
- 1.15 Interest Based Bargaining Worksheets
- 1.16 March 13, 2009 Open Forum Sign-up Sheet
- 1.17 March 16, 2009 Open Forum Sign-up Sheet
- 1.18 March 13, 2009 Open Forum Open Microphone Questions and Comments
- 1.19 March 16, 2009 Open Forum Open Microphone Questions and Comments
- 1.20 Open Forum Break-out Session Discussion sheet (six questions and list of proposed charges/functions)
- 1.21 March 13, 2009 Open Forum Table Notes
- 1.22 March 16, 2009 Open Forum Table Notes
- 1.23 March 13, 2009 Open Forum Feedback

- 1.24 March 16, 2009 Open Forum Feedback
- 1.25 March 13, 2009 Video of the Open Forum
- 1.26 March 16, 2009 Video of the Open Forum
- 1.27 May 12, 2009 Status Report to the Joint Senates meeting
- 1.28 Charge/function for College Council, August 24, 2009 Leadership Council minutes
- 1.29 DVC Procedure 1001.01
- 1.30 DVC Procedure 1001.02

Recommendation 2: College-wide Planning

The team recommends that the college develop and implement college-wide planning that is tied to the Strategic Plan, mission, and resource allocation that

- **Integrates all aspects of planning, evaluation, and resource allocation (Standards: 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)**

In order to implement Recommendation 2 of the Evaluation Report from ACCJC, the DVC Accreditation Oversight Task Force (AOTF) established Work Group Two, composed of members from administration, faculty, classified and student groups (Evidence 2.1).

There were two charges given to Work Group Two: Mission Statement and College-wide Planning. The specific charge of Work Group Two was to revise and/or develop and implement college-wide planning structures and processes that tie the Strategic Plan to the updated college Mission Statement and to resource allocation. These structures and processes needed to be designed to integrate all aspects of planning and evaluation; be reflective of college-wide dialogue; and include widespread participation.

Mission Statement

Findings of the Evaluation Report

The evaluation report indicated that while DVC's "mission statement, philosophy, and value statements...are well written, and comprehensive," "the current mission statement does not have any specific wording to address student learning" (Evidence 2.2).

Resolution of the Recommendation

The college acknowledged that its mission statement did not have specific wording to address student learning. However, the college's Philosophy Statement stated, "At DVC, student learning is paramount and comprises not simply the transference of knowledge and skills, but also a process of intellectual, artistic, political, ethical, physical, and spiritual exploration"(Evidence 2.3). Given that the college's mission statement is an integral part of planning, DVC has incorporated an institutional commitment to student learning in that statement. During spring 2009, the college revised and widely disseminated its mission statement.

The college reviewed and revised the introductory paragraph to the mission statement using the institution's governance and decision-making processes and using information from a January 13, 2009 FLEX activity (Evidence 7.2), which was attended by 164 people. This revision was completed through a broad participatory process that included several sessions and numerous discussions among campus constituents. Work Group Two worked with the Planning Council to orchestrate this revision as a part of the regular biennial review of the mission statement, which coincided with the college's response to the evaluation team's report.

DVC's mission statement was revised through a participatory process during the spring 2009 that included input from: Faculty Senate Council, Classified Senate Council, President's Management Council, Associated Students, Leadership Council, Planning Council and individual faculty, staff, students and managers. (Standard I.A)

Standard I.B.4 emphasizes that institutional effectiveness is largely a product of planning that is broad-based and that offers opportunities for input by appropriate constituencies. The college has satisfied this standard since the entire process of revising the mission statement was transparent and participatory -- the weekly meetings were open to all members of the college community. In addition, Work Group Two shared its progress with the other work groups in numerous integrated work group meetings and at regular meetings of the AOTF. The president shared the revised mission statement through an e-mail communication to everyone at DVC (Evidence 2.4). The Governing Board then approved the new mission statement on April 29, 2009 (Evidence 2.5) (Standard I.A.2). To disseminate the mission statement, Work Group Two, in concert with the five other work groups, presented its completed work to the entire college on May 12, 2009 (Evidence 2.6).

The efforts to revise the mission statement included numerous activities. Work Group Two began by both revising the college's mission statement and helping to develop a campus culture that understands that this document, like all of DVC's planning documents, is to be continually under review and revision as the institution evolves to meet the changing needs of its students and community (Standard I.B.1). The work group took the opportunity to revise the introductory paragraph of the mission statement so that it is now brief and memorable and able to fit on a pocket card (Evidence 2.7). This card was produced and distributed to all constituents on campus after widely sharing it and getting feedback from all college constituents (Evidence 2.8, 2.9, 2.10, 2.11, 2.12). The revised introductory paragraph was also printed on posters that are displayed throughout the campus, published in the College Catalog and posted on the college website.

Analysis of the Result

The revised paragraph reads: "Diablo Valley College is passionately committed to student learning through the intellectual, scientific, artistic, psychological, and ethical development of its diverse student body. Diablo Valley College prepares students for transfer to four-year universities; provides career and technical education; supports the economic development of the region; offers pre-collegiate programs; and promotes

personal growth and lifelong learning” (DVC Mission Statement 2009). The CCCCD Governing Board approved the revised mission statement on April 29, 2009 (Standard I.A.2).

Continuous Improvement

As per Standard I.A.3, the college will continue to use the institution’s governance and decision-making processes to review the mission statement on a regular basis, as established in the College’s Procedures Manual which directs the institution to review the mission every two years and to revise it as necessary -- the next review is due in 2011 and will be initiated by the College Council (Standard I.A.3).

College-Wide Planning

Findings of the Evaluation Report

The evaluation report noted that although DVC had been in the development stage of implementing the ACCJC rubric for program review and that work in research and planning had been done “the team was unable to validate that (a) results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making, (b) there is effective dialogue about the results throughout the institution, and (c) clear and consistent links to planning and resource allocations exist. Finally, the team did not find evidence that program review results and student learning outcomes are clearly and consistently linked to institutional planning and resource allocation” (Evidence 2.2).

The visiting team acknowledged that the college had already developed a new Integrated Planning document that was “the vehicle for stating goals in measurable terms and for tracking progress toward institutional goals, but this new integrated process has not been implemented” (Evidence 2.13). Recognizing that the college, through the Office of Research, Planning and Student Outcomes, has made an effort to initiate a “paradigm shift” from a culture of evidence to a culture of evaluation,” the team emphasized that the institution was in *transition*, “moving toward taking goals from program review documents...into action plans that will include timelines, persons responsible, and resource requests” (Evidence 2.14). In short, the team observed that while considerable work in research and planning had been done, it remained an incomplete process that needed to be fully implemented and subsequently evaluated.

Resolution of the Recommendation

In order to develop and implement college-wide planning structures and processes that tie the Strategic Plan to the revised college mission statement and to resource allocation; to design these structures and processes to integrate all aspects of planning and evaluation; and to have these planning structures and processes be reflective of college-wide dialogue and include widespread participation; the work group:

- Reviewed the September 2008 Integrated Planning Model;
- Revised the Integrated Planning Model to meet Recommendation 2 and the related standards;
- Disseminated the revised documents extensively in order to provide for college-wide dialogue;
- Solicited and received feedback on the planning model;
- Revised the documents, as necessary;
- Coordinated work with all other pertinent accreditation work groups (the Technology Master Plan, Student Learning Outcomes (SLO) and program review groups, in particular);
- Collaborated specifically with Work Group Six to ensure that the process of updating the Technology Master Plan was integrated with college-wide planning processes (additional information is included in the response to Eligibility Requirement 19);
- Implemented the planning model.

Three crucial principles guided the development and implementation of an integrated planning model: 1) that the integration be continuous; 2) that it be evidence based (measurable); and 3) that it be sustainable.

To develop a fully integrated planning model, the work group began by establishing a shared vocabulary of planning terms (Evidence 2.15), examining successful models from numerous colleges and referencing the Accrediting Commission's Guidelines to Evaluating Institutions 2008 document (Evidence 2.16) and the Integrated Planning Proposal from the Office of Planning, Research and Student Outcomes, (Evidence 2.17) which had been approved by the Leadership Council in September, 2008 (Evidence 2.18).

Standard I.B.3 emphasizes that integrated planning should be linked to resource allocation and ongoing and systematic cycle of evaluation, which is crucial to the improvement of institutional effectiveness. To satisfy this standard, the work group designed a model that includes an integrated plan, an evaluation process and a resource allocation process. The plan will be evaluated annually and include previous goals, achieved goals and measurable evidence of accomplishments.

To facilitate continuous integration of the planning process that is evidence based, sustainable, transparent and understood by the wider DVC community, Work Group Two agreed on a further principle: that the plan be simplified. A simplified integrated planning model will be easier for the internal (campus constituents) and external outside community to comprehend and will more clearly indicate linkages among all college planning processes. The simplified plan begins with an evaluation/program review process, followed by validation, ranking, college-wide prioritization, resource allocation and implementation. Through annual reports, the process and results will be re-evaluated as the college moves on to the next planning cycle, thus achieving the goal of continuous improvement. (Standard I.B)

A key component of developing an integrated planning model required development of a calendar stipulating all components of the planning process and adequate time to work through the individual stages of the entire planning process. There was a need to ensure the linkage of planning, program review, resource allocation and evaluation to create this integration. The work group understood that offering multiple, flexible calendar options to the college would create greater buy-in to the integrated planning process, so it asked the college community to decide the best calendar, articulating that each choice had trade-offs and addressed different institutional priorities. As a general guideline, the group developed what it called a *classroom ready for fall* (current fiscal year) calendar and a *next fiscal year* calendar. Whatever the college decides, however, the consensus was that there needs to be at least two months for ranking, prioritization and allocation. (Evidence 2.19, 2.20)

Because integration is crucial to successfully completing the other recommendations from the Accrediting Commission, the leads from Work Group Two met regularly with the leads from the other work groups to share information, collaborate and make sure all of the planning processes were moving in a common direction. Because the charge of Work Group Two -- to integrate all aspects of planning, evaluation and resource allocation -- directly related to the charges of Work Group One, governance/decision making and communication, and Work Group Three, program review, the groups maintained regular and frequent formal contact and collaborated closely (Evidence 2.20, 2.21, 2.22). Collaboration also occurred with Work Group Six to ensure that the Technology Master Plan revision was clearly tied to college-wide planning.

