

Diablo Valley College

Mid-Term 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

March 16, 2017 Draft

Date Submitted

Certification Page

From: Ted Wieden, Interim President

Diablo Valley College

321 Golf Club Road

Pleasant Hill, CA 94523

I certify there was broad participation/review by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

Fred E. Wood, Ph.D., Chancellor Date

Vicki Gordon, President, Governing Board Date

Ted Wieden, Interim President, Diablo Valley College Date

Beth McBrien, M.A. President, Academic Senate Date

Marisa Greenberg, President, Classified Senate Date

Chris Liu, President, Associated Students of DVC Date

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Report Preparation

In response to Diablo Valley College's *2014 Institutional Self-Evaluation*, the Commission reaffirmed the college's accreditation, but required the college to address three areas of deficiencies to fully meet the Standards. The District was required to address one area (1). These four areas were addressed in a *Follow-Up Report*, which was submitted to the ACCJC on October 15, 2015 (2). A follow-up visit was held in November, 2015 (3) and on February 5, 2016 the Commission informed the college and the District that they had resolved all deficiencies and fully met the Standards (4). There were no recommendations for improvement from the Commission in response to the *2014 Institutional Self-Evaluation*.

In the *2014 Institutional Self-Evaluation*, the college identified seven Actionable Improvement Plans and the district identified one. This *Mid-Term Report* addresses the successful completion of all eight of the Actionable Improvement Plans.

In fall 2016, the Accreditation Liaison Officer began work on this report. To encourage college wide participation in the review of the draft, a Flex workshop was held on January 19, 2017 which shared information about accreditation in general and about progress the college has made in completion of the Actionable Improvement Plans outlined in the *2014 Institutional Self-Evaluation Report* (5). Input from that session was incorporated into the draft document.

In September 2012, the college formed the Accreditation Advisory Group in preparation for the completion of the *2014 Institutional Self-Evaluation Report*. This group is comprised of faculty, staff, managers, and a representative from student government. On February 24, 2017 the group reviewed this document and recommended it be forwarded through the college governance process (6).

In spring 2017, this report was reviewed and approved by

Academic Senate (7) March 7 and March 21

Classified Senate (8) March 1 and April 1

ASDVC (9) March 28

College Council (10) March 29

And went to the Governing Board in May 2017 (11)

Evidence in this section

- 1 Action letter from Accrediting Commission for Community and Junior Colleges, February 6, 2015
- 2 *Diablo Valley College Follow-Up Report*, October 15, 2015
- 3 *Report from Team Visit*, November 4-5, 2015

- 4 Action letter from Accrediting Commission for Community and Junior Colleges,
February 5, 2016
- 5 Email from T. Wieden, Accreditation Flex Workshop, January 17, 2017
Flex workshop description and enrollment sheet, January 19, 2017
- 6 Accreditation Advisory Group meeting notes, February 24, 2017
- 7 Academic Senate minutes
- 8 Classified Senate minutes
- 9 ASDVC minutes
- 10 College Council minutes
- 11 Governing Board minutes

Data Trend Analysis

Included as an appendix to this document are the last three years of student completion data, licensure pass rate data, job placement data, student learning outcome assessment data, and fiscal data.

Student completion data: As is evidenced in the appendix, the college consistently surpasses its institution set minimum standards in all categories. An area of strength is the dramatic increase in degree completion over the last three years. The college has made a dedicated effort to offer the new Associate Degrees for Transfer and now offers 25 different degrees. In 2016, the Campaign for College Opportunity named DVC a “Champion for Excellence in Transfer” and ranked DVC fourth in the state and first in northern California for the number of transfer degrees awarded.

Licensure pass data and job placement data: As is evidenced in the appendix, the college is succeeding in preparing students for licensure exams and for job placement in career, technical, education programs. Of particular note is the Dental Hygiene program, which has had a 100% passage rate on licensure exams over the last three years.

Student learning outcome data: As is evidenced in the appendix, the college has a robust system for assessment of student learning outcomes, program learning outcomes, and institutional learning outcomes. All courses and programs have outcomes and are assessed on a regular basis. All syllabi are required to include student learning outcomes and the assessment of them is included as part of the faculty evaluation process. Every term, all faculty receive an automatic email which includes the student learning outcomes and assessment data for courses they are teaching. All program outcomes are publicly available in the *Catalog* and on the college webpage. The college has a home-grown learning outcome data collection program that simplifies data collection and report creation.

