Diablo Valley College

Follow Up Report

Submitted by:

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

Submitted to:

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

October 15, 2015

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

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

This Follow-Up Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

_____   10-7-15
Helen Benjamin, Ph.D., Chancellor   Date
Chief Executive Officer
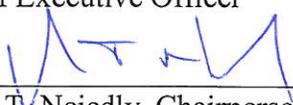
_____   9/16/15
John T. Nejedly, Chairperson, Governing Board   Date
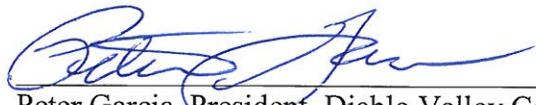
_____   9/16/15
Peter Garcia, President, Diablo Valley College   Date

_____   9.16.15
Beth McBrien, President, Academic Senate   Date

_____   9/16/15
Scott Heiden, President, Classified Senate   Date

_____   9/16/15
Weihao (Wesley) Xia, President, Associated Students of DVC   Date

2

Contents

Report Preparation

Diablo Valley College (DVC) submitted its *Self-Evaluation Report* to the Accrediting Commission for Community and Junior Colleges (ACCJC) on June 25, 2014 (RP-1). A visiting team came to DVC in October 2014. Following the visit, the College received an *Action Letter* from the ACCJC on February 6, 2015 (RP-2). The *Action Letter* outlined three College Recommendations and one Recommendation for the Contra Costa Community College District.

Immediately after receiving the letter, response teams were created for each Recommendation. The following people were members of the response teams:

Recommendation 1

Newin Orante, Vice President of Student Services

Kathleen Costa, Senior Dean of the San Ramon Campus

Elizabeth Hauscarriague, Dean of Counseling and Enrollment Services

Emily Stone, Dean of Student Support Services

Recommendation 2

Rachel Westlake, Vice President of Instruction

Rick Robison, Dean of Library, Educational Technology, and Learning Support

Andy Kivel, Librarian

Florence Espiritu, Librarian

Betsy Ruszel, Library Staff

Recommendation 3

John Nahlen, Vice President of Business and Administrative Services

Ray Pile, Contra Costa Community College District Director of Facilities

Ted Wieden, Interim Executive Dean/ALO

District Recommendation

Gene Huff, Executive Vice Chancellor of Human Resources

United Faculty Negotiating Team

Management Council Executive Board

Each response team wrote drafts of the College's actions for each section, which were reviewed by the ALO and a technical writer and circulated for review by other College and District stakeholders. The technical writer used the final draft from each team as the basis for this *Follow-Up Report*. The response to College/District Recommendation 1 was written by the District Executive Vice-Chancellor of Human Resources, since the response is the same for all three colleges in the Contra Costa Community College District.

The *Follow-Up Report* was reviewed by and approved of by each constituency group on campus.

Associated Students - The student government association, the Associated Students of DVC, voted unanimously at their meeting on May 5, 2015 to affirm the draft *Follow-Up Report* (RP-3). On September 1, 2015 the Associated Students approved the final version (RP-4).

Academic Senate – The *Follow-Up Report* was reviewed at the Academic Senate Council (ASC) meeting on May 12, 2015. The ASC voted unanimously to affirm the draft *Follow-Up Report* subject to modification over the summer with the understanding that it would come back for review and adoption in the fall (RP-5). The Academic Senate Council approved the final version on August 13, 2015 (RP-6).

Classified Senate – The *Follow-Up Report* was reviewed at the Classified Senate Council (CSC) meeting on May 20, 2015. The CSC voted unanimously to affirm the draft *Follow-Up Report* subject to modification over the summer with the understanding that it would come back for review and adoption in the fall (RP-7). The Classified Senate Council approved the final version on August 12, 2015 (RP-8).

College Council – The *Follow-Up Report* was reviewed at the College Council (CC) meeting on May 11, 2015. The CC voted unanimously to affirm the draft *Follow-Up Report* subject to modification over the summer with the understanding that would come back for review and adoption in the fall (RP-9). The College Council approved the final version on August 19, 2015 (RP-10).

Contra Costa Community College District Governing Board – The *Follow-Up Report* was reviewed at their meeting on September 9, 2015 and was approved their meeting of October 7, 2015 (RP-11).

Evidence Report Preparation Section

RP-1 *DVC Self-Evaluation Report*, October 15, 2014
RP-2 *Action Letter from the ACCJ,* February 6, 2015
RP-3 Associated Students of DVC minutes, May 5, 2015
RP-4 Associated Students of DVC minutes, September 1, 2015, item
RP-5 Faculty Senate minutes, May 12, 2015, item 7
RP-6 Academic Senate minutes, August 13, 2015, item 7
RP-7 Classified Senate minutes, May 20, 2015
RP-8 Classified Senate minutes, August 12, 2015
RP-9 College Council minutes, May 11, 2015
RP-10 College Council minutes, August 19, 2015, item 5

RP-11 Contra Costa Community College Governing Board minutes, September 9, 2015 (available upon team arrival)
Contra Costa Community College Governing Board agenda, October 7, 2015 (available upon team arrival)

Recommendation 1: In order to fully meet the Standard the team recommends that the College provide equitable student services to the San Ramon Campus (II.B.1., II.B.3.a., II.B.4.).

Analysis and Evaluation

Available Services: In keeping with the mission of the College, Diablo Valley College (DVC) offers comprehensive support programs and services to its diverse student body at the Pleasant Hill Campus (PHC), the San Ramon Campus (SRC), and online (Standard II.B.1) (R1-1). DVC provides a wide range of services to students including:

- Admissions and records

- Assessment/Matriculation

- California work opportunity and responsibility to kids (CalWORKs)

- Career, employment, and transfer services

- Counseling

- Disability support services

- Extended opportunity programs and services/cooperative agencies resources for education (EOPS/CARE)

- Financial aid and scholarships

- Outreach and relations with schools

- Student life and Associated Students of DVC student government

- Veterans services

DVC assures equitable access to its programs and services through many strategies including providing comprehensive face-to-face services at both the Pleasant Hill and San Ramon Campuses, providing online services for all students, providing information at a variety of campus and community events, opening services for evening hours during peak registration periods, and providing access to students with disabilities (Standard II.B.3.a.). DVC ensures its services are appropriate and comprehensive by using a variety of methods to assess student needs and continually evaluating services, making improvements as needed to make sure that services are meeting student needs.

The San Ramon Campus (SRC) of Diablo Valley College serves approximately 3,000 students each fall and spring semester. About half of those students take all of their classes at SRC, the other half take classes on both campuses. The College as a whole serves approximately 21,000 students (R1-2). Classes are offered at the San Ramon Campus Monday through Thursday.