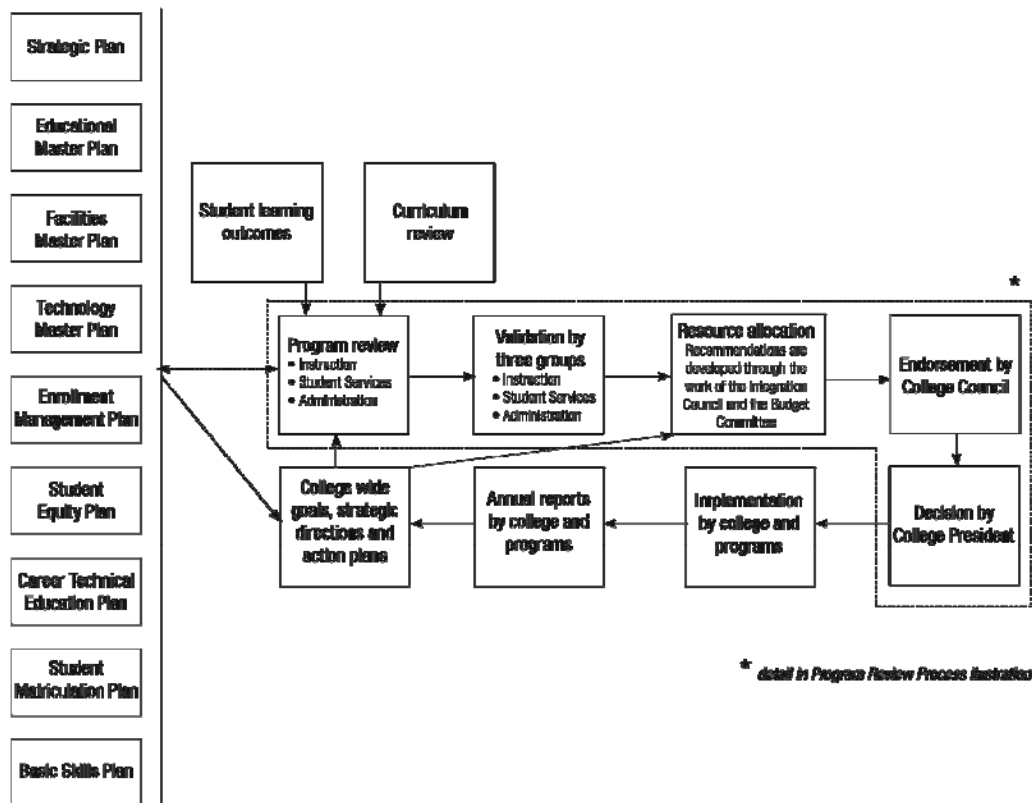
Analysis of the Results

Three outcomes resulted from these activities: revision of the college's integrated planning model (Evidence 2.34); dissemination of the planning model; and implementation of the planning model.

Revision of DVC's Integrated Planning Model:

The chart below describes the revised integrated planning model at DVC, followed by a narrative that explains, in general terms, how the planning process will operate. More specific details of the plan can be found in DVC's Integrated Planning document 2009 (Evidence 2.23).

Planning, Evaluation and Resource Allocation



Integrated planning: This refers to an ongoing and systematic cycle of evaluation, planning, resource allocation, implementation and re-evaluation that is intended to enhance institutional effectiveness, the specific emphasis of Standard I. The broad integrated planning model is made up of three crucial components: planning, implementation and evaluation. Driving the planning process and central to it are the college’s Strategic Plan, 2006-2011 (Evidence 2.24) and the program review process. The college’s revised mission statement also provides the overarching principles that guide the development of college-wide plans, satisfying Standard I.A.4, which requires that the “institutional mission is central to institutional planning and decision making.”

The planning and evaluation process consists of two interrelated components -- the college-wide planning and evaluation process and program review process. Both of these processes follow a similar path by linking action plans to college resources and then evaluating the results to ensure continuous improvement

College-Wide Action Plans: Since college-wide plans span multiple years, the college annually selects a limited number of strategic directions for emphasis, development of plans and implementation. Action items within individual college-wide plans specify needed resources and the timelines for implementation.

Program Review: This is a mechanism for assessment of performance that recognizes and acknowledges excellence, improves the quality of programs and services and fosters self-renewal. Program review constitutes a link between planning, budgeting, assessment of student learning outcomes and curriculum review. The program review process begins with the preparation by the unit of a data-driven self study report. The college has 77 program reviews that are carried out periodically based on a cycle determined by the functional areas of the college (instruction, student services, and administration) – additional information is included in the response to Recommendation 3.

Validation/Ranking: Completed self-study reports are then reviewed and validated by three validation teams (instruction, student services and administration) for accuracy and completeness. Each program review may identify the needed resources necessary to accomplish its goals. College-wide prioritization of program needs will be carried out by the Integration Council (additional information concerning the Integration Council is included in the response to Recommendation 1).

Resource Allocation: Starting later this academic year, the Budget Committee will develop an annual budget plan for resource allocation. The plan will be guided by the overarching principles within the College's Statement of Values and Mission Statement in the Strategic Plan. (Standard III) The first step in the process is to develop a list of major funding categories -- these categories are based on needs identified in program reviews, approved college-wide plans and initiatives, District/State mandates and requests from college-wide committees. The Budget Committee will seek college-wide input on the list of major funding categories. A primary venue for college-wide input will be the Integration Council. Once the list of major funding categories is developed, the Budget Committee will develop a plan that allocates monies to the major funding categories and indicates the processes that will be used to distribute the funds in that category. For any category that will use the program review college-wide processes to distribute the funds, the Integration Council will be used to administer the process.

The Budget Committee forwards its recommended budget plan to the College Council; the CC makes a recommendation to the college president, who makes the final resource allocation decisions.

Implementation of Plans, Annual Reports and Evaluation: Each program/unit prepares an annual report that evaluates the outcomes of the actions taken to implement its plans for improvement. (Standard I.B) These reports will provide a brief update on program review/ items within individual college-wide plans and will be used to request resources in the subsequent budget cycle.

“Financial resource planning” should be “integrated with institutional planning.” (Standard III.D) Planning is linked to resource allocation to ensure that the allocation is driven by the college’s strategic goals and that the process results in data-driven decision making. The college governance process (as detailed in Recommendation 1) has been redesigned to utilize expertise from all constituencies and to be open and transparent, which will result in promoting increased participation and trust between classified staff, faculty, management and students.

Dissemination of the Revised Planning Model:

The college’s revised planning model was developed through spirited dialogue in Work Group Two and in collaboration with other the other work groups during Accreditation Oversight Task Force meetings (Evidence 2.25). Throughout the process, the 70 or so college members dedicated to the accreditation effort became intimately familiar with the planning process and shared it with constituents for continuous feedback that informed subsequent revisions. The completed model was presented to the entire college community on May 12. (Evidence 2.6)

Implementation of the Revised Planning Model:

The college’s revised planning model is being implemented in fall 2009. To implement the resource allocation portion of this model, the college will need to consider the following variables:

- Declining state budget: The College will probably be considering annual and mid-year budget reductions from the state for the next two to three years.
- Changing district allocation formulas: The district has adopted new “interim” allocation formulas for the colleges. The district intends to develop a new revenue based allocation formula which is tentatively scheduled to be implemented for the 2010-2011 fiscal year (additional information concerning the revenue based allocation formula is included in the response to District Recommendation 8).
- Implementing the new college resource allocation model: The new college resource allocation model may bring challenges that are not anticipated at this point.

To give the college time to assimilate and smoothly work with the new college and district resource allocation models and to accommodate budget reductions from the state, the resource allocation portion of the planning model will be phased in as follows:

- Phase 1 (2009-2010): The amount available for prioritization and resource allocation will be allocated ongoing operating funds plus one time monies from carryover balances and State block grant funds. The college took action in the spring 2009 to roll over approximately \$160,000 in ongoing funds and \$300,000 in one-time funds to be used in the prioritization and resource allocation process in ‘09-10, which will be based on needs identified in program reviews, approved college-wide plans and initiatives, district/state mandates and requests from college-wide committees. However, due to the state/district/college financial situation, these amounts may have to be adjusted.

- Phase 2 (2010-2011): The Budget Committee will review all the budgets and allocations related to DVC. The Budget Committee will evaluate the new district allocation formulas to determine how they might affect the college's resource allocation processes. The Budget Committee will also review allocations for categorical funds, trust accounts, capital outlay funds and Foundation accounts. The committee will make a recommendation on how these resources will be linked to program review and college-wide planning. The results of this review may lead to a larger pool of funds within the purview of Budget Committee recommendations than earned ongoing operating funds, plus one time monies from carryover balances and state block grant funds noted in phase 1.
- Phase 3 (2011-2012): The Budget Committee will review the current operating allocations for the college units. The Committee will develop a data driven template to analyze the units' base allocations. The template will have a rubric that allows the college to compare and contrast operation allocations that have diverse service outcomes and workload measures based on the college mission and strategic directions. Using the rubric, the committee will make recommendations to the College Council for redistribution of the base allocations for all college units. These recommendations will be based on the results of the review using the template rubric, needs identified in program review, and approved college-wide plans. The recommendations need to be compatible with the new revenue based budget model being developed by the district.

To ensure that the college manages its financial affairs with integrity and in a manner that ensures financial stability, allocation of resources will be based on funds appropriated or received in the current year, not funds anticipated to be received in the future. This allocation approach will enable various units and programs to have the needed resources available at the beginning of the fall term. Accordingly, the allocation decisions will be completed annually by April 15 in order to allow for review and approval by the president and for completing purchase requisitions by the May 1 deadline, if necessary.

The budgeting in arrears concept will ensure that DVC allocates funds that have already been earned, not funds based on future Full-Time Equivalent Student (FTES) goals. When the college augments an ongoing base allocation for a unit, this process is designed to make sure that the base allocation will not require adjustment due to future fluctuations in the college's FTES. For ongoing budget allocations based on college FTES, the amount available for distribution will be based on the FTES earned in the previous fiscal year, not the FTES goal for the current fiscal year. The exact amount distributed will be based on a FTES level that the college feels it can reasonably maintain over subsequent years. Also, college carryover funds are used only for one-time purposes in the subsequent fiscal year. Other ongoing or one-time funds from federal, state or grant sources will be allocated and spent with the guidelines and timeframes established for these funds.

In order to enhance DVC's ability to respond to impending cut backs in community college funding, the college will need to allow for the possibility of reductions in action plans and resource requests resulting from area program reviews; that way, organizational

units can evaluate where they will cut back, taking greater responsibility for their planning, understanding that the whole community will have to share the burden. By identifying and acting on college-wide priorities in funding, the college will continue to ensure that planning is linked to resource allocation requests and budget decisions. The college will annually assess the effective use of financial resources and use the results of this assessment as a basis for continuous improvement (Standard III.D.3).