Fiscal data: Need to write this after getting the last year of data.

Responses to Self-Identified Plans

The college identified seven Improvement Plans in the *2014 Institutional Self-Evaluation Report* and the District identified one. All eight of the plans have been completed and are integrated into the ongoing processes of the college, as is described in the following section. The college continues to work on these areas are part of continuous improvement. The plans were:

Standard II.A.2.h. For continuous improvement, the DVC Curriculum Committee will identify disciplines with courses for which contact hours and course units are not, or may not be, consistent with the Carnegie Unit formula. The committee will work with those disciplines to align contact hours with the Carnegie Unit formula. The college will ensure, subject to negotiations, that all courses that are clearly not in compliance will be brought into compliance by the end of the 2015-2016 academic year.

Standard II.A.2.e. For continuous improvement, prior to the end of the fall 2014 semester, the college will institutionalize a process for multi-disciplinary programs (e.g. learning communities, distance education, Puente, Umoja, etc.) to submit program reviews, be validated and prioritized for participation in the resource allocation process.

Standard III.B.1.a. For continuous improvement, the college will improve its facility evaluation process to be implemented in spring 2015. The results of the facility evaluation process will be widely disseminated and discussed.

Standard III.B.2.b. For continuous improvement, in preparation for work to update the Facilities Master Plan, the college will develop and use a transparent process to evaluate procedures used for planning, maintaining and assessing the effective use of facilities to identify satisfaction and support issues.

Standard III.C.1.c. For continuous improvement, prior to the start of the next program review cycle, the college will develop a clear statement describing the computer replacement cycle that also explains why requests for computer replacements no longer need to appear in program reviews (Budget Committee, Integration Council and College Council).

Standard III.C.2. For continuous improvement, the college will conduct an evaluation of recently implemented/upgraded technology including the new learning management system (D2L), migration to Microsoft email services for all employees and students, backbone/infrastructure upgrades, the new voice over internet protocol (VOIP) phones, and realignment of District versus college responsibilities in the area of technology with a purpose of identifying ongoing performance, satisfaction and support issues.

Standard III.D.1.a. and Standard I.B.3. For continuous improvement and to guide future planning and decision-making, prior to the start of the next program review cycle, the college will evaluate the effectiveness of using program reviews to address resource requests for college wide plans.

District Standard IV.B.3.b. The College's and District Office technology units will assess and address areas for improvement by soliciting feedback from various college constituencies on an ongoing basis.

Standard II.A.2.h. For continuous improvement, the DVC Curriculum Committee will identify disciplines with courses for which contact hours and course units are not, or may not be, consistent with the Carnegie Unit formula. The committee will work with those disciplines to align contact hours with the Carnegie Unit formula. The college will ensure, subject to negotiations, that all courses that are clearly not in compliance will be brought into compliance by the end of the 2015-2016 academic year.

Courses which were out-of-compliance can be divided into three categories: 1) Those with a mathematical error in the course outline of record, which have been corrected as the College follows its five year schedule of Course Outline of Record update and revision. For an example, CNT 148 was corrected in this manner (1-7). 2) Those with additional hours per week included since students engage in learning activities in lieu of homework which are labeled as PCAH on the spreadsheet of classes. An example in this category is Art 153: Wheel Thrown Ceramic Art and Pottery. Since students in this course work with ceramics equipment that is available on campus, these students will complete student learning hours under the supervision of the faculty in lieu of homework in the classroom (8). 3) Those that were subject to negotiations between the United Faculty Union and the college since the issue was determining faculty teaching load and pay. Negotiations to resolve this set of classes were completed in fall 2016 and was formalized with a side letter agreement between the district and the faculty union (9).

The college has completed this Actionable Improvement Plan.