Student services at the San Ramon Campus include the following services and hours (R1-3):

Admissions and Records	M-TH 9:00-6:30
Book Store	M-TH 8:00-6:30
Assessment Testing	Mondays 4:00-6:00
	Once per month during February, March, September, October, and November. Once per week April through August.
Counseling Center	M 8:30-6:30; T 8:30 – 6:30; W 8:30 to 5; TH 8:30 – 4:30
	Summer 2014 and summer 2013, 12 – 15 hours of counseling per week were available from the last week of May through the first week of August (R1-4).
Financial Aid	9:00-6:00 One day each week
Lobby Welcome Services/ Enrollment Lab	M-TH 8:00-6:30

All students have 24 hours a day access to services provided at both campuses through the College website. The website provides comprehensive information about the College's instructional offerings, student services, policies and procedures, and includes information about navigating through the educational system. Improvements to the website are ongoing and the College is currently developing a single stop online student services website, which has a planned implementation scheduled for spring 2016 (R1-5). The single stop online services will move the College further toward integrating student services both within and between the Pleasant Hill and San Ramon campuses and will improve student access to those services.

Timeline for the development of the single stop online services:

- June – August 2015   Discussions with stakeholders and planning

- September-October 2015   Define outcomes and develop framework

- October-November 2015   Testing and finalization of product

- January 2016   Implementation

On-going evaluation of services: DVC systematically assesses student support services at both the Pleasant Hill Campus and the San Ramon Campus by collecting and incorporating student, faculty, and staff input in addition to the use of other appropriate measures to improve the effectiveness of services. The College has developed a systematic cycle of evaluation which uses the following methods (Standard II.B.4.).

Student Services evaluations	Cycle of Evaluation
• *Student Engagement Survey CCSSE* (R1-6)	Spring 2014; Spring 2016
• *Student Needs Assessment* (R1-7)	Spring 2015; Spring 2017
• Comprehensive program review (R1-8)	Fall 2015; Fall 2019
• Annual update program review (R1-9)	Annual – Fall
• Categorical program state/federal reporting (R1-10)	Annual – Fall
• Student Success and Support Program 3SP (R1-11)	Annual – Fall
• Student equity (R1-12)	Annual – Fall
• Student learning outcome assessment (R1-13)	Annual - Summer

The College has taken several steps to resolve this Recommendation, and to fully meet Accreditation Standards.

1. Created a Memorandum of Understanding (MOU)

In response to Recommendation 1, the vice president of student services facilitated a series of meetings with the senior dean of the San Ramon Campus and the deans of student services to address student services needs and collaboration. The meetings resulted in a Memorandum of Understanding (MOU) between the student service units at the two campuses (R1-14). The MOU provides guidelines for coordination efforts for hiring, training, staffing during peak periods, program reviews, and general communication about ongoing policy and procedural changes.

Components of the MOU include protocols surrounding:

- **Communication** – Student services managers and staff are committed to timely and ongoing communication and responsiveness to unit and student needs. For urgent matters, order of contact is the appropriate student services manager, appropriate dean, and then the senior dean at SRC or the office of the vice president of student services.

- **Hiring and Staffing** – Requests for new student services staff and management positions will be coordinated by and between student services managers at both campuses as appropriate. When applicable, employees from both campuses will be involved in hiring committees. Requests for full-time faculty positions will continue to follow the existing Box 2a (full-time faculty) hiring process.

- **Professional Development and Training** – Regular and ongoing training for all student services employees will be coordinated by student services managers.

- **Program Review and Learning Support Outcomes** – Program reviews will be a joint effort ensuring the inclusion of information from both Pleasant Hill Campus and San Ramon Campus (SRC) student services units. Program reviews for 2015-2016 will incorporate activities and collaboration occurring with SRC in each student services area. The College will ensure that SRC managers and staff will have an opportunity to provide input into the preparation of program review student surveys and the development and assessment of learning support outcomes. Student surveys and assessments of learning support outcomes for the departments will ask students to indicate which campus they attend so that information may be disaggregated for each campus.

- **Integrated Research and Planning** – Student services will enhance and continue to develop student satisfaction surveys through program review and the regularly scheduled needs assessment survey process for all service areas. Student services evaluations will include information from both campuses and will be collected so that data can be disaggregated to allow an accurate evaluation of Pleasant Hill Campus units and San Ramon Campus units separately or collectively.

- **Allocation of Resources** – The vice president of student services, in collaboration and consultation with the senior dean of San Ramon and the student services deans will develop a comprehensive operational budget for student services at the San Ramon Campus. Each May, a draft projected budget for the upcoming fiscal year will be made available to the senior dean for purposes of planning. Resources and needs critical to the operation of student services at SRC will be specified in unit program reviews.

The effectiveness of the MOU will be evaluated on a regular basis at least once every two years. Results of this evaluation will be used to make improvements.

2. Growth in human resources at the San Ramon Campus
The College is committed to strengthening its capacity to serve students by growing the number of faculty and staff in student services at the San Ramon Campus (SRC). In response to Recommendation 1, additions have been made, as noted below, to the student services staffing at SRC.

Classified staff: In June 2015, the College hired a classified staff employee who is assigned to expand SRC welcome services, assist students with admissions applications, registration, and scheduling counseling appointments. The new employee supports Disability Support Services (DSS) note taking services, as well as provides back-up support to the student services coordinator for DSS testing accommodations and general assessment testing. Coordination of note taking services for DSS students involves helping to recruit note takers, providing information about the process, while maintaining the confidentiality of the students and the notes. The new staff member proctors testing accommodations one day per week, which increases the availability of testing accommodations at SRC to three days and one night each week.

The San Ramon Campus has a bank of computers in the admissions lobby that are available for student use to complete their admissions application, register for classes, order transcripts, and to view and print their schedule. Admissions staff as well as student ambassadors assist students with navigating the webpages and answering questions. The new clerical staff person now helps provide this assistance.

Student service manager: In summer 2015, the College hired a full-time senior academic student services manager to assume responsibility for all student services activities on the San Ramon Campus. This manager coordinates all student services on the San Ramon Campus in collaboration with the Pleasant Hill Campus. Additionally, this manager is responsible for student life (e.g. student government, clubs, and public events) as well as student disciplinary issues on the San Ramon Campus. The senior academic student services manager oversees the coordination between the Financial Aid Office at the Pleasant Hill Campus and students at the San Ramon Campus.

Counseling faculty: Counseling on the San Ramon Campus included 2 full-time counselors until fall 2014, when the counselor serving Disabled Student Services (DSS), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), and general students transferred to the Pleasant Hill Campus. During the 2014-2015 academic year the open position was back-filled with part-time counselors who provided the same range of expertise. A new full-time counselor was hired and began in fall 2015 to fill the same DSS/EOPS/CARE/generalist qualifications as the person who transferred. This counselor also provides support and consultations with faculty who have questions about working with students in their classrooms. This brings the total of full-time counselors on the San Ramon Campus to two.

Financial aid and scholarships: Under the coordination of the senior academic student services manager, a training for staff was provided at SRC in Financial Aid, Scholarships and the Extended Opportunity Programs and Services. Future training activities will be coordinated by student services managers at both the Pleasant Hill Campus and the San Ramon Campus.