Analysis of Results

DVC has addressed the visiting team's Recommendation 2 by: revising and widely disseminating the mission statement; designing processes that link program review, the various planning processes and the new resource allocation process; and establishing the Integration Council to ensure ongoing, systematic implementation of integrated planning, evaluation and continuous improvement.

Continuous Improvement

All constituents have expressed a commitment to dialogue and a desire to have broader input into the institutional planning, review and resource allocation processes at DVC. Since broad-based processes that "offer input by appropriate constituencies" are key to improvement of institutional effectiveness, focusing these energies will be crucial in moving the college forward (Standard I.B.4).

As the college continues to define and change the governance processes described in the first section of this report and the integration efforts for planning, evaluation, and resource allocation described in this section, these governance processes and the integrated planning model will bring a data set together be used to implement continuous improvement. As the college gathers this data set, it will simultaneously design and incorporate that continuous review model embodied in the Integration Council, which is responsible for identifying the overall continuous improvement needs for the college (Evidence 2.26). This council's charges are detailed under Recommendation 1.

In summary, the Integration Council will ensure that the "results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making" and that the college engages in "effective dialogue about the results throughout the institution" (Evidence 2.13).

Additional Plans

The College Council will initiate a review of the college's mission statement in 2011. The Integration Council will be established and through a transparent process involving college-wide dialogue, will integrate the results of all program reviews into institution-wide planning for improvement and informed decision-making.

Work Group Two Membership

Co-Lead (manager): Mohamed Eisa

Co-Lead and writer (faculty): Keith Mikolavich

Classified: Jason Cherry

Classified: Dale Craig

Classified: Coleen Lento

Faculty: Becky Opsata

Faculty: Carolyn Seefer

Manager: Chris Leivas

Manager: Emily Stone

Manager (San Ramon Valley Center): Kevin Horan

Student: Aleksandr Levin

Evidence

- 2.1 Flow chart of the DVC Accreditation Oversight Task Force
- 2.2 Evaluation Report, p. 22
- 2.3 DVC Strategic Plan 2006-2011, p. 11
- 2.4 President's March 30, 2009, e-mail communication
- 2.5 Board minutes, April 29, 2009
- 2.6 Video footage from the May 12, 2009, college-wide presentation of the work groups' completed accreditation work
- 2.7 DVC's Mission Statement and Goals pocket card
- 2.8 Minutes from the Planning Council meetings
- 2.9 Minutes from Leadership Council meetings
- 2.10 Minutes from Faculty Senate meetings
- 2.11 Minutes from Classified Senate meetings
- 2.12 Minutes from ASDVC meetings
- 2.13 Evaluation Report, p. 21
- 2.14 February 27, 2009, Work Group Two minutes
- 2.15 Planning Terms
- 2.16 Guidelines to Evaluating Institutions
- 2.17 Integrated Planning Proposal from the Office of Planning, Research and Student Outcomes from the Leadership Council
- 2.18 September 15, 2009, Leadership Council Minutes
- 2.19 March 20, 2009, Work Group Two minutes
- 2.20 March 27, 2009, Work Group Two minutes
- 2.21 March 27, 2009, Work Group Two, Three, Four and Five, minutes

- 2.22 Minutes from the other joint work group meetings
- 2.23 DVC's Integrated Planning document 2009
- 2.24 DVC Strategic Plan (2006-2011)
- 2.25 Minutes from the Accreditation Oversight Task Force meeting
- 2.26 College Committee Sheet

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)**

In order to implement Recommendation 3 of the Evaluation Report from ACCJC, the DVC Accreditation Oversight Task Force (AOTF) established Work Group Three, composed of members from management, faculty, classified and student groups (flow chart of the DVC Accreditation Oversight Task Force, AOTF).

The specific charge of Work Group Three was to develop a program review process based on direct evidence of student learning and that it be used to inform and influence planning and resource allocation and, as a result, lead to improvement in the college's programs and services (Evidence 3.1).

Findings of the Evaluation Report

While the college has made progress in the evaluation of its programs and services since the 2002 accreditation visit, with most programs completing at least one comprehensive program review during the six-year accreditation cycle, the 2008 Accreditation Evaluation Report directed the college to “fully implement Recommendation 1 in the 2002 Accreditation Evaluation Report” (Evidence 3.2). The 2002 report recommended that the college implement “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” (Evidence 3.3)

Resolution of the Recommendation

The college recognizes that the program review process has not been linked fully to planning and resource allocation on a college-wide level. However, major strides are being made to ensure that data-driven program review is integral to the integrated planning processes on campus. The 2008 visiting team commended DVC's Student Services program for linking student learning outcomes to the program review process and engaging in annual program review evaluations effectively to ensure continuous improvement of programs and services. The 2008 evaluation report noted that “...it is clear that more decisions are being made based on data...” and that there had been an effort to instill in the college a culture of evaluation (Evidence 3.4). Progress is evident in all of the work on program review that the college has completed since the 2002 report,

summarized in the document “Actions Taken and Results in Program Review Since the 2002 Accreditation Evaluation Report” (Evidence 3.5).

To ensure continued progress is made, Work Group Three reviewed and proposed revisions to the three Program Review processes to include examination of direct evidence of student learning and links to the process to planning and resource allocation, leading to improvements in programs and services. To achieve these goals, the work group:

- Reviewed and revised, as necessary, existing templates and processes and ensured there is program review for instruction, student services and administrative services that resolves the team recommendation.
- Evaluated the college’s various program review documents and processes to determine compliance with accreditation standards and the commission’s rubric for evaluating program review.
- Revised processes to include required linkage to planning, resource allocation, the curriculum process and assessment of student learning (in coordination with other work groups).
- Developed a rubric for ranking within the student services, instructional and administrative units.
- Disseminated the program review recommendations widely in order to promote college-wide dialogue and to solicit feedback.

Review of Existing Program Review Documents and Processes

Using the Rubric for Evaluating Institutional Effectiveness in Program Review (Evidence 3.6), Work Group Three evaluated the three program review templates and processes in order to assure compliance with accreditation standards.

Student Services Program Review

Student Services Program Review (SSPR) is implemented on a three-year cycle, with approximately one-third of the units undergoing the comprehensive review every three years. Annual updates are required in the interim years.

The work group found that the comprehensive SSPR template (Evidence 3.7), the annual Program Review Update form (Evidence 3.8) and the existing processes met accreditation standards (Evidence 3.9). The group noted that the annual review template and the comprehensive program review template have been consistently updated to improve the usefulness of the information gathered and reported, leading to continuous improvements. (Standard I.B) An assessment of student learning is currently integrated into both the current Student Services comprehensive program review and annual program review updates (Evidence 3.7, 3.8). However, the process must be tied directly to the college-wide planning and resource allocation processes.

Instructional Program Review

In 2008, the college formed an Instructional Unit Program Review (IUPR) Task Force to revise the template and process for IUPR. The task force presented drafts of the template and process to the Faculty Senate Council on April 28, 2009 (Evidence 3.11). Work Group Three reviewed the draft of the template and process, and members worked closely with the IUPR task force to assure compliance with accreditation standards (Standard II.A). The work group recommended that the IUPR include a report on assessment of student learning outcomes (Standard II.A.1c) and ongoing completion of Title 5-required course outline updates (Standard II.2a), so members of Work Group Three met with the IUPR members working on those issues.

The IUPR template includes sections to complete on verifying compliance with stipulating and assessing student learning outcomes and updating of course outlines. The IUPR also includes a comprehensive summary which links goals to resource needs, including budget, human resources, facilities and technology. The final draft IUPR template and process was approved by the Faculty Senate Council on May 5, 2009 (Evidence, 3.13 and 3.14) and validated by Work Group Three as meeting accreditation standards (Evidence 3.15).

All instructional units will complete an annual program review (Evidence 3.16). The depth and content of these annual reviews is sufficient to fulfill the assessment criteria requirements of both the California Education Code for Career Technical Education Programs (Evidence 3.17) and Contra Costa Community College District Board Policy 4008 (Evidence 3.16), thereby eliminating the need for a separate evaluation. In addition, every five years the IUPR will be supplemented with external data to feed into the college strategic planning process. Since the college strategic plan expires in the 2010/2011 academic year, half of the instructional programs will add external data to their annual IUPR for 2009-10 and the other half will add external data to their annual IUPR in 2010-11. Once the new strategic plan is developed, the college will implement a five-year cycle in which half of the IUPRs will add external data to their annual program reviews in the fourth year and half will add external data in the fifth year. The remainder of the instructional units will perform an annual program review.

The annual IUPR process was developed to streamline and integrate a number of individual processes that occur throughout the year. These processes include the District and college Box 2A processes (prioritization of requests for new faculty hires), instructional equipment process, college educational planning process, scheduling process and resource allocation process. Data for the instructional program review process is “prefilled” by the Office of Planning, Research, and Student Outcomes, the Instruction Office and the division offices, which allows the instructional units to focus on dialogue and analysis. To insure adequate analysis, dialogue, and validation the Annual Program Review Process includes:

1. Data Review and Analysis
 - Student Enrollment Measures (Enrollment, Productivity)

- Student Success Measures (Course Success, Retention)
 - Curriculum Measures (Course level, Program Level, Curriculum updates and changes)
 - Resource Measures (Faculty, Schedule, Unit Budget, Equipment, Technology, Support staff, Student Workers, Tutoring, Facilities)
 - Career-Technical Measures
 - Student Learning Outcomes (SLOs) at the course, certificate and program levels. Units failing to assess SLOs (or to complete Title 5 rewrites) in any year will not be eligible for any additional college resources.
 - Program viability will be assessed both internally, through the program review process, and externally, through the validation process, thereby promoting college-wide dialogue and transparency.
2. Summary
- Prioritized short and long term goal progress
 - Current trends
 - Prioritization of resources
3. Validation
- Overall quality of program review
 - Commentary on analysis
 - Minimum compliance standards
 - Program recommendation

Administrative Program Review

DVC has implemented a three-year program review cycle for Administrative units, with approximately one-third of the units undergoing the comprehensive review every three years. Annual updates are required in the interim years.

Work Group Three reviewed the template for Administrative Program Review (APR), which had been developed by the Office of Planning, Research and Student Outcomes in fall 2008 (Evidence 3.18). While the process was somewhat different than the other two reviews, the group proceeded last spring with the existing template in order to complete some administrative program reviews during the 2008-09 academic year. The template is being revised this fall and will be implemented later in 2009-10, based on the experience of the units completing the review last spring. The template components will be standardized with those of IUPR and SSPR, in accordance with the ACCJC standards of good practice. The APR will use similar criteria for validation as the SSPR and IUPR processes.