Evidence

1. Units to Hours course audit spreadsheet, 2012-2013
2. Curriculum Committee minutes, November 4, 2013
3. Units-to-hours worksheet, July 2014
4. Curriculum Committee Minutes, May 11, 2015, example CNT 148 course outline revision
5. DVC Procedure 4001.03, Unit and Enrollment Guidelines
6. DVC Procedure 4001.07, Course Update Compliance
7. 2016-2017 Spreadsheet of course outlines to be reviewed
8. Program and Course Approval Handbook, 5th Edition, pages 80-84
9. Side letter agreement with the United Faculty, January 2017

Standard II.A.2.e. For continuous improvement, prior to the end of the fall 2014 semester, the college will institutionalize a process for multi-disciplinary programs (e.g. learning communities, distance education, Puente, Umoja, etc.) to submit program reviews, be validated and prioritized for participation in the resource allocation process.

In 2014-2015, to continually improve the Program Review and Resource Allocation Process, a Program Review Task Force led by the Academic Senate, reviewed and revised the program review templates and processes. The goals of the revision were to provide better alignment of timelines and processes, to improve the consistency and quality of the information provided to the Integration Council (now the Program Review Committee), and to develop a sustainable model for program review.

The recommendations of the Program Review Task Force were incorporated into the 2015-2016 process. In 2015, three learning communities submitted program reviews which were validated and prioritized in the resource allocation process (1-3). The Program Review Committee reviewed these suggestions in spring 2016 and based on this feedback, improvements were made during summer 2016 (4-16). Regular evaluation of the process by the Program Review Committee is ongoing.

The college has completed this Actionable Improvement Plan and continues to improve the program review process.

Evidence

1. 2015 Program Review example, MESA
2. 2015 Program Review example, UMOJA
3. 2015 Program Review example, PUENTE
4. Program Review Committee minutes, August 19, 2016
5. Program Review Committee goals and calendar 2016
6. Program Review Committee charge, outcomes and processes 2016
7. Program Review Committee membership
8. 2016-2017 Program Review Handbook
9. Program Review ranking workflow
10. Program Review glossary
11. Program Review themes 2016
12. Program Review 2016 final rankings, professional development example
13. 2016 Program Review final rankings, example Umoja request Hardware C10
14. 2016 Distance Education Program Review
15. Email from T. Wieden, Program Review Resource Allocations, December 13, 2017
16. DVC Procedure 1016.01, Program Review

Standard III.B.1.a. For continuous improvement, the college will improve its facility evaluation process to be implemented in spring 2015. The results of the facility evaluation process will be widely disseminated and discussed.

A comprehensive evaluation of facilities was completed in fall 2015 (1-3). Fall 2015 updates to Facilities Planning Procedure 6001.03 recommended by the College Council and accepted by the college president clarified reporting structures and processes for facilities issues (4-6). A campus wide survey of employees on facilities satisfaction in fall 2016 found most employees are satisfied with the facilities they use. Results from the survey in fall 2016 results were widely disseminated (7-10). Work order requests are published on a shared drive and are accessible to all employees (11). Regular facilities evaluations are continuing.

The college has completed this Actionable Improvement Plan and continues to evaluate facilities on an ongoing basis.

Evidence

1. Results of facilities inspections, Fall 2014-Spring 2015
2. Facilities update report from J. Nahlen, May 11, 2015
3. College Council minutes, May 11, 2015, report from J. Nahlen, item 6
4. College Council minutes, October 21, 2015, revisions to procedure 6001.03, item 4
5. College Council minutes, October 21, 2015, facilities evaluation process, item 6
6. DVC Procedure 6001.03, Facilities Planning
7. Campus facilities survey results, December 2016
8. Presentation of facilities survey results to College Council, February 1, 2017
9. College Council minutes, item 6, February 1, 2017
10. Email from J. Nahlen, Facility satisfaction survey, March 1, 2017
11. Facilities Satisfaction Survey summary from J. Nahlen email, March 1, 2017
12. Sample work order requests, August 2016, from U Drive, PHC

Standard III.B.2.b. For continuous improvement, in preparation for work to update the Facilities Master Plan, the college will develop and use a transparent process to evaluate procedures used for planning, maintaining and assessing the effective use of facilities to identify satisfaction and support issues.

Transparency in facilities maintenance and evaluation has increased with the implementation of an online work order system. Work order requests and completion information are publicly available to all employees (1-3). Assessment of the use of facilities is monitored through a room utilization software program, 25Live. Use of this software began in fall 2016 (4).