Financial Aid staff holds drop-in hours at the San Ramon Campus one full day a week. The Scholarship Office offers scholarship workshops on the San Ramon Campus at a minimum of twice per semester in coordination with financial aid informational workshops.

Tutoring: Reading and writing across the curriculum tutoring has been offered on the San Ramon Campus since spring 2009. In fall 2014 the College hired additional staff to assist with the coordination of math and science tutoring at SRC as enrollment in these courses is growing and the demand for tutoring has expanded. Effective fall 2015, student tutoring will be housed in a larger facility, accommodating 52 students which is an increase of 20 students over the previous facility.

3. Systematic research into student needs

The College is committed to gathering data from a variety of sources to assist in determining student needs and using data to make improvements in services provided to students.

Student Services Needs Assessment: In spring 2015 the College conducted a needs assessment at the San Ramon Campus (SRC) to find out if students were aware of available services and how frequently they used services (R1-15). This assessment will be repeated every two years. Approximately 350 students responded to the survey. In general, students are aware of and use the available services at SRC. Less than 50 percent of the respondents were aware of Extended Opportunity Programs and Services (EOPS) or the enrollment lab. In open-ended questions, students said they would like an increase in food services, student clubs, tutoring, the career center, and more class offerings.

In response to the survey, the College contracted with a food truck vendor to increase access to quality food at lunch time. In addition, funding from the recently passed capital facilities bond (Measure E) will provide soft space funding that could lead to other food service options for students and employees. The newly hired senior academic student services manager now oversees outreach to increase student interest in clubs on campus and is coordinating with the Career Services Office to add a component of career services at the SRC.

District research: In an effort to better assess potential demand for services, the College conducted research to determine numbers of students who might need specific services (R1-16). In general, the number of students requiring specific services at SRC has remained stable or increased slightly. Research is planned by the new senior academic student services manager for the fall of 2015 to determine additional students who may be Extended Opportunity Programs and Services (EOPS) eligible at both campuses. This analysis will allow the EOPS program to determine and plan recruitment efforts and deployment of services.

In response to the research, the recently added support staff and senior academic student services manager will conduct in-reach activities, such as the use of display tables and fliers, to advertise and promote these services to students in fall 2015.

4. On-going staff development and integration of services

Diablo Valley College assures high quality support services by communicating within student services departments, integrating best practices learned, and sharing information through cross-training. To improve the quality of service to students, student services faculty and staff hold and attend professional development workshops on topics such as student privacy, student disruption, student retention, technology use, and focused staff development training for Disability Support Services, Career Services, and Financial Aid (R1-17).

In fall 2014, the Student Services Division hosted a division wide 3SP Mega Nuts and Bolts Training. All student services employees, including the San Ramon Campus, participated in a two hour training to discuss and share changes to the matriculation process which are mandated by California SB1456. The session conducted a walk-through of the changes students now experience with assessment, orientation options, and the new electronic student educational plan instrument (R1-18).

In spring 2015, the Student Services Division conducted two division wide trainings. The training on February 11th was for both staff and counseling faculty with less than a year of

service (R1-19). On April 1ˢᵗ, the training was for all Student Services staff, counseling faculty, and managers (R1-20).

5. Improved signage on the San Ramon Campus

Analysis of the *Student Services Needs Assessment* survey conducted in spring 2015 indicated that some students were not aware of available student services. Some available student services may not have been apparent to students because there was insufficient signage letting them know where things were located. The San Ramon Campus (SRC) has subsequently improved its facilities by installing wayfinding and informational signage around campus. New signs have been installed indicating the location of the admissions office, faculty offices, counseling services, the bookstore, and police services. In spring 2015, SRC installed additional signs for the information desk, enrollment lab, and the student services coordinator's office to ensure that students were aware of these services and their locations.

6. Increases in student life activities and public events on the San Ramon Campus

Opportunities for student growth and community enhancement are provided on the San Ramon Campus. The new senior academic student services manager is now overseeing this important function on the campus. In 2014-2015, many events were held on the campus for students and the community. Some of the events have been held annually and others were new programs.

> Ongoing Events:
> Equity Speaker Series, Christine Sleeter, March 2014 (R1-21)
> Transfer Day, October 29, 2014 (R1-22)
> Equity Speaker Series, Shakti Butler, May 2015 (R1-23)
> Graduation/Transfer Reception: May 7, 2015 (R1-24)
> Career and Transfer Workshops (R1-25)
> College Representative visits (R1-26)
>
> New Events:
> Parents' Night: November 5, 2014 (160 attendees) (R1-27)
> Financial Aid and Scholarship Workshops, November 12, December 9, 2014 (R1-28)
> Black History Month faculty Panel, February 19, 2015 (R1-29)
> DSS Parents' Night: March 18, 2015 (14 attendees) (R1-30)
> Women's History Month Movie Night: March 19, 2015 (R1-31)
> Educational Planning Workshops, various dates (R1-32)
> Viking Days, September 3 and 4, 2014 (R1-33)
> Job Fair, April 29, 2014 (R1-34)
> Job Fair, March 10, 2015 (R1-35)

Conclusion

This recommendation has been resolved and the College meets the Standard and has established processes and procedures that will ensure continued compliance with this Standard.

13

Evidence Recommendation 1

R1-1   Diablo Valley College *Mission Statement*
R1-2   Spring 2015 enrollment numbers
R1-3   Spring 2015 master schedules of SRC hours
R1-4   Counseling summer schedule of hours 2013
        Counseling summer schedule of hours 2014
        Counseling summer schedule of hours 2015
R1-5   Student Services Managers meeting minutes, June 4, 2015, item 3
R1-6   *Student Engagement Survey CCSSE,* 2014
R1-7   *Student Needs Assessment Survey,* 2015
R1-8   Comprehensive program review form sections 1 and 2, 2015-2019
        Comprehensive program review form section 3, 2015-2019
        Sample program review, Financial Aid and Scholarships, 2013
R1-9   Annual update program review
R1-10   Categorical program state/federal reporting example, CARE, 2013 - 2014
        Categorical program state/federal reporting example, EOPS, 2013 – 2014 Categorical
        program state/federal reporting example, EOPS program plan 2014 - 2015 Categorical
        program state/federal reporting example, EOPS budget plan 2014 - 2015 Categorical
        program state/federal reporting example, CalWorks program plan 2014 - 2015
R1-11   Student success and support program example, 3SP program plan 2014 – 2015
R1-12   *2014-2017 Student Equity Plan*
R1-13   Student learning outcome assessment example, Financial Aid 2014 - 2015
R1-14   Email from N. Orante, Soon to be finished MOU, August 12, 2015
        Memorandum of Understanding, August 2015
R1-15   *Student Needs Assessment Survey* 2015
R1-16   District research special populations headcount
R1-17   DSS workshop agenda, August 13, 2015
        DSS workshop materials, August 13, 2015
R1-18   Mega nuts and bolts agenda and planning documents, October 21, 2014
R1-19   New employee training agenda and power point presentation, February 11, 2015
R1-20   Employee training agenda and power point presentation, April 1, 2015
R1-21   Equity Speaker Series, Christine Sleeter, April 15, 2014
R1-22   Transfer Day, October 29, 2014
R1-23   Equity Speaker Series, Shakti Butler, May 5, 2015
R1-24   Graduation/Transfer Reception: May 7, 2015
R1-25   Career and transfer workshops
R1-26   College representative visits
R1-27   Parents' Night, November 5, 2014
R1-28   Financial Aid and Scholarship Workshops
R1-29   Black History Month faculty panel, February 19, 2015
R1-30   DSS Parents' Night, March 18, 2015
R1-31   Women's History Month, March 2015
R1-32   Educational planning workshops
R1-33   Viking Days, September 3 and 4, 2014