All APR program review templates will include a summary sheet which identifies needs for human, fiscal, technology and facility resources, as tied to the college mission, strategic directions and plans (Standards I.B.3, I.B.4, II.A.1, II.A.2, II.A.6 and II.C.2).

Revision of processes to include required linkages

Work Group Three worked with Work Groups One and Two to align processes from program review with college-decision making, planning and resource allocation processes (Standards I.B.3, I.B.4, II.A.1, II.A.2, II.B.1, II.B.4, III.A.6, III.D.1a and IV.B.2b) (Evidence 3.19).

Overall Process

Individuals/self-study teams completing program review and those responsible for validating the program reviews will participate in an orientation to understand the requirements and processes for program review. The APR, IUPR and SSPR will occur on an approved, shared, annual timeline as shown in the flow chart on page 52. The Office of Planning, Research and Student Outcomes will provide program review teams with necessary data; completed reports will then be submitted to the appropriate administrative offices.

Each program review will subsequently go through a validation process. Work Group Three recommends that Student Services and Administration use a Validation Form (Evidence 3.20) based on that developed by the IUPR Task Force, so that all program reviews are evaluated using the same criteria.

Student Services Program Review will continue to be validated by the Student Services Program Review Committee (SSPRC), a group comprised of the vice president of student services, two Student Services managers, two faculty appointed by the Faculty Senate (ideally one from Counseling and one other instructional faculty on the Faculty Senate Student Services Committee), two classified staff appointed by the Classified Senate president and two students appointed by the ASDVC president. (Evidence 3.21)

Instructional Program Review will be validated by a Division Peer Review Team -- a minimum of four faculty members, one dean, one classified staff (if appropriate) and one student, if possible (Evidence 3.22). The faculty members will be from a different instructional division than the one undergoing review, which will promote college-wide dialogue and transparency.

Currently the Administrative Program Reviews are validated by the Planning Council. A group will meet during fall 2009 to revise the current template and to establish an Administrative Program Review Committee.

Each program will identify its own ranking of needs for program improvement through a summary sheet common to all program reviews. Work Group 3 recommends that all programs in student services and administrative units develop a Summary Sheet based on the one developed by the IUPR Task Force (Evidence 3.23). In the fall of 2009, the college will be developing a procedure to codify the program review process and to standardize the summary sheets, to be completed by December 31, 2009.

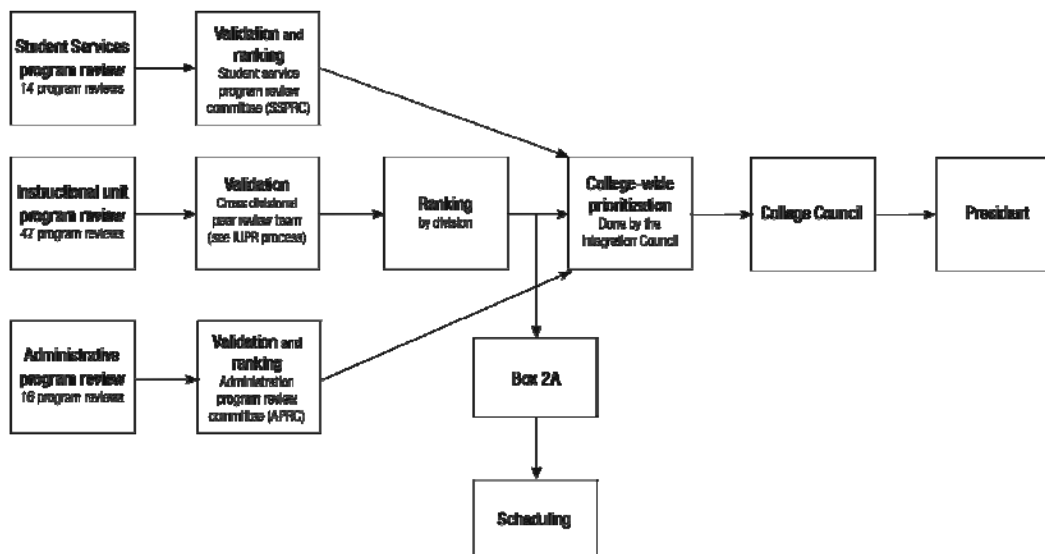
Ranking Rubric

Each unit (Student Services, Instruction and Administration) will rank the program review recommendations according to approved, shared criteria based on the accreditation standards (Standards I, III.A, III.B, III.C, III.D) (Evidence 3.24). Each recommendation/request will be ranked Very High, High, Moderate or Low, based on --

How well does a recommendation demonstrate a direct link to:

- College mission and goals;
- DVC Strategic Plan;
- College-wide plans;
- Current short and long-term goals of the program;
- Improvement of the quality of student learning;
- Improvement of the quality of programs and services;
- Mandated needs (state or other);
- Career Technical Education (priorities and guidelines for Perkins IV grants);
- Development of new/innovative programs;
- Program sustainability;
- Qualitative and quantitative information based on the data presented in the program review.

Program Review Process



Analysis of the Results

Six outcomes resulted from the work group’s activities: (1) revision of the student services program review process to be tied directly to the college-wide planning and resource allocation processes; (2) revision of the instructional unit program review template and process to assure compliance with accreditation standards and CCCCD Board Policy 4008; (3) improvement of the administrative program review process through standardization of its template components, in accordance with the standards of good practice; (4) alignment of processes from program review with college-decision making, planning and resource allocation; (5) formation of an integrated annual and cumulative five-year calendar for planning and program review (Integration Timeline) and resource allocation; (6) and creation of mechanisms to address continuous improvement, including an overall improved program review process and the formation of the Integration Council, as detailed in Recommendation 1 and 2.

DVC’s revised program review processes now all tie directly to planning and resource allocation requests and decisions and require direct evidence of student learning and evaluation, leading to improvements in programs and services (Standard IB).

Continuous Improvement

The Student Services, Instructional and Administrative unit ranking lists will be forwarded to the Integration Council. This group will complete college-wide prioritization of the ranked recommendations forwarded from the three campus functional units and recommend allocation of resources to the College Council, based on the prioritization linked to college planning.

Documented progress on assessment of Student Learning Outcomes (SLOs) is included in the templates for all program reviews. Compliance with Title 5 course outline update requirements is also an emphasis in the IUPR. The IUPR Validation Form includes Minimum Compliance Standards (Part C) for Title 5 rewrites (Standard IIA) and for assessment of program and course level SLOs (Standard IIA1c) and a determination of meeting the compliance criteria in order to participate in the resource allocation process. In addition, quantitative and qualitative information derived from the IUPR will be used to make informed decisions about program growth and, if necessary, make recommendations about program modifications or discontinuance.

Dissemination of Program Review documents and process

The Student Services Program Review template, first developed in 2003, underwent a thorough review by Student Services Managers, and annual revisions have been established by the Student Services Program Review Committee.

An early draft of the Instructional Program Review template and process was shared with the Joint Deans Council, and drafts of the Instructional Program Review template and program review process were shared with the Faculty Senate Council prior to final approval on May 5, 2009 (Evidence 3.25).

The Planning Council approved the current Administrative Program Review template on May 12, 2008 (Evidence 3.26). As noted previously, revision of the template and process is underway.

All templates and processes will be posted on the accreditation page of the DVC website. Templates and processes will also be presented to the campus during an accreditation open forum. The college will develop a DVC procedure codifying the procedures and timelines for program review.

Establish and Publish Timeline

In collaboration with other workgroups, a program review timeline was established and conceptually approved. Upon final approval by Leadership Council or College Council early in the fall 2009 semester, the timeline will be published with other program review documents.

Program Review Timeline

Spring/summer

- || Prior to program review Research Office gathers and assembles program review data.

Fall

- || Program review training held.
 - *August flex*
- || Programs prepare program reviews.
 - *due late November*
- || Program review to validation teams
 - *early December*
- || Validation teams read program reviews.
 - *December-January*

Spring

- || IUPR teams validate IPRs.
 - *January-February*
- || IUPR goes through ranking process.
 - *January-February 15*
- || SSPRC validates and ranks SSPR.
 - *January-February 15*
- || APRC validates and ranks APR.
 - *January-February 15*
- || College-wide prioritization and resource allocation
 - *February 15-March 15*
- || College Council approval and recommendation to president
 - *March 15-April 15*

Additional Plans

During 2009-10, twenty-four instructional programs, five student services programs and four administrative programs will complete a more detailed program review using the new, uniform process and timeline. The remaining programs will complete an annual program review update during this academic year. Annual Program Reviews will include a progress update on the college strategic directions, unit goals, student learning outcomes, and a response to recommendations from the program review committee regarding resource needs.

During spring 2010, ranked recommendations will be forwarded to the Integration Council for recommendations regarding the allocation of available funds. This new process will be evaluated and revised as necessary. Upon completion of the annual cycle, each program will evaluate the templates and process in order to provide input for continuous improvement.

During fall 2009, the college will: Revise the template for administrative program review; establish an Administrative Program Review Advisory Committee; develop and adopt a procedure codifying the program review process and standardizing the summary sheets; develop and adopt a program discontinuance procedure.

Workgroup Three Membership

Co-Lead (classified): Dona DeRusso

Co-Lead (faculty): Ray Goralka

Co-Lead (interim management): John Baker

Classified: Ligia Morcillo

Classified: Sue Rohlicek

Faculty: Ellen Kruse*

Faculty: Milagros Ojermark

Management: Yvonne Canada

Management: Ann Patterson

Management: Kim Schenk

Student: Kimberly Sarah Yo

*Currently serving as the Interim Division Dean for English and Business

Evidence

- 3.1 Work Group Three Work Plan
- 3.2 2008 Accreditation Evaluation Report, page 5
- 3.3 2002 Accreditation Evaluation Report, page 2
- 3.4 2008 Accreditation Evaluation Report, pages 19 and 21
- 3.5 Actions Taken and Results in Program Review Since the 2002 Accreditation Evaluation Report
- 3.6 Accrediting Commission for Community and Junior Colleges Rubric for Evaluating Institutional Effectiveness in Program Review
- 3.7 Student Services Program Review comprehensive template
- 3.8 Student Services Program Review Annual Update template
- 3.9 Workgroup Three meeting minutes: April 3, 2009
- 3.10 2008 Accreditation Report, IIB3a (program improvements in student services based on recommendations from program review process)
- 3.11 Faculty Senate Council meeting minutes: April 28, 2009
- 3.12 Instructional Unit Program Review cumulative template
- 3.13 Instructional Unit Program Review annual report template
- 3.14 Faculty Senate Council meeting minutes: May 5, 2009
- 3.15 Work Group Three meeting minutes: April 3, 2009
- 3.16 Board Policy 4008
- 3.17 California Education Code for Career Technical Education Programs (assessment criteria requirement)
- 3.18 Administrative Program Review template developed by Research Office in fall 2008
- 3.19 Integration meeting notes (all)
- 3.20 Program Review Validation Form
- 3.21 Student Services Program Review committee membership list

- 3.22 Work Group Three meeting minutes: April 3, 2009
- 3.23 Instructional Unit Program Review Summary Sheet
- 3.24 Work Group Three Recommended Rubric for Ranking Unit Program Review Recommendations
- 3.25 Faculty Senate Council meeting minutes: May 5, 2009
- 3.26 Planning Council meeting minutes: May 4, 2009

Recommendation 6: Curriculum Process

The team recommends that Diablo Valley College fully implement recommendation 2 from the 2002 Accreditation Evaluation Report which states, “Improvement of existing curriculum process to include a timely, systematic review and efficient procedures for course and program approval with adequate technology and staff support.” Furthermore, the team recommends that the curriculum process be fully integrated with the program review process. (Standards: II.A.2a, II.A.2e)

In order to implement Recommendation 6, DVC Accreditation Oversight Task Force (AOTF) established Work Group Four, composed of members from management, faculty, classified and student groups (flow chart of the DVC Accreditation Oversight Task Force, AOTF).