To assess the quality of facilities and to identify user satisfaction, a survey of all employees was conducted in fall 2016. Employees reported general satisfaction with the state of the facilities on campus and with the buildings and grounds. Results from the survey were widely disseminated (5-9).

Planning for future facilities growth and changes is being done through the Measure E capital facilities bond program, which is funding new campus buildings and improvements in existing structures (10-15). Open forums have solicited campus feedback through this process. Procedure 6001.03, Facilities Planning was updated in fall 2015 by the College Council and was accepted by the college president (16-17).

The college has completed this Actionable Improvement Plan and continues to assess the planning for and use of facilities on an ongoing basis.

Evidence

1. Sample work order requests, August 2016, from U Drive, PHC
2. Sample work order requests August 2016, from U drive, SRC
3. Screenshot, work order system
4. Sample 25Live utilization report
5. Campus facilities survey results, December 2016
6. Presentation of facilities survey results to College Council, February 1, 2017
7. College Council minutes, item six, February 1, 2017
8. Email from J. Nahlen, Facility satisfaction survey, March 1, 2017
9. Facilities Satisfaction Survey summary from J. Nahlen email, March 1, 2017
10. Measure E flex activity registration, January 20, 2016
11. Measure E Planning presentation to Governing Board, April 27, 2016
12. Measure E Executive Steering Committee minutes, September 14, 2015
13. Measure E Executive Steering Committee minutes, April 13, 2016
14. Measure E Executive Steering Committee minutes, September 19, 2016
15. College Council minutes, October 14, 2015, Measure E, item 6
16. College Council minutes, October 21, 2015, revisions to Procedure 6001.03, item 4
17. DVC Procedure 6001.03, Facilities Planning

Standard III.C.1.c. For continuous improvement, prior to the start of the next program review cycle, the college will develop a clear statement describing the computer replacement cycle that also explains why requests for computer replacements no longer need to appear in program reviews. (Budget Committee, Integration Council and College Council)

The 2014-2016 Technology Master Plan called for establishment of a computer replacement cycle. Following recommendations from the Budget Committee and the College Council, beginning in November 2014 a separate budget allocation was dedicated to replacements (1-18). Program review instructions now state that there is no need to include replacement office and lab computers in requests (19). The cycle has been used since 2015-2016.

The college has completed this Actionable Improvement Plan.

Evidence

1. *2014-2016 Technology Master Plan*, page 17
2. Budget Committee minutes, item 4, May 9, 2014
3. Budget Committee minutes, item 10, October 3, 2014
4. Budget Committee minutes, item 6, October 10, 2014
5. Budget Committee minutes, item 6, October 24, 2014
6. Budget Committee minutes, item 5, November 14, 2014
7. Budget Committee minutes, items 5-6, November 21, 2014
8. Faculty Senate minutes, item 7, November 11, 2014
9. *Governance at a Glance*, December 11, 2014
10. College Council minutes, item 8, November 17, 2014
11. College Council minutes, item 9, November 24, 2014
12. College Council minutes, item 9, December 8, 2014
13. College Council Recommendations to the College President on the 2014-2015 Annual Budget Plan, page 5, December 8, 2014
14. College Council Recommendations Flow Chart, December 8, 2014
15. Email from P. Garcia, President's Decision, January 23, 2015
16. Email from P. Garcia, President's Decision on Technology, January 27, 2015
17. Computer inventory spreadsheet, August 2016
18. 2016-2017 Computer refresh schedule
19. 2016 Physics program review section E2, technology needs

Standard III.C.2. For continuous improvement, the college will conduct an evaluation of recently implemented/upgraded technology including the new learning management system (D2L), migration to Microsoft email services for all employees and students, backbone/infrastructure upgrades, the new voice over internet protocol (VOIP) phones, and realignment of District versus college responsibilities in the area of technology with a purpose of identifying ongoing performance, satisfaction and support issues.

In spring 2016, a survey was completed of the recently implemented and upgraded technology. In response to the survey, the Information Technology Department has made many improvements in performance, satisfaction, and support issues (1-5). Since the 2014 Self-Evaluation Report was completed, the college changed learning management systems from Desire 2 Learn to Canvas. In fall 2016, a survey was done of students who used the Canvas learning management system to identify support issues they had with the program. The results of the survey were widely distributed and recommendations were made to faculty on how to improve their use of the learning management system to improve student success (6-10).