R1-34 Job Fair, April 29, 2014
R1-35 Job Fair, March 10, 2015

Recommendation 2: In order to fully meet the Standards, it is recommended that the library develop and systematically assess administrative unit outcomes to ensure quality improvement (Standard II.C.2.).

Analysis and Evaluation

The Diablo Valley College Library supports student learning through high quality academic library services at both the Pleasant Hill and San Ramon campuses as well as online and is committed to continuous improvement guided by systematic evaluation of its services. The Library has addressed Recommendation 2 by:

- Developing administrative unit outcomes,
- Expanding efforts to systematically collect data and assess outcomes; and,
- Continuing to use evidence-based decision making for improvements.

The library considers administrative unit outcomes (AUO's) to be outcomes pertaining to the full range of library learning support services. AUO's are used to set service-level goals and evaluate a broad array of library operations from the multiple points of direct contact with students, the use of the physical and virtual library spaces, the impact of instructional programs, and access to the technology and the information resources the library provides.

For example, an outcome keyed to library faculty working directly with students at the Reference Desk or through course-related instruction states, *Students enhance their research skills through one-on-one consultation with librarians*. A second outcome pertains to library physical space, *Students will consider the library a clean, inviting, and adequate space, conducive to study and research*.

In addition to evaluating learning support services, the Library Department's courses and degree programs are assessed through the College's Instructional Unit Program Review Procedure 1016.01 and Student Learning Outcomes and Achievement Procedure 1018.01 (R2-1).

The library's efforts to inform decision making by evaluating services based on outcomes have developed from a practice of regularly collecting and analyzing data and user feedback (Standard II.C.2.). As detailed in the *2014 DVC Self-Evaluation Report* section II.C, the library regularly collects and analyzes information to guide program improvement (R2-2). Utilizing three regularly-administered survey instruments (*Student Satisfaction Survey*, *Faculty and Staff Survey*, and *Library Instruction Student Evaluations*) the library regularly gathers input from users to assess changing needs, gauge the quality of library services, and analyze the impact of these services on student learning. Each instrument has provided data used to implement improvements in the library. In addition to external feedback from users, the library examines internally collected data through the Program Review process and utilizes external sources such as the Chancellor's Office *Library Annual Data Survey* and Integrated Postsecondary Education Data System (IPEDS) reports.

1. External User Data Collection

A. *Student Satisfaction Surveys*: The library completed five cycles of this survey every 2-3 years from 2004–2015. The first four were paper-based surveys collected from 300-500 students within the library. In 2015, the instrument was converted to an online format in order to reach more students from both the Pleasant Hill and San Ramon campuses and from students taking courses through online instruction. Over 1,100 students completed the April 2015 survey and more than 350 students included written comments. The results were compiled and presented and discussed at the annual all library staff meeting in August 2015 (R2-3). The library will continue to analyze the survey results and consider action items throughout the 2015-2016 academic year.

Quantitative data and written comments from the 2012 *Student Satisfaction Survey* brought to light growing concerns that the Pleasant Hill library was often noisier than students expected (R2-4). This feedback sparked discussions to consider ways of reducing noise to improve the quality of study space in the library. The library took several steps to address these concerns and improve services. The staff created a plan and implemented a large-scale furniture rearrangement to better manage the different kinds of activities, spaces, and traffic flows within the building. The library also began making available free, disposable earplugs to students requiring the highest level of quiet study space. Additionally, staff increased monitoring to more quickly intervene when noise levels rise. Analyzing responses from the 2015 *Student Satisfaction Survey* will help assess the effectiveness of these previous changes.

B. *Library Instruction Student Evaluations*: Each year library faculty teach approximately 140 one-time research skills sessions for classes in disciplines across the curriculum. The *Library Instruction Student Evaluation Form* is completed at the end of these librarian-led classes to provide immediate feedback from students on the quality of each session and the impact on student information literacy skills (R2-5).

Results are provided to each librarian and reviewed cumulatively to inform individual and departmental improvement efforts. Typically, 30-50 sessions are evaluated each semester providing feedback from hundreds of students (R2-6).

C. *Faculty and Staff Surveys*: The library surveys college faculty and staff periodically in order to gauge how well services are meeting needs and to seek suggestions for improvement. The next survey will be conducted in spring 2016. In the 2013 *College Wide Faculty and Staff Survey*, conducted at both the Pleasant Hill and San Ramon campuses, over 95 percent of those with an opinion report agreeing or strongly agreeing that library services are adequate to support curricular needs (R2-7). This confirms that the DVC Libraries at Pleasant Hill and San Ramon remain responsive to the changing needs and expectations of its users. The library plans to analyze the survey instrument in fall 2015 in preparation for administration in spring 2016.

2. Internal Usage Data Collection and Program Review

Ongoing efforts to gather, track, and analyze data on a wide range of service areas inform assessment, decision making, and program improvement. This data, reported primarily in the Library Administrative Program Review, includes circulation of library materials, database

search use and document retrieval, reference and chat service statistics, group study room use, and many other data elements from across library operations (R2-8). The Program Review process is used to integrate planning into resource allocation requests.

The College has taken several steps to resolve this Recommendation, to fully meet Accreditation Standards.

To improve assessment activities, library faculty regularly monitor best practices and participate in professional development. These activities and internal discussions led to adopting and implementing a process structured on the *Standards for Libraries in Higher Education*, created by the Association of College & Research Libraries (ACRL). These national standards provide the framework for establishing administrative unit outcomes and implementing comprehensive assessment activities across library services (R2-9). The standards are presented as a set of guiding principles with each principle containing a set of performance indicators. In this hierarchy, assessment outcomes are placed underneath appropriate performance indicators. To ensure library planning is aligned with the College's *2013-2017 Strategic Plan*, a crosswalk between DVC's Strategic Goals and the ACRL standards has been created to guide assessment plans (R2-10).