The specific charge of Work Group Four was to review and improve the existing curriculum process, with a focus on course and program approval, supported by adequate staff and technology (Evidence 6.1). The process also needed to be linked to the program review process.

Findings of the Evaluation Report

The evaluation report noted that ‘the curriculum process had been changed with the introduction of a web-based course submission and approval process’ (Web Curriculum System – WCS). Although this web-based process did improve efficiency, the college still self identified more than 200 courses that had not undergone a Title 5 revision in more than six years. The report noted that although Title 5 regulations are not directly applicable to Standard II, the college had not made progress on a recommendation made in 2002 ‘... for improvement in the curriculum process to include a more timely, systematic and efficient procedure for course and program approval.’ The report surmised that the web-based process was an improvement, it “... did not fully result in a more timely, systematic and efficient process, despite six years of implementation and the evidence that improvements are being planned.”

Resolution of the Recommendation

The Curriculum Committee chair and an instructional manager led Work Group Four, which had as its highest priority bringing DVC into compliance with the requirement that all course outlines be updated at least every five years, with a process that is “timely and systematic.” Work on this process began in early fall 2008 and was dramatically accelerated in the spring of 2009. As of the beginning of the spring 2009 semester, almost 400 course outlines had not been updated within the previous five years. However, with the cooperation of the faculty of every department and division of the college, the members of the Curriculum Committee and supporting staff and managers, as of May 11, 2009, the outlines of all active DVC courses had been updated within the past five years, thus bringing the college into Title 5 compliance (Evidence 6.2).

The Curriculum Committee, meeting weekly throughout the spring semester, reviewed and streamlined the process for the approval of course outline revisions, in order to deal with the volume of work needed to complete the updating of course outlines by the end of the semester (Evidence 6.3). The committee was also careful to protect the integrity of the process by making sure that there was a thorough review of each revised course outline. The process involved approval through the use of the consent agenda. Each outline was reviewed by the committee member representing the division offering the course and two members from other divisions. Outlines with questions raised by the reviewers were removed from the consent agenda, discussed by the entire committee, and, if necessary, returned to the originating department for revision and resubmission.

The Web Curriculum System (WCS) was utilized to facilitate the development, review, approval and storage of the updated course outlines. Procedures and timelines have now been put in place to ensure systematic future compliance with the five-year requirement for all DVC courses. (Evidence 6.2) The annual Instructional Unit Program Review process now requires that all courses be assessed for ongoing completion of Title 5 updates. In addition, a DVC procedure is being developed which will mandate that any out-of-compliance courses be pulled from the schedule; and if such courses are not updated within one year, they will be removed from the College Catalog.

Analysis of the Results

All active courses have up-to-date outlines on the WCS and they will now be regularly monitored by the Instruction Office to ensure Title 5 compliance. In addition, compliance will be monitored by a component of the IUPR process. Approval procedures and all necessary forms are available on the WCS, which is accessible through the DVC intranet. Approved outlines are also now available to students and to the public on the college website.

A detailed outline and description of the process to maintain the currency of outlines and the approval of new courses and programs will be prepared and approved by the Curriculum Committee in fall 2009. This outline and description details the integration of the curriculum process with the program review process, with a timeline designed to spread the work of updating courses and programs throughout the years of the program review cycle – additional information is included in the response to Recommendation 3. The process relies on the effective use of technology, the WCS, and increased support from staff in the Instruction Office.

Additional Plans

A detailed outline and description of the process to maintain the currency of outlines and the approval of new courses and programs will be prepared and approved by the Curriculum Committee in the fall of 2009.

A college procedure will be developed and adopted to address Title 5 non-compliance and will be completed by December 31, 2009.

Work Group Four Membership

Co-lead (faculty):	Claudia Hein
Co-lead (management):	John Mullen
Classified:	Lesley Agostino
Faculty:	Obed Vazquez
Faculty:	Tim Murphy
Faculty:	Joe Gorga
Management:	Lyn Krause
Student:	Pradya Laohapornsvan
Ex officio (management):	Susan Lamb
Other participants:	Triveni Gorur, Jeanette Peavler (classified)

Evidence

- 6.1 Work Group Four Work Plan
- 6.2 Title 5 Rewrite and SLO Assessment Calendar
- 6.3 Minutes of spring 2009 Curriculum Committee meetings.

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)

In order to implement Recommendation 7 of the Evaluation Report from ACCJC, the DVC Accreditation Oversight Task Force (AOTF) established Work Group One, composed of members from management, faculty, classified and student groups. The specific charge of Work Group One was to develop mechanisms to improve communication and collaboration.

Findings of the Evaluation Report

As noted in the self study, “Diablo Valley College is beginning to reclaim its status as a collegial institution.” Administrators interviewed noted that there is a greater dissemination of information than there has been in the past. But it became evident to the visiting team that individual faculty and staff were not fully participating in the governance structures. It was reported that individual initiative is not encouraged by the institution and faculty and staff have “varied levels of understanding” as to how ideas can be brought forward. (Standards IV.A.1, IV.A.2)

Resolution of the Recommendation

Governance and decision-making structures and processes have been redesigned in order to promote communication and collaboration – specific information is included in the response to Recommendation 1. A review was also conducted of the current communication methods at DVC. There are numerous examples of the college’s commitment to open communication and transparent sharing of information, including:

- All agendas, minutes and other information (including the President’s messages to the college and community) related to the college’s response to the Show Cause report have been posted to a special page on the DVC homepage for access both on and off campus (Standard IV.A.1) (<http://www.dvc.edu/org/info/accreditation/>) (Evidence 7.1). The college’s entire approach to the accreditation recommendations was based on the need to improve communication and collaboration and the Accreditation Oversight Task Force itself modeled that approach.
- An Appreciative Inquiry model was introduced. A first session with 64 people was held in August of 2008, training participants to use the strengths-based model. A follow up meeting was held in October of that year and a college-wide flex activity was held in January of 2009 with 164 people participating (Evidence 7.2).

- Beginning in the fall of 2008, the vice president of instruction and the interim vice president of student services initiated joint meetings between the instructional deans and the student services deans. The meetings are an effort to improve communication between instructional and student services programs, thereby improving institutional effectiveness (Evidence 7.3).
- An Instructional Council was established in order to enhance communication among classified staff, faculty administrators (deans in particular) and student services personnel. This council will now be replaced by the Integration Council (additional information is included in the response to Recommendation 1).
- The fall 2007 convocation was the first time that DVC invited all employees -- faculty, classified and administrators – to the event. It was followed in both the fall of 2008 and fall of 2009 with college-wide convocations (Standard IV.A.1) (Evidence 7.4).
- The college president increased the number of awards issued for Classified Exemplary Employee from one to five to better represent the breadth of areas served by classified staff and to recognize outstanding service (Evidence 7.5).
- The president sends out regular messages on issues of college-wide importance via email to all employees. These messages are archived at: <http://www.dvc.edu/org/administration/presidents-office/presidentmessages/index.htm> (Evidence 7.6).
- The vice-president of student services also prepares and distributes a newsletter to all employees. These messages are archived at: <http://www.dvc.edu/org/divisions/student-services/newsletters.htm> (Evidence 7.7).
- The Office of Planning, Research and Student Outcomes periodically publishes a Student Learning Outcomes Newsletter. Links to these newsletters can be found at: <http://www.dvc.edu/org/departments/research/slo/index.htm> (Evidence 7.8). In addition, this office also serves as the repository for approved college plans, publications on enrollment trends, student opinion survey results and ARCC reports.
- In an effort to provide more transparency to discussions among senior staff members, the college president has implemented an expanded president’s cabinet meeting (called President’s Cabinet Plus) which includes the three college vice-presidents and the presidents of the Classified Senate, Faculty Senate and ASDVC (Standard IV.A.2a) (Evidence 7.9).
- The college president holds a President’s Tea at her home for the Faculty Senate President and all tenure track faculty. This activity provides an opportunity for non-tenured faculty to speak directly with the president in an environment outside of the college (Evidence 7.10).
- Several times each academic year, the vice president of student services sends out a newsletter to high school principals in Contra Costa County providing them with current information on programs that might be of interest to their students (Evidence 7.11).
- The DVC Financial Aid Office sends out an electronic newsletter each semester providing information about financial aid opportunities, questions and answers, as

well as highlighting some of the students who have benefited from financial aid (Evidence 7.12).

- Once each semester the college president host high school principals and superintendents from DVC's service area for a breakfast (Evidence 7.13).
- The vice-president of instruction holds monthly meetings with all instructional department chairs and instructional division deans (Evidence 7.14).
- Under its statutory authority according to state law and district and college policies and procedures, the Faculty Senate at DVC addresses matters related to curriculum through the Curriculum Committee (Evidence 7.15). The Faculty Senate also has standing committees for instructional student learning outcomes (Evidence 7.16), student services (Evidence 7.17) arts and lectures (Standards IV.A.2a, IV.A.2b) (Evidence 7.18).
- Mechanisms have been established to encourage and facilitate employee involvement in the design of new facilities (Evidence 7.19).
- The college president instituted a President's Management Council meeting which includes all college managers (Evidence 7.20).
- The college website is used extensively for communication both to employees and current students, as well as to the community. Recent additions to the web site include blogs and a Newsmakers section. (www.dvc.edu) (Evidence 7.21).
- Information and announcements of college-wide importance are shared with the entire college community via email (Evidence 7.22).