The college offers a variety of professional development opportunities for employees to improve their satisfaction with technology (11-13). Information about technological changes is shared with the college community (14-20).

The college has completed this Actionable Improvement Plan.

Evidence

1. 2016 Technology survey results
2. Improvements in technology and communication in response to 2016 survey
3. IT Report to Deans and Department Chairs, August 10, 2016
4. College Council minutes, item 7, November 2, 2016
5. PowerPoint of IT Report to College Council, November 2, 2016
6. Student Canvas satisfaction survey results, December 2016
7. Student Canvas satisfaction survey summary, January 16, 2017
8. Email from B. Opsata, Canvas student satisfaction survey, January 16, 2017
9. Distance Education Committee minutes, item six, February 7, 2017
10. Student handout for checking grades in Canvas, January 2017
11. Flex activity description on phone configurations, August 13, 2013
12. Flex activity on use of new VOIP phones, Augusts 14, 2013
13. Flex activity description samples on improving use of technology, January 19, 2016
14. Email from C. Knox, Help make the website excellent for our students, April 27, 2015
15. Email from C. Kxon, Next steps to improve the website, January 1, 2016
16. Email from C. Knox, Technology news and highlights, September 1, 2016
17. Email from S. Warriar, Technology improvements, December 14, 2016
18. Email from S. Warriar, Wi-Fi Upgrades, January 10, 2017
19. Email from C. Knox, New website look, January 19, 2017
20. Email from R. Westlake, Wi-Fi Heat Mapping, January 31, 2017

Standard III.D.1.a. and Standard I.B.3. For continuous improvement and to guide future planning and decision-making, prior to the start of the next program review cycle, the college will evaluate the effectiveness of using program reviews to address resource requests for college wide plans.

In 2014-2015, to continually improve the Program Review and Resource Allocation Process, a Program Review Task Force, led by the Academic Senate, reviewed and revised the program review templates and processes. The goals of the revision were to provide better alignment of timelines and processes, to improve the consistency and quality of the information provided to the Integration Council (now the Program Review Committee) and to develop a sustainable model for program review.

Revisions in the templates used for reviews incorporate the college's Strategic Plan goals and objectives and all units (instructional, student service, and administrative) are required to connect resource requests to the goals, values, and objectives from the college wide plan. Work to continuously improve the process is ongoing (1-14).

The college has completed this Actionable Improvement Plan and continues to improve the program review process.

Evidence

1. 2016-2017 Program Review Handbook
2. 2015-2016 Program Review Rubric
3. Program Review Committee minutes, August 19, 2016
4. 2016 Program Review final ranking explanation
5. 2016 Program Review final rankings equipment
6. 2016 Program Review final rankings furniture
7. 2016 Program Review final rankings supplies
8. 2016 Program Review final rankings ongoing
9. Program Review ranking workflow
10. Program Review glossary
11. Program Review themes 2016
12. Program Review Committee charge, outcomes and processes 2016
13. Program Review Committee membership
14. Email from T. Wieden, Program review resource allocation, December 13, 2016

District Standard IV.B.3.b. The College's and District Office technology units will assess and address areas for improvement by soliciting feedback from various college constituencies on an ongoing basis.

The District Information Technology (IT) department worked with the technology units at all three colleges to solicit feedback from various constituencies on technology-related needs through an all employee technology survey in spring 2016. Survey topics included information security, campus wi-fi for students, faculty and staff email access, and help-desk availability. Based on the survey responses, prioritized improvements were first made to wi-fi coverage and the student search portal. Responses also included requests for more frequent technology updates (1-7). In order to address the feedback, joint District and college IT presentations were given in fall 2016 at each of the campuses, along with the development of a new technology newsletter which will be distributed every semester (8-17). The District IT webpage was also updated and shared as an important resource for technology-related informational instructions to help support users.

In addition to the employee survey, a student survey was conducted on the District's adopted learning management system, Canvas, in 2016. Results of the survey were shared with faculty to improve student usability and success. For example, students indicated difficulty understanding the gradebook in Canvas, so an informational handout of instructions was created and distributed to faculty and students (18-24).