The Library Department has used this framework to develop local service level, student-focused learning outcomes that comprise administrative unit outcomes. Specific assessment methods are keyed to these outcomes to measure the library's impact on student learning, success, and achievement (R2-11). Future assessment plans will be based on selecting subsets of performance indicators and outcomes from the entire set of ACRL standards (R2-12). Planning assessment activities, evaluating results, and considering improvement actions occur at librarian meetings, monthly assessment-focused meetings, and annual strategic planning sessions (R2-13).

For example, a current outcome under examination is *Students will successfully identify and locate appropriate resources when utilizing the library*. This outcome is keyed to the goals of performance indicator 4.1, *The library organizes information for effective discovery and access*. How well the library is achieving this outcome is measured in multiple ways including student survey feedback, examining usage statistics, and the introduction of usability testing planned for 2015-2016.

A subset of three principles and six performance indicators have been selected from the ACRL standards to focus on in 2015-2016 by developing specific methods of evaluation to assess key administrative unit outcomes (R2-14). This strategic approach in utilizing the ACRL standards, which have been cross walked to the goals and strategic directive from the DVC *2013-2017 Strategic Plan*, provides for a relevant and meaningful effort that the DVC Library can feasibly grow over time. Each year the library will develop specific assessment activities and engage in ongoing dialogue to examine data and make evidence-based decisions that improve services to students.

The library will continue to use and evaluate the effectiveness of all three current external user data collection instruments. The *Student Satisfaction Survey* was conducted in spring 2015 and will be analyzed during fall 2015. The *Library Instruction Student Evaluation Form* will continue to be used to monitor the quality of course-related instruction. The *Faculty and Staff*

Survey will be administered in spring 2016. The library will continue to examine internal usage data and expand the data elements collected.

Conclusion

With these ongoing and expanded efforts, the library will continue to evaluate services at both campuses and online to assure their efficacy in meeting identified student needs and the goals of the College's current *Strategic Plan*. The evaluation of these services, based on administrative unit outcomes, provides evidence that the Diablo Valley College Library contributes to student learning and success.

This recommendation has been resolved and the College meets the Standard and has established processes and procedures that will ensure continued compliance with this Standard.

Evidence Recommendation 2
R2-1   DVC Procedure 1016.01, Program Review
        DVC Procedure 1018.01, Student Learning Outcomes and Achievement
R2-2   DVC *2014 Self Evaluation Report,* section IIC
R2-3   *Student Satisfaction Survey*, 2015
        Student Satisfaction Survey, written comments, 2015
        Library Department meeting agenda, August 2015
R2-4   *Student Satisfaction Survey,* 2012
R2-5   *Library Instruction Student Evaluation Form*, Individual Session Report
R2-6   *Library Instruction Student Evaluation Form*, 2014-2015 Cumulative Report
R2-7   *Faculty and Staff Survey*, 2013
R2-8   Library Program Review, 2013-2015
R2-9   ACRL Standards for Libraries in Higher Education
R2-10   Crosswalk from ACRL Standards to *2013-2017 Strategic Plan*
R2-11   Examples of library outcomes currently under assessment, 2014-2016
R2-12   Complete ACRL Standards with local administrative unit outcomes embedded
R2-13   Memo from R. Robison, Next Steps, October 22, 2014
        Library Department meeting agenda, May 6, 2014 Library
        Department meeting agenda, August 15, 2015
        Chronology of Library Department Meetings, 2014-2015
R2-14   Examples of library outcomes currently under assessment, 2014-2016
        Student Satisfaction Survey, written comments, 2015
        Library Instruction Student Evaluation Form, Cumulative Report

Recommendation 3: In order to fully meet the Standard, the College needs to identify its long term facilities needs by incorporating facilities management into the governance process. In order to capture all future operating costs, it is recommended that a total cost of ownership model be developed and incorporated into facilities and equipment acquisition and maintenance (Standards III.B.1, III.B.2.a, III.D.1.b, III.D.1.c, III.D.1.d).

Analysis and Evaluation

Diablo Valley College constructs and maintains physical resources at both the Pleasant Hill and San Ramon campuses to ensure access, safety, security, and a healthful learning and working environment. When the College constructs or remodels its buildings, all state and federal codes and regulations are applied and followed in addition to all College and District policies and procedures (R3-1). The Safety Operations Workgroup, Buildings and Grounds Department, and Custodial Department inspect buildings, facilities, and grounds to ensure compliance with fire, safety, security, and sanitary codes and regulations. Managers assist and support in coordination of facilities planning, renovation, construction, and conducting regular inspections for those areas under their responsibility.

The Buildings and Grounds Department, in conjunction with the Contra Costa Community College District, has an online buildings and grounds work order request and tracking system (R3-2). All employees can submit work orders electronically and automatically receive a receipt with a tracking number. Reports are generated monthly showing all outstanding work orders, their priority ranking (where 1 is highest and 4 is lowest), and other associated information on the status of the reports (for example, if a needed part has been ordered). The monthly reports are placed on an internal shared drive available to all College employees (R3-3). The buildings and grounds manager regularly evaluates these submittals to ensure that progress is being made on the requests.

Under the leadership of the vice president of business and administrative services, DVC's facilities are managed by the buildings and grounds manager and the custodial manager. The Buildings and Grounds Department is responsible for all aspects of building maintenance and repair at both campuses, including heating, ventilation, air conditioning, electrical, painting, and plumbing systems (R3-4). Work assignments for the Building and Grounds Department staff at both campuses are systematically created through daily and weekly meetings with buildings and grounds employees.

The custodial manager is responsible for all of the custodial services at both the Pleasant Hill and San Ramon campuses. On the San Ramon Campus (SRC), the custodians receive functional supervision from the senior dean. The Custodial Department staff cleans the campuses for health purposes including offices, departments, divisions, classrooms, computer labs, science laboratories, workrooms, restrooms, locker rooms, and food preparation areas. Security or safety issues are communicated to Police Services or to the Buildings and Grounds Department. The custodial staff maintains an adequate supply of custodial products, materials, and equipment and ensures that the facilities are clean and functioning. At the San Ramon Campus, two full-time employees fulfill these duties and at the Pleasant Hill Campus there are 26 employees (R3-5). In fall 2015, the College hired a full-time senior grounds worker to be stationed at SRC.

In September 2007, Diablo Valley College completed its *2007-2017 DVC Educational Master Plan* (R3-6) and the *2007-2017 Facilities Master Plan* (R3-7) through the collaborative involvement of staff, faculty, and managers over a two year process (Standard III.B.2.a.). Both documents were approved by the District Governing Board on October 24, 2007 (R3-8). The *2007-2017 Facilities Master Plan* presents a model that is based on the *2007-2017 Educational Master Plan* and addresses the current and projected facilities needs through the year 2017. The *2007-2017 Facilities Master Plan* includes information on the assessment of facilities, proposed renovation plans, and plans for the construction of new facilities at the Pleasant Hill and San Ramon Campuses.