Analysis of the Results

In summary, the creation of the new Integration Council and College Council (additional information is included in the response to Recommendation 1) will provide a forum for broad college-wide dialogue and for the widespread collaboration and dissemination of information. The evidence cited in this section indicates that DVC has designed and implemented numerous mechanisms to improve communication and collaboration. The college has also demonstrated significant progress in achieving the goal of improved communication and collaboration, as indicated by the structure and processes used to respond to the ACCJC recommendations.

Although the college makes many efforts to keep everyone informed, the college leadership recognizes that there is a responsibility on the part of employees and students to read emails, open and read attachments and use college-based online resources in order to stay informed. All employees have a DVC email account; however, recognizing that some employees may not have regular access to a computer as part of their regular work assignment, hard copies of agendas and minutes will be made available.

Additional Plans

Beginning in the fall 2009, hard copies of agendas and minutes are available in eight common work areas around the campus including a central location at SRVC.

Beginning in January 2010, and continuing annually thereafter, DVC will offer staff development activities designed to educate newly selected committee and council members on their responsibilities for disseminating information and promoting communication.

Work Group One Membership

Co-Lead (classified): Sue Handy
Co-Lead (faculty): Ted Wieden
Classified: Maria Barno
Classified: Jocelyn Iannucci
Classified: Teresa Molnar
Faculty: Kathleen Costa
Faculty: Laurie Lema
Faculty: Tish Young
Manager: Michael Almaguer
Manager: Beth Hauscarriague
Manager: Julie Walters
Student: Lindsay St. Hill

Evidence

- 7.1 Website postings of all agendas, minutes and other information related to college's response to Show Cause Report
- 7.2 Appreciative Inquiry August 2008 Training agenda and January 2009 FLEX workshop agenda
- 7.3 Joint dean meeting agendas and minutes
- 7.4 Fall 2007, 2008, 2009 College Convocation invitations
- 7.5 Classified Exemplary Award Winners Spring 2008, Spring 2009
- 7.6 President's messages. <http://www.dvc.edu/org/administration/presidents-office/presidentmessages/index.htm>
- 7.7 Vice president of student services college-wide newsletters
<http://www.dvc.edu/org/divisions/student-services/newsletters.htm>
- 7.8 Student Learning Outcomes Newsletters
<http://www.dvc.edu/org/departments/research/slo/index.htm>
- 7.9 President's Cabinet Plus meeting agendas and minutes
- 7.10 President's Tea for non-tenured faculty in invitations
- 7.11 Vice president of student services newsletters to high school principals
- 7.12 Financial Aid Office newsletters
- 7.13 President's Breakfast for High School Principals and Superintendant agendas
- 7.14 Instruction Dean/department chair meeting agendas and minutes
- 7.15 Curriculum Committee Minutes
- 7.16 Instructional Student Learning Outcomes Committee notes
- 7.17 Student Service meeting agendas and minutes
- 7.18 Arts and Lecture committee meeting dates
- 7.19 Meeting dates for Commons Projects meetings

- 7.20 President's Management Council meeting agendas and minutes
- 7.21 DVC website blogs and *Newsletters*: www.dvc.edu
- 7.22 Email blasts of college-wide importance, from Chrisanne Knox and Chris Leivas on parking lot closures, budget updates, H1N1 virus notifications, and Constant Contact Tracking Report

Eligibility Requirement 10: Student Learning and Achievement

The visiting team confirmed that Diablo Valley College defines and publishes the programs of study leading to an associate degree, certificate, and program of study leading to transfer. Program expected learning and achievement outcomes, however, have yet to be developed and published. (ER 10)

In order to implement Eligibility Requirement (ER) 10 of the Evaluation Report from the ACCJC, the DVC Accreditation Oversight Task Force (AOTF) established Work Group Five, composed of members from management, faculty, classified and student groups. The specific charge of Work Group Five was to develop and publish instructional program-level student learning outcomes (SLOs) and then to develop a plan to assess them. (Evidence 10.1)

Findings of the Evaluation Report

The visiting team confirmed that Diablo Valley College defines and publishes the programs of study leading to an associate degree, certificate, and program of study leading to transfer. Program expected learning and achievement outcomes, however, had yet to be developed and published.

Resolution of the Recommendation

To achieve its charge, Work Group Five facilitated the completion of the following tasks:

- Researched other colleges' approaches to developing and assessing instructional program Student Learning Outcomes (SLOs).
- Facilitated and tracked the progress of the identification of instructional program- and course-level SLOs.
- Worked with the Instruction Office to publish program-level SLOs on the DVC website and in the College Catalog addendum (Evidence 10.2) and collaborated with the Curriculum Committee and Faculty Senate SLO Committee to develop a procedure for collecting outcome statements when new courses are proposed by faculty.
- Worked with the Office of Instruction, the Office of Planning, Research and Student Outcomes and the Faculty Senate SLO Committee to support the development of processes for on-going assessment and the application of instructional program-level SLOs, as well as course-level SLOs, including alignment of instructional program- and course-level SLOs.
- Wrote the draft of this response for Eligibility Requirement 10.

In summary, the primary task of the college in order to respond to this eligibility requirement was to ensure that student learning outcomes for all instructional programs were identified by the program faculty, approved by the Curriculum Committee and made available to the public through the College Catalog and on the DVC website.

The college has defined and published the programs of study leading to an associate degree, certificate, and program of study leading to transfer. It also publishes, every two years, the achievement outcomes associated with these programs in the DVC Institutional Effectiveness Fact Book (Evidence 10.3). The college acknowledged that it also needed to develop and implement a systematic process for defining and publishing instructional program student learning outcomes. To address this need:

1. The college identified all instructional programs – 122 existing degrees and certificates; 3 existing general education patterns; 3 new degrees and certificates (awaiting approval by the State Chancellor’s Office), for a total of 128.
2. Each of the 128 instructional programs identified its student learning outcomes.
3. The identified instructional programs submitted their program outcomes to the Curriculum Committee for review and approval and the results were shared with the college community (Evidence 10.4).
4. The Curriculum Committee developed procedures for integrating identification of program-level SLOs into the new program application process (Evidence 10.5).
5. The Curriculum Committee developed procedures for future revision of existing instructional program-level SLOs (Evidence 10.6).
6. The Curriculum Committee submitted outcomes for each of the college’s instructional programs to be published in the 2009-10 catalog addendum (Evidence 10.2) and for posting on the DVC website (www.dvc.edu). A mechanism is now in place, and in the process of being codified, so that outcomes for the three new programs (and future programs) will be published and posted upon approval from the State Chancellor’s Office (Evidence 10.7).

Analysis of the Results

In order to address the eligibility requirement, DVC has now developed and published student learning outcomes for its instructional programs in the addendum to the catalog (Evidence 10.2) and on the college web site (www.dvc.edu).

Additional Plans

The vice president of instruction will create a 100 percent reassigned time for a faculty member to serve as a facilitator to work with instructional departments/areas, the Faculty Senate SLO Committee and the Curriculum Committee to ensure that the college will comply with the ACCJC requirements for implementation of course-level SLOs by 2012.

Work Group Five membership

Co-lead (faculty): Robert Burns
Co-lead (management): Rachel Westlake
Classified: Ann Uawithya (SRVC)
Faculty: Judy Foster
Faculty: Claudia Hein
Faculty: Robert Abele
Manager: Dennis Smith

Student: Antonia Oen
Ex Officio (management): Susan Lamb

Evidence

- 10.1 Work Group Five work plan
- 10.2 DVC 2009-2010 Catalog Addendum (program-level SLOs and Curriculum Committee outcomes for instructional programs)
- 10.3 DVC Institutional Effectiveness Fact Book (program achievement outcomes)
- 10.4 Spring semester Curriculum Committee Minutes (and email sharing results with college community)
- 10.5 Curriculum Committee Procedures (for integrating identification of program-level SLOs into new program application process)
- 10.6 Curriculum Committee Procedure (for future revision of existing instructional program-level SLOs)
- 10.7 Mechanism so that outcomes for three new programs and future programs will be published and posted upon approval from the State Chancellor's Office

Eligibility Requirement 19: Institutional Planning and Evaluation

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

In order to address Eligibility Requirement 19 of the Evaluation Report from the ACCJC, the DVC Accreditation Oversight Task Force (AOTF) established Work Group Six, composed of two co-leads (faculty/manager), three faculty, three classified staff, three managers, one student and the accreditation liaison officer. The co-leads are also the co-chairs of the Technology Committee, which was charged to serve as a resource to Work Group Six. The specific charge of Work Group Six was to update the technology plan and integrate it with other planning processes (Evidence 19.1).

Findings of the Evaluation Report

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

Resolution of the Recommendation

Work Group Six and the Technology Committee met twice a week for nearly three months in order to develop the new Technology Master Plan. (Evidence 19.2) The planning began with an evaluation process that included the review and discussion of the following internal documents: (a) DVC Technology Master Plan 2001-2004, (Evidence 19.3); (b) DVC Strategic Plan 2006-2011, (Evidence 19.4); (c) Chapter 5 of DVC Educational Master Plan 2007-2017, (Evidence 19.5); (d) Program Reviews, (Evidence 19.6); (e) DVC Online Course Guidelines 2007, (Evidence 19.7); and (f) DVC Standard

IIC and IIIC 2008 Self-study surveys (Evidence 19.8). Additionally, a Technology Use Survey was developed and administered, resulting in 364 student and 240 employee responses (Evidence 19.9). The survey results provided valuable assessment information for planning for improvements. The technology surveys and program reviews were especially useful for better understanding the current and future technology needs of students, faculty, staff, and managers. Additionally, several external publications of current/future trends with technology in higher education were reviewed and discussed to inform the new plan: (a) California Community College Technology III Plan (Evidence 19.10); (b) The 2009 Horizon Report (Evidence 19.11); (c) Educause Top 10 IT Issues 2008 (Evidence 19.12); (d) Top Ten Strategic Technologies for 2008 (Evidence 19.13); (e) Staying the Course: Online Education in the United States (Evidence 19.14); and, (f) A Case Study of Student and Faculty Satisfaction with Online Courses at a Community College (Evidence 19.15) .

In between scheduled meetings, the planning group collaborated online by using web-based work group tools to share documents, edit documents, take polls, schedule meetings, post comments, send email, and publish links. The Planning Group also used the technology committee group address list for email announcements and discussions between meetings. All of the planning meeting notes were saved to the DVC U:drive for employee access and posted to the DVC accreditation website for access by everyone (Evidence 19.2).

A draft of the new plan was completed in late March, 2009. This draft was presented at meetings of each of the constituent groups for review and comment during the month of April. These comments were discussed by the planning group and incorporated into the final draft of the Technology Master Plan. The final draft was presented to each of the constituent groups between late April and early May and was endorsed by each group. Finally, the plan was returned to the Leadership Council in May for final approval.

Analysis of the Results

The DVC Technology Master Plan 2009-2013 was approved by the Leadership Council on May 18, 2009 (Evidence 19.16) after receiving the formal endorsement of the Associated Student Council (Evidence 19.17), Classified Senate Council (Evidence 19.18), Faculty Senate Council (Evidence 19.19) and Management Council (Evidence 19.20).

The new plan is comprehensive and integrated into college wide planning and resource allocation requests through alignment with the DVC Strategic Plan and new program review processes. It is both a strategic plan and an action plan. The technology plan is comprised of the vision, principles, goals, and strategies and will be updated in 2013 and every three years thereafter to ensure integration with future versions of the DVC Strategic Plan. The action plan portion of the Technology Plan is presented in the Implementation Grid which lists the action items, lead manager, responsible units, timelines, performance indicators, dependencies and required resources for each

technology strategy. The grid will be evaluated and updated on an annual basis so as to reflect current needs that are identified by the annual program review processes.

In the future, program reviews for instruction, student services and administration will each include a technology section. The technology sections of the validated program review plans will be evaluated by the Technology Committee for possible inclusion in the annual updates of the implementation grid. The annual review and update cycle of the implementation grid will be coordinated with the DVC annual calendar for planning, program review and student learning outcomes. This approach will facilitate the integration of program evaluations and planning for instruction, student support, and administrative functions with the technology planning cycles.

In response to Recommendation 2, DVC has developed new processes for resource allocation which are based on program reviews, institutional planning, and a new shared governance model. Thus, resource allocation for technology will also be linked to these new processes to ensure that technology planning is integrated into college wide planning and resource allocation.

The new DVC Technology Master Plan reflects current and future needs and is integrated into college wide planning and resource allocation including the evaluation and support of instructional, student services and administration functions for the college and off-campus sites. The new technology plan also demonstrates “an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation”, per Eligibility Requirement 19.

Additional Plans

In the spring 2010, technology requests from administrative, student services and instructional program reviews will be reviewed by the Information Technology Committee and then be used to inform annual updates to the Technology Master Plan.

Work Group Six membership

Co-lead (management): Ben Seaberry
Co-lead (faculty): Mark Steidel
Classified: Michael Gong
Classified: Neal Skapura
Classified: Eng Saw
Faculty: Cheryl Martucci
Faculty: Leslie Month
Faculty (SRVC): Mario Tejada
Manager: Stacey Shears
Manager: Terry Armstrong
Manager: Chrisanne Knox
Student: Febby Wangke
Ex Officio (management): Susan Lamb

Evidence

- 19.1 Work Group Six work plan
- 19.2 Work Group Six meeting agendas and minutes
- 19.3 DVC Technology Master Plan 2001-2004
- 19.4 DVC Strategic Plan 2006-2011
- 19.5 DVC Educational Master Plan 2007-2017, Chapter 5
- 19.6 Program Reviews (not specified)
- 19.7 DVC Online Course Guidelines 2007
- 19.8 DVC Standard IIC and IIIC 2008 self-study surveys
- 19.9 Technology Use Survey
- 19.10 California Community College Technology III Plan
- 19.11 2009 Horizon Report
- 19.12 Educause Top 10 IT Issues 2008
- 19.13 Top Ten Strategic Technologies for 2008
- 19.14 Staying the Course: Online Education in the United States
- 19.15 A Case Study of Student and Faculty Satisfaction with Online Courses at a Community College
- 19.16 May 18, 2009, Leadership Council minutes approving DVC Technology Master Plan 2009-2013
- 19.17 May 5, 2009, Associated Students of Diablo Valley College meeting minutes endorsing DVC Technology Master Plan 2009-2013
- 19.18 May 14, 2009, Classified Senate Council meeting minutes endorsing DVC Technology Master Plan 2009-2013
- 19.19 April 28, 2009, Faculty Senate Council meeting minutes endorsing DVC Technology Master Plan 2009-2013
- 19.20 Management Council electronic vote endorsing DVC Technology Master Plan 2009-2013

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

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

For many years, the District has determined the level of funding for each of the colleges through the use of separate classified, adjunct faculty, and operating funding formulas. Formulas were not used for the allocation of management, full-time faculty positions, District Office and Districtwide services. Additions and reductions for all personnel were determined by the Chancellor's Cabinet.

Realizing that more consistency, equity and transparency were needed in the allocation formulas, District leadership began to review and revise the budget policies and procedures including funding formulas for the 2005-06 academic year. In 2006, SB 361 was passed by the state legislature, providing a base allocation for each college and center, as well as per FTES funding by credit, non-credit, and CDCP FTES (Career Development College Placement). Following the implementation of SB 361 in 2007, the formulas for college operations and classified staff, other than what was covered in the original Business Procedure 18.03, were codified (Evidence 8.1). The District codified college operations (Business Procedure 18.02) and other operational staff (Business Procedure 18.03) (Evidence 8.2, 8.3, 8.4). Not since the late 1990s had the District undertaken a comprehensive review of the allocation formulas.

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

- difficult to understand due to the number of formulas;
- not transparent;
- patriarchal in approach, with the District bearing all responsibility;

- not funding colleges appropriately in adjunct faculty allocation; and
- lacking in management and maintenance and operations funding formulas.

In renewed efforts to develop an improved allocation model, the Chancellor’s Cabinet took into consideration those areas addressed in the accreditation standards:

- technology support (Standard III.C.1);
- integration of financial planning that supports institutional planning (Standard III.D.1a);
- appropriate allocation and use of financial resources to support student learning programs and services (Standard III.D.2a);
- assessment of the effective use of financial resources and use of the results as a basis for improvement (Standard III.D.3); and
- fair distribution of resources that support effective college operations and the strategic directions of the District and the colleges (Standard IV.B.3c).

The Chancellor’s Cabinet reviewed various principles and fundamentals for allocation models and chose the following guiding principles for development of an allocation model (Evidence 8.5, 8.6, 8.7, 8.8):

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

After reviewing a presentation and concepts on how other multi-college districts allocate resources, the Chancellor’s Cabinet chose a College First model that links a whole model

to revenues, with an emphasis on a clear delineation between college and District roles. This model was selected as most appropriate based on the autonomous culture of the colleges and historical funding patterns (Evidence 8.8). Further, this model allows for the financial decisions at the college level to meet student and community needs while taking advantage of the centralization of services where an economy of scale can be achieved.

After modeling the SB 361 allocation funding (Evidence 8.5, 8.6, 8.8, 8.9) for all three colleges for fiscal years 2007-08 and 2008-09, it became clear in May 2009 that adopting a pure SB 361 model would not meet the principles adopted by the Chancellor's Cabinet, in particular the principle of not having an adverse impact on any college. Variations of SB 361 (Evidence 8.10) are under exploration, with the intent that a revenue-driven SB 361 model to allocate growth coupled with considerations for student population and historical funding patterns would best serve all three colleges. Using SB 361 as the metric would acknowledge any subsidies or shortages for all the colleges.

During April 2009, budget forums were conducted throughout the District where the concept of SB 361 funding and a College First model were presented. The budget forums were held at all three colleges and centers, and the District Office. All employees were invited to attend the forums and the participation ranged from approximately 45 participants at Contra Costa College to 70 participants at Los Medanos College. On April 29, 2009, the Governing Board's annual study session on the budget focused on "Considerations for a New Allocation Model" (Evidence 8.11, 8.12).

The Chancellor's Cabinet developed a strategy to complete work on the model as a whole (District Recommendation 1a) during 2009, with an implementation date of fiscal year 2010-11 (Evidence 8.9). During 2009-10, the current allocation formulas will be adjusted to better fund the colleges by creating management, maintenance, and operations formulas, in addition to addressing a phased-in approach for stable technology funding. The adjunct faculty formula documentation and issues will be addressed through:

1. reflecting the actual cost of adjunct faculty payroll hours per FTEF from 540 hours per FTEF to 605 hours for CCC, 589 hours for LMC, and 571 hours for DVC;
2. adjusting FTES/FTEF productivity assumptions to match targets; and
3. formalizing the elements for calculating the adjunct faculty formula noted in Business Procedure 18.02 (Evidence 8.13, 8.14, 8.15, 8.16).

A presentation on the allocation model was given to the District Governance Council (DGC) on August 25, 2009 (Evidence 8.17, 8.18). It included a discussion about the progress on the allocation formula to date in a paper on "Revenue Allocation in Multi College Districts" and a paper called "Allocation Model – August 18, 2009." The information contained in the "Allocation Model" provided the DGC with the background on the work to date as well as the principles developed by the Cabinet for creating a new allocation model. Dates were set at the September 1, 2009, DGC meeting for expanded meetings for October and November 2009 to provide input on the Allocation Model (Evidence 8.19, 8.20).

Analysis of the Results

The District has made considerable progress in response to the visiting team's recommendation to expedite development of a financial allocation model to address the model as a whole (District Recommendation 8a), funding for adjunct faculty in a way that will support the District and college intentions to increase student enrollment (District Recommendation 8b); and funding for technology (District Recommendation 8c).

The District has implemented a strategy to implement the whole model in 2010-11. The whole model will link the following elements with the revenues received for apportionment funding:

- classified funding formula;
- adjunct faculty funding formula;
- operating funding formula;
- management funding formula;
- buildings and grounds funding formula;
- technology funding formula; and
- full-time faculty funding.

During 2009-10, the District will provide an adjunct faculty formula more equitable for funding the colleges, implement a management formula, and address maintenance and operations funding. The adjunct faculty formula has been reworked to adjust hours per FTEF and productivity assumptions (Exhibits 8.13, 8.14, 8.15, 8.16). The elements of the formula have also been documented in the proposed revisions to Business Procedure 18.02 (Evidence 8.21).

The District is implementing a phased-in approach to stabilizing funding for Districtwide technology. A multi-year budget (Evidence 8.22) was created to identify all technology-projected costs that will be implemented over several years through adding money each year to the budget. The first phase of this approach began with the added allocation of \$982,133 in the unrestricted general fund in budget year 2009-10 which includes \$276,285 of all Microsoft licensure costs, Datatel Colleague hardware maintenance fees, Wide Area Network (WAN) frame relay costs, and an additional portion of the Datatel Colleague software licensure costs. These costs had previously been funded with one-time funding. The budget reduction noted between fiscal years 2008-09 and 2009-10 is the result of one-time funding for hardware replacement resulting in server virtualization in 2008-09. Total annual funding projections across the multi-year technology budget fluctuate based on planned needs for replacements and upgrades.