The Contra Costa Community College District defines total cost of ownership (TCO) of a college asset by adding the initial cost of the asset to the cost of operating the asset over its expected life (including power and labor) plus the cost of maintaining the asset, plus the cost of disposing of the asset at the end of its useful life cycle (R3-9). In 2007 the College established the *2007-2017 Facilities Master Plan* and has been operating under this plan since that time. While the *2007-17 Facilities Master Plan* did not project TCO, it anticipated minimal additional square footage being added to the College. Its overall impact was to replace deteriorated and costly older square footage. In between 2007 and 2015, District planning efforts have focused on implementation of the *2007-2017 Facilities Master Plan*. However, since the District's first local construction bond was passed in 2002, District and College plans have taken total cost of ownership into account by increasing the efficiency and reducing the operating costs of facilities without actually calculating total cost of ownership in the development of capital improvement projects.

The Pleasant Hill Campus has not significantly increased its physical facilities inventory since the year 2000, despite the passage of two local capital facilities bond measures (2002 and 2006). The total built environment has increased by only 4 percent (approximately 19,000 square feet) over the past decade (R3-10). New facilities were primarily replacement structures or major renovations of existing structures designed to more modern standards with increased energy efficiency and lower operating and maintenance costs. Architectural design contracts include language specifying an increase in energy efficiency by 15 percent for new facilities and 10 percent for major renovations (R3-11).

With the passage of the most recent capital facilities bond measure in 2014, the College is planning for new construction and major renovation projects pursuant to the College's *2007-2017 Facilities Master Plan* and the *Bond Project List* (R3-12). The College will be following Contra Costa Community College District Board Policy 6003, Business Procedure 5.10, and Business Procedure 5.11, along with DVC Procedure 6001.03 for the planning, design and construction of any new facilities (R3-13). Business Procedures 5.10 and 5.11 specifically call for the development of total cost of ownership projections for any new construction, major renovation and any equipment associated therewith.

Diablo Valley College's *2007-2017 Facilities Master Plan* (R3-14) is reviewed by the District chief facilities planner, the College vice presidents, and the College president (R3-15) as part of completing the annual *Five-Year Capital Outlay Plan* (R3-16) for the District. The *Five-Year Capital Outlay Plan* for DVC lists upcoming projects that have been previously approved. Each annual outlay plan reflects implementation of the *2007-2017 Facilities Master Plan*.

In addition to the CCCCD's district-wide reserve, currently at 17.6 percent, the allocation model requires that all three of its colleges maintain at least an additional one percent emergency reserve (R3-17). As of June 2014, Diablo Valley College's total reserves were approximately four percent. The College uses realistic assessments of future expenditure requirements and maintains reserves as appropriate.

In February 2014, the District Governing Board voted unanimously to place another local education facilities funding bond measure on the June 2014 ballot (Standard III.D.1.b.) (R3-18). On June 3, 2014, voters in Contra Costa County approved a $450 million capital facilities bond measure. Approximately 45 percent of the construction funds are slated for work at Diablo Valley College.

While making short-range financial plans, Diablo Valley College takes into consideration its long-range financial priorities and obligations to assure financial stability (Standard III.D.1.c.). The plans for payment of all long-term liabilities and costs are included in the short-range annual District budget development process and the short-range annual College budget development process (R3-19).

Building maintenance funds used to come from the state on an annual basis, but with the economic downturn scheduled maintenance funding dried up and the District was forced to maintain facility upkeep with local dollars. In fiscal year 2012-2013, the colleges within the District collectively transferred $3.4 million for scheduled maintenance projects which are ongoing (R3-20). In 2013, the District updated its Scheduled Maintenance and Special Repair Program Procedure 5.01, which sets annual minimum funding for scheduled maintenance projects (R3-21).

In addition to identifying, planning, and allocating resources for payment of all liabilities and future obligations, the District's new allocation model requires that all colleges maintain at least a one percent emergency reserve. As noted earlier, and as of June 2014, reserves at Diablo Valley College were at four percent ($2,918,926) in excess of the District's overall reserves of 17.6 percent (R3-22).

Diablo Valley College clearly defines and follows its guidelines and processes for financial planning and budget development and all constituencies have appropriate opportunities to participate in the budget development process (Standard III.D.1.d.). Institutional planning and resource allocation follow two clearly defined College procedures: DVC Procedure 1010.01, Integrated Planning, and DVC Procedure 5018.01, Budget Allocation Process (R3-23). The College budget is developed following DVC Procedure 5018.06, Tentative and Adopted Budget Preparation (R3-24). All constituent groups are involved in the process.

Diablo Valley College's governance committees have representatives from every campus constituency, including representatives from both the Pleasant Hill Campus and the San Ramon Campus, who bring items to their appropriate constituency councils for feedback (R3-25). The recently revised College Council, with membership consisting of the president and vice-president of each constituency group along with the college president and vice-presidents, meets twice each month to share what other committees are working on and to get feedback, providing an opportunity for dialogue and coordination of the integrated planning process (R3-26).

As part of the facilities management process the vice president of business and administrative services along with the buildings and grounds manager and the custodial manager conduct a regular physical evaluation of all facilities on both the Pleasant Hill and San Ramon campuses (R3-27). These same individuals gave a status report of the most recent facilities survey to the College Council at an open meeting on May 11, 2015 (R3-28). This was the first of what will be a regularly scheduled presentation, once every semester, on the status of College facilities and facilities management issues along with plans for improvements. Based on feedback from College Council members, the vice president of business and administrative services will coordinate all future facilities evaluations with a key representative (occupant) of each facility under review. This will allow for better communication of any known, existing issues to the team conducting the regular facilities evaluation (R3-29).

At the May 11, 2015 College Council meeting, the District chief facilities planner updated the Council on the status of facilities utilization and planning. College Council members were informed as to the status of long range facilities planning currently being done by an architect under contract with the District (R3-30). As a result of this presentation and in response to Council feedback, the chief facilities planner or designee will return with updates annually (R3- 31). In addition, the chief facilities planner outlined the District's plan to implement a total cost of ownership model (described above) for all future facilities projects including equipment acquisition and maintenance (R3-32). In response, the District has modified Contra Costa Community College District Business Procedures 5.10 and 5.11 to require the projection of the total cost of ownership for all newly constructed facilities, major remodels, and equipment required to support these facilities.

In addition to work being done by the District on total cost of ownership, the College has incorporated total cost of ownership for all new equipment requests into the resources request form for all program reviews (R3-33). The revised equipment request form now requires that all submitters include four columns of information for each request, including "Total Cost", "Ongoing costs/fees per year", "Projected Lifespan", and "Disposal Costs". Together, these four columns comprise the total cost of ownership for any new equipment requests (R3-34).