Additional Plans

The Chancellor's Cabinet will continue to work to condense the various funding formulas into one formula based upon revenue received by the District. The expectation is that

new policies and procedures reflecting a one-formula allocation model based upon revenues received will be approved through the shared governance process and in place for fiscal year 2010-11.

The following planning agenda has been approved by the Chancellor’s Cabinet.

Time Period	Process
Fall 2009	<ul style="list-style-type: none"> • Explore and dialogue appropriate centralized services. • Begin to build assumptions and develop a new allocation model, based on revenue received, that best reflects the culture of Contra Costa Community College District. • Develop assumptions for appropriate expenditures for District Office/Districtwide and college size. • Test assumptions against established principles for new formula.
Winter 2009-10	<ul style="list-style-type: none"> • Vet proposed allocation model through accepted shared governance processes.
Spring 2010	<ul style="list-style-type: none"> • Write appropriate policies and procedures and initiate the shared governance approval process for District policies and procedures.
Summer 2010	<ul style="list-style-type: none"> • Submit for Governing Board Approval
Fiscal Year 2010-11	<ul style="list-style-type: none"> • Implement new allocation model Districtwide.

Evidence

- 8.1 Business Procedures 18.02 and 18.03
- 8.2 New Allocation Guidelines for College Operation-Allocations and Classified Staffing
- 8.3 August 21, 2007, Chancellor's Cabinet Agenda and Notes
- 8.4 September 18, 2007, District Governance Council Minutes
- 8.5 February 24, 2009, Chancellor's Cabinet Agenda and Meeting Summary
- 8.6 March 16, 2009, Chancellor's Cabinet Agenda and Meeting Summary
- 8.7 Considerations for a New Allocation Model
- 8.8 May 12, 2009, Chancellor's Cabinet Agenda and Meeting Summary
- 8.9 April 14, 2009, Chancellor's Cabinet Agenda and Meeting Summary
- 8.10 Other Allocation Models
- 8.11 2008-2009 Budget Forums held throughout the District
- 8.12 Study Session on 2008-2009 District Budget
- 8.13 June 4, 2009, Chancellor's Cabinet Agenda and Meeting Summary
- 8.14 June 16, 2009, Chancellor's Cabinet Agenda and Meeting Summary
- 8.15 July 14, 2009, Chancellor's Cabinet Agenda, Meeting Summary and C/AC Allocation Background and Recommendations
- 8.16 July 28, 2009, Chancellor's Cabinet Agenda and Meeting Summary
- 8.17 August 25, 2009, District Governance Council Agenda, with attachments
- 8.18 August 25, 2009, District Governance Council draft Minutes
- 8.19 September 1, 2009, District Governance Council Agenda
- 8.20 September 1, 2009, District Governance Council draft Minutes
- 8.21 August 11, 2009, Cabinet Agenda and Business Procedure 18.02
- 8.22 Information Technology Multi-Year Budget

Preparations for Institutional Closure

While this Show Cause Report demonstrates the firm belief of Diablo Valley College and Contra Costa Community College District that all deficiencies identified by the Commission have been resolved, that the College is now in full compliance with the Commission standards and Eligibility Requirements, and that the accreditation of the College will be reaffirmed, this section of the report outlines plans for closure of Diablo Valley College in case of a loss of accreditation.

In the event of a loss of accreditation for Diablo Valley College, it would be proposed that the District be reconfigured from a three-college District to a two-college District, with Diablo Valley College (renamed as a satellite center) and its current San Ramon Valley Center being operated as centers under one of the other two District colleges.

Before closure, the Governing Board would fully inform all affected constituents of the potential closure as early as possible, and provide for student completion of programs and the securing of student records. The following paragraphs address the elements of the Commission's *Policy on Closing an Institution*:

A. Student Completion

Institutions considering closing must provide for the academic needs of students who have not completed their degrees and educational programs....

In the event of a loss of accreditation for DVC, arrangements would be made to permit students to continue to attend classes at the same locations in corresponding programs. Curriculum would be articulated through and transcripts would be issued by the accredited District college under which the new centers are established. Academic records and related information for all students would remain stored in their current location.

- Appropriate arrangements would be made with financial aid providers/agencies to inform them of the change in institutional status and the need to transfer aid from Diablo Valley College to the designated accredited District college. Where such arrangements cannot be made, students would be fully informed.
- For those students who have completed less than 75 percent of an academic degree or educational/certificate program and who wish to transfer to another institution outside the District, arrangements for transfer of complete academic records and all related information would be gathered and transmitted promptly to the receiving institutions.

Text in italics represents excerpts from the ACCJC Policy on Closing an Institution, adopted June 2004.

- For those students who have completed 75 percent of an academic degree or educational/certificate program, arrangements would be made to permit those students to complete their requirements at the newly established Diablo Valley center, and/or the San Ramon Valley Center by an established deadline date. Upon completion of the requirements, students would receive the degree or certificate from Diablo Valley College. In consultation with the appropriate authorities and with written consent, arrangements would be made to continue the college's accreditation by ACCJC for this purpose only, after which date degrees or educational/certificate programs would not be awarded in the name of the closing institution.
- Upon the loss of accreditation, a list of students who have completed 75 percent of an academic degree or educational/certificate program would be developed, with letters sent to students notifying them of this status and of their right to choose to receive their degree or educational/certificate program from Diablo Valley College or another institution. After the loss of accreditation, students would have no option other than to transfer to another institution.
- Diablo Valley College would:
 - forward a letter to each student noting the closure of the college and ensuring the acceptance of the credits by other accredited institutions;
 - inform neighboring colleges, requesting that they accept DVC students and their credits before the institution closing date;
 - provide each student, upon request, the most up-to-date transcript; and
 - maintain a website presence in order that students may obtain a copy of their transcripts.

B. Disposition of Academic Records and Financial Aid Transcripts

All academic records, financial aid information, and other records must be prepared for permanent filing, including microfilming. Arrangements must be made ...to preserve the records. Notification must be sent to every current and past student indicating where the records are being stored and what the accessibility to those records will be. Where possible, a copy of a student's record should also be forwarded to the individual student. The ACCJC must be notified of the location where student permanent records will be stored.

With the newly established Diablo Valley center and San Ramon Valley Center , operating under one of the District's two accredited colleges, all academic records, financial aid information, and other pertinent documents would remain in place. There would be no need to microfilm records en masse.

- ACCJC and students would be notified of the location of records once the closure process has been completed. The location of all records would continue to be at 321 Golf Club Road, Pleasant Hill, California.

C. Provisions for Faculty and Staff

The institution must arrange for continuation of those faculty and staff who will be necessary for the completion of the institution's work up to and after the closing date.

There would be no need to make special arrangements for continuation of faculty and staff currently serving Diablo Valley College or San Ramon Valley Center. As employees of the District, those faculty and staff would remain in place.

For those faculty and/or staff who wished to end their employment with the District upon the loss of DVC's accreditation, the College would contact neighboring districts for available employment, notify the faculty/staff of the openings, and, upon request, provide appropriate letters of recommendation.

D. Disposition of Assets

Determinations must be made to allocate whatever financial resources and assets remain after the basic needs of current students, faculty, and staff are provided for.

Because Contra Costa Community College District holds title to all assets of Diablo Valley College, there would be no need to dispose of any assets. The District would return to appropriate agencies any unspent categorical program funds if such agencies require a refund upon the loss of accreditation for DVC and are unable to transfer those funds to the designated accredited District college assuming responsibility for the newly established Diablo Valley center and San Ramon Valley Center. In addition, the District would work with the DVC Foundation to ensure that the intentions of the donors/endowments/grantors are honored, notifying each of the closure of the college and the plan for continuing District operations.

E. Obligations to Creditors

The institution must establish a clear understanding with its creditors and all other agencies involved with its activities to assure that their claims and interests will be properly processed. All concerned federal, national and state agencies need to be apprised of the institution's situation, and any obligations relating to estate or governmental funds need to be cleared with the appropriate agencies.

Because the District would effectively continue the operations of Diablo Valley College in reconstituted centers under the designated accredited District college, there would be no need to assure creditors that their claims and interests would be processed properly. As with all assets, all liabilities incurred through Diablo Valley College would remain those of the Contra Costa Community College District.

As a consequence, all liabilities would continue to be processed as they are currently processed. Any obligations relating to governmental funds would continue to be processed in the same manner currently in place if such is approved by the granting agency. Students would continue to receive the same services, employees would

continue in the same employment, and all obligations would be met following current practice, with no break in student services, employment, or payments.

The District would: (1) notify all agencies/vendors of the disposition of the institution in order to avoid legal proceedings at a later date; (2) notify all agencies and vendors of the disposition of the institution, assuring them that although there would be a change in name, all liabilities incurred by Diablo Valley College would remain fully backed by the District; and (3) follow any state/federal regulations regarding payment of creditors.

F. Coordination with ACCJC

The ACCJC and other specialized accrediting bodies must be consulted and kept fully apprised of developments as the plan to close an institution progresses. Arrangements must be completed with the ACCJC in advance of closure in order to assure that a legally authorized and accredited institution awards degrees. A final report on the closing must be submitted to the ACCJC for its records. The ACCJC must also be notified of the location where student records will be stored.

In the event of the termination of accreditation of Diablo Valley College, the District would propose to ACCJC and the System Office of the California Community Colleges the establishment of a renamed Diablo Valley center and the San Ramon Valley Center operating under the designated accredited District college.

The District would submit a final closing report to ACCJC and with notification that all student records would remain located at 321 Golf Club Drive, Pleasant Hill, California.

G. Key Governing Board Obligations

The governing board must take a formal vote to terminate the institution on a specified date. ... Also, the board must identify the person or persons authorized to determine whether or not these requirements have in fact been satisfied.

In the event of the termination of accreditation of Diablo Valley College, the District Governing Board would:

- take formal action to close Diablo Valley College on a specified date;
- take formal action, with appropriate authorization from ACCJC and the System Office of the California Community Colleges, to operate the newly established Diablo Valley center and the San Ramon Valley Center under a designated accredited District college;
- ensure students who have completed 75 percent of an academic degree or educational/certificate program that they would be able to graduate from Diablo Valley College by completing their requirements at the newly established Diablo Valley center or the San Ramon Valley Center;

- set a deadline date for the above-mentioned students to complete degree or educational/certificate programs for issuance of degrees or certificates under the name of Diablo Valley College; and
- in concert with the chancellor, take responsibility of having met ACCJC's directions in removing the accreditation status for Diablo Valley College.