Conclusion

This recommendation has been resolved and the College meets the Standard and has, along with the District, established processes and procedures that will ensure continued compliance with this Standard. The District has revised Contra Costa Community College District Business Procedures 5.10 and 5.11 to incorporate total cost of ownership into the planning for all newly constructed facilities, major remodels, and the equipment required to support these facilities (R3- 35). The College has revised DVC Procedure 6001.03, Facilities Planning, to indicate that total cost of ownership for new facilities and equipment will be prepared by the District as part of planning processes (R3-36).

During fall 2015, DVC will start an inclusive, transparent process to review and update the *2007-2017 Facilities Master Plan*.

Evidence Recommendation 3

R3-1   Governing Board Policy 6003, Capital Construction
District Business Procedure 5.10, Planning for Construction, Renovation or Alteration Projects
District Business Procedure 5.11, Furniture, Fixtures and Equipment for Capital Outlay Projects
DVC Procedure 6001.03, Facilities Planning (available upon team visit)

R3-2   Buildings and Grounds online work order request system
Buildings and Grounds webpage screenshot

R3-3   Example of a monthly online work order report and que

R3-4   Screenshot of buildings and grounds webpage

R3-5   DVC organization chart, p. 11
DVC organization chart, p. 14

R3-6   *2007-2017 Educational Master Plan*

R3-7   *2007-2017 Facilities Master Plan*

R3-8   Governing Board minutes, October 24, 2007

R3-9   District Business Procedure 5.10, Planning for Construction, Renovation or Alteration Projects

R3-10 *Facility Space Report for DVC,* R. Pyle from FUSION, October 31, 2013

R3-11 D-611 Design Contract section A-4

R3-12 *2007-2017 Facilities Master Plan*
Measure 'E' bond project list

R3-13 District Board Policy 6003, Capital Construction
District Business Procedure 5.10, Planning for Construction, Renovation or Alteration Projects
District Business Procedure 5.11, Furniture, Fixtures and Equipment for Capital Outlay Projects
DVC Procedure 6001.03, Facilities Planning (available upon team visit)

R3-14 *2007-2017 Facilities Master Plan*

R3-15 *Functional Map, District and College Roles, Responsibilities, and Service Outcomes, p. 32.*

R3-16 *Five-year Capital Outlay Plan,* July 24, 2013, p. 175

R3-17 Email from J. Nicholas, Latest 311Q, August. 10, 2015
Quarterly Financial Status Report CCSF-311Q, Quarter End June 30, 2015

R3-18 Email from T. Leong, Governing Board approves local education bond measure, March 11, 2014

R3-19 District Board Policy 5033, Budget Development
District Business Procedure 18.01, The Contra Costa Community College District General Fund Budget
District Business Procedure 18.02, Guidelines for Operating Budget Allocations

R3-20 Email from J. Nicholas, Scheduled maintenance, April 14, 2014

R3-21 District Business Procedure 5.01, Scheduled Maintenance and Special Repair Program

R3-22 Email from R. Dahi, Accreditation follow-up report, June 23, 2015
Email from J. Nicholas, Latest 311Q, August. 10, 2015
Quarterly Financial Status Report CCSF-311Q, Quarter End June 30, 2015

R3-23 DVC Procedure 1010.01, Integrated Planning
        DVC Procedure 5018.01, Budget Allocation Process
R3-24 DVC Procedure 5018.06, Tentative and Adopted Budget Preparation
R3-25 Committee Handbook, November 2013, p. 6-14
        Faculty Senate minutes, February 26, 2013
        Classified Senate minutes, October 23, 2013
        Associated Students of DVC minutes, October 15, 2013
        Management Council minutes, January 29, 2014.
R3-26 Co-chair meeting minutes, November 14, 2013
R3-27 Facilities Inspection Report Sample
R3-28 College Council minutes, May 11, 2015
        Update of Facilities Inspection Status, May 11, 2015
R3-29 College Council minutes, May 11, 2015
R3-30 Planning information presented to College Council, May 11, 2015
R3-31 College Council minutes, May 11, 2015
        Email from P. Garcia, Open Forums, September 10, 2015
R3-32 College Council minutes, May 11, 2015
R3-33 Program review resource request form 2015-2016
R3-34 Program review resource request form 2015-2016
R3-35 District Business Procedure 5.10, Planning for Construction, Renovation or Alteration Projects
        District Business Procedure 5.11, Furniture, Fixtures and Equipment for Capital Outlay Projects
R3-36 DVC Procedure 6001.03, Facilities Planning (available upon team visit)

College/District Recommendation 1: In order to meet the Standard, the College and the District should thoroughly integrate student learning outcomes into the evaluation process for those who have a direct responsibility for student progress toward achieving student learning outcomes, including non-instructional faculty and staff (Standard III.A.1.c.).

Analysis and Evaluation

Immediately upon notification of the College/District recommendation in February 2015, District and College leadership began consideration of which employees have "direct responsibility" for student progress toward achieving student learning outcomes (CD-1). It was determined that all instructional and non-instructional faculty and all academic deans, senior deans, executive deans, vice-presidents, and presidents have said responsibility. The District then immediately began discussions with the District's faculty union, the United Faculty (UF), and the Management Council Executive Board (MCEB), who represents managers, supervisors, and confidential employees in meet-and-confer matters, to modify the evaluation process for both groups to comply with the recommendation and Standard (CD-2). Faculty evaluation is subject to collective bargaining and the District's meet-and-confer agreement with MCEB stipulates that the changes to evaluation procedures, among other things, will follow that process.

The District has concluded negotiations with the UF and conferring with the MCEB. The District Governing Board approved the changes to the MCEB evaluation forms at its meeting on September 9, 2015, which are being implemented in fall 2015, and approved changes to the UF evaluation procedures at its meeting on October 7, 2015, (CD-3) for spring 2016 implementation (Standard III.A.1.c.).

Modifications to the Faculty Evaluation Procedures

The process for faculty evaluation is found in Article 17, "Evaluation of Faculty," of the United Faculty collective bargaining agreement (CD-4) and is detailed in a lengthy series of appendices, each corresponding to a particular type of faculty member, including division by instructional or non-instructional faculty, full-time or part-time and tenured or tenure-track. Although there is a separate appendix for each type, all share common overarching language and forms. The changes described are representative of modifications negotiated to all types of faculty evaluation. Copies of each separate appendix are included as evidence (CD-5).

In order to assure thorough integration of student learning outcomes (SLOs) throughout the evaluation process, the District and the United Faculty agreed that SLOs needed to be explicitly included at several points. The first change is found in the guidance language in the text of the evaluation procedure. Using the appendix for probationary classroom faculty as an example, the key factors in assessing classroom performance are found in section X1.2.14. To clearly establish SLOs as a performance indicator to be evaluated in each and every evaluation, they are added as indicated in the sample section X1.2.14.1.10 below (CD-6).

X1.2.14 **PERFORMANCE CRITERIA FOR PROBATIONARY CLASSROOM FACULTY**

X1.2.14.1.10 Regularly assess the teaching-learning process, periodically check student learning, and modify strategies as necessary to increase effectiveness in achieving student learning outcomes.

The criteria found in example section X1.2.14 became the basis of the evaluation forms, which subsequently informs each overall evaluation rating. The "Classroom Observation Plan" form is used by the evaluatee to set expectations for the particular classroom meeting being observed by the evaluator (CD-7). Information on this form assists the evaluator in understanding and being prepared for the classroom visit in order to best evaluate the session against the criteria on the "Classroom Observation Plan". Section 3 of this form was changed to say, "Explain how the content of this section fits into the student learning outcomes for the course." This change elicits direct communication between the evaluatee and evaluator on SLOs for each and every evaluation.

When conducting the classroom observation portion of an evaluation, the evaluator uses the "Classroom Observation Form" (CD-8). Student Learning Outcomes (SLOs) are included in four separate sections to ensure that there is assessment of the instructor's inclusion of SLO considerations at these points. Section #1 has been modified to read: "Objectives: The professor made a clear statement of the objectives of the session connected to the student learning outcomes of the course at the beginning of class or at another appropriate time." Section #10 now reads: "Comprehension: The professor periodically assessed student learning and modified teaching strategies as necessary to increase effectiveness in achieving learning outcomes." Section #14 was modified to read: "Syllabus: The professor's syllabus includes a description of course content, contact information, office hours if applicable, student learning outcomes, the means by which students will be evaluated, grading standards, and other relevant information." Section #16 was modified to read: "Professional Obligations: The professor meets professional obligations outside of class (e.g. submits rosters and grades on time, participates in dialogue about student learning outcomes assessment results, etc.)" (Standard I.B.1., Standard II.A.1.c., Standard III.A.1.c.).

Taken together, the changes have the evaluator assessing if SLOs are included in written form on the syllabus, in some way communicated at the beginning of the classroom session observed, if they are monitored by the instructor during the class with appropriate adjustments made if necessary, and if there is dialogue about SLOs with peers and others. These changes are designed to improve teaching and learning thereby increasing the effectiveness of students attaining the learning outcomes (Standard I.B.1., Standard II.A.1.c., Standard III.A.1.c.).

Students participate in the evaluation process as well through the "Student Evaluation Form" (CD-9). This survey instrument solicits input from all students in a particular section being observed. An SLO component has been added using student-appropriate vernacular. Section #16 has been modified to read: (My professor) "helps me meet the goals and learning objectives/outcomes of the course" (Standard III.A.1.c.).

Explicit inclusion of Student Learning Outcomes (SLOs) in the criteria allows the department chair and/or dean to provide input through the "Summary Evaluation Form" (CD-10) on participation of the faculty member on SLOs at the program and/or course level, as appropriate. This is found in the fifth section of the form (CD-11) (Standard III.A.6.).

Modifications to the Management Evaluation Procedures

Management evaluation forms consist of two components, "Goals and Objectives" (CD-12) and "Behavioral Skills" (CD-13). Consistent templates are used in all management evaluations, but specific goals and objectives vary by manager. In order to ensure Student Learning Outcomes are integrated into the evaluation of all academic deans, senior deans, executive deans, vice-presidents, and presidents, changes to both sections have been made.

The "Behavioral Skills" component has been updated to include a new question, "f) Actively participates in ensuring the use of assessment results of student learning outcomes to improve teaching and learning" (Standard III.A.6.). This question will be rated by the supervisor in every evaluation cycle. In addition to the assessment by the manager's supervisor, new managers and every fourth year for all managers after their first full year, the same questions are asked broadly in a survey to those who work with and for the manager. Thus, over the course of time, direct input is solicited from peers and subordinates to determine if the manager is including appropriate consideration of Student Learning Outcomes at the program and/or course level.

A new objective was incorporated into the District "Goals and Objectives" template, providing a specific area for those managers who are responsible for Student Learning Outcomes (SLOs), or who oversee faculty responsibilities related to SLOs, to be evaluated on his or her performance related to that objective. Section 1.2 has been added and reads "Conduct activities that improve learning, including the evaluation and use of student learning outcome assessment at the course and program levels" (Standard III.A.6.). Although individual goals will vary, the new objective will be used to assess appropriate managers on the level of compliance relative to SLOs, e.g. that written SLOs are established for all courses, as well as the use of SLOs in discussion of matters such as course/learning efficacy. Managers' supervisors will use this objective area to ensure SLO evaluation is being performed correctly and consistently by faculty under their supervision.

Taken together, the changes being implemented ensure Student Learning Outcomes (SLOs) are thoroughly integrated into the evaluation process for appropriate faculty and managers. They look at both strict compliance, ensuring SLOs exist and are communicated at the program and course level, and at the use of assessment results from SLOs at the course and program level to improve teaching and learning (Standard III.A.6.).

Conclusion

This recommendation has been resolved and the College meets the Standard and has, along with the District, established processes and procedures that will ensure continued compliance with this Standard.

College - District Recommendation Evidence
CD-1   Chancellor's Cabinet notes, February 24, 2015
          Action Letter from the ACCJ, February 6, 2015

CD-2   United Faculty negotiation notes, March 6, 2015
           United Faculty negotiation notes, May 8, 2015
           UF Joint Communication #1, March 3, 2015
           Email from R. Holt, Management Vote, October 1, 2015
           Management Council Executive Board meeting notes, May 19, 2015
           Email from A. Illich to Gene Huff, June 29, 2015
CD-3   Governing Board minutes, September 9, 2015 (available upon team visit)
           Governing Board minutes, October 7, 2015 (available upon team visit)
CD-4   United Faculty Agreement
CD-5   Appendix 1.1 part-time classroom faculty
           Appendix 1.2 probationary classroom faculty
           Appendix 1.3 tenured classroom faculty
           Appendix 2.1 part-time on-line classroom faculty
           Appendix 2.2 probationary on-line classroom faculty
           Appendix 2.3 tenured on-line classroom faculty
           Appendix 3.1 part-time counselors
           Appendix 3.2 probationary counselors
           Appendix 3.3 tenured counselors
           Appendix 4.1 part-time librarians
           Appendix 4.2 probationary librarians
           Appendix 4.3 tenured librarians
           Appendix 5.1 part-time learning disabilities specialists
           Appendix 5.2 probationary learning disabilities specialists
           Appendix 5.3 tenured learning disabilities specialists
CD-6   Appendix 1.2 probationary classroom faculty
CD-7   Classroom observation plan form
CD-8   Classroom observation form
CD-9   Student evaluation form
CD-10 Summary evaluation form
CD-11 Summary evaluation form, section 5, Criteria-related input from dept. chair and/or dean
CD-12 Management evaluation form, Goals and objectives section
CD-13 Management evaluation forms, self-evaluation form appendix A4
           Management evaluation forms, evaluator comprehensive comments appendix A3
           Management evaluation forms, behavioral skills survey appendix A5