In fall 2016, the District embarked on a strategic planning process focused on providing equitable access to innovative and high-quality online learning opportunities and student support services. Feedback was solicited districtwide to identify strategic priorities for distance education through a districtwide strategic planning event on September 16, 2016, an online survey, and distance education and academic senate committee meetings. Improving technology infrastructure and support was an identified need and was adopted as one of the five strategic goals with associated objectives and timelines (25-28). The District Distance Education Strategic Plan 2017-2022 was presented to the governing board in December 2016 (29).

The District IT Department participates in standing districtwide committees to solicit feedback and address areas for improvement (30-34). Immediate requests that require are submitted through an online work order system called SysAid. IT departments at the colleges and the District Office use this system to prioritize repair activities (35-37).

The District and the college have completed this Actionable Improvement Plan and work is ongoing to solicit feedback from college constituencies.

Evidence

1. 2016 District Technology Survey-Brentwood Center
2. 2016 District Technology Survey-Contra Costa College (CCC)
3. District Technology Survey-District Office (DO)
4. 2016 District Technology Survey-Diablo Valley College (DVC)
5. 2016 District Technology Survey-Los Medanos College (LMC)
6. 2016 District Technology Survey-San Ramon Center

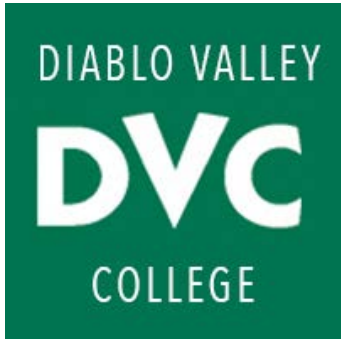
7. IT Improvements in Technology and Communication in Response to Survey
8. IT Report to DVC Deans and Department Chairs, August 10, 2016
9. DVC College Council minutes, item 7, November 2, 2016
10. PowerPoint of IT Report to DVC College Council, November 2, 2016
11. Email to DVC: Technology News and Highlights, September 1, 2016
12. Email to CCC: Fall 2016 Technology Newsletter, August 26, 2016
13. Email to LMC: Fall 2106 Technology Newsletter, August 2016
14. IT Report to Chancellor's Cabinet, August 23, 2016
15. IT Report to CCC College Council, November 10, 2016
16. IT Report to LMC Management Council, November 16, 2016
17. IT Report to Chancellor's Cabinet, February 7, 2017
18. Fall 2016 End-of-term Canvas Student Satisfaction Survey
19. Student Canvas Satisfaction Survey Summary, January 16, 2017
20. Email to DVC: Canvas Student Satisfaction Survey, January 16, 2017
21. Email to CCC: Canvas Student Satisfaction Survey, February 9, 2017
- 22. PLACEHOLDER-LMC STUDENT SATISFACTION SURVEY**
23. DVC Distance Education Committee Minutes, February 7, 2017
24. Student Informational Handout: Checking Grades in Canvas, January 2017
25. Districtwide Distance Education Strategic Planning Session Registration List
September 16, 2016
26. Districtwide Distance Education Strategic Planning Session Feedback,
September 16, 2016
27. Districtwide Distance Education Online Survey Feedback
28. Contra Costa Community College District Distance Education Plan 2017-2022
29. Contra Costa Community College District Governing Board Minutes,
December 14, 2016
30. Districtwide Admissions & Records Committee Agenda, January 7, 2016
31. Districtwide Purchasing Committee Agenda, January 28, 2016
32. Districtwide Process Expert Team Committee Agenda, July 13, 2016
33. Districtwide Financial Aid Committee Agenda, August 18, 2016
34. 25Live Training Materials, June 20, 2016
35. SysAid Service Report District Office, October 1-December 31, 2016
36. SysAid Service Report CCC, October 1-December 31, 2016
37. SysAid Service Report DVC, October 1-December 31, 2016

Category												
Student Course Completion			2014	2015	2016							
Standard (minimum standard, not goal)			72%	72%	72%							
Performance			74.20%	74.50%	74.50%							
Difference between Standard and Performance			2.20%	2.50%	2.50%							
Analysis of the data:												
			The college is performing slightly above the minimum standards in course completion.									
Degree Completion (unduplicated)			2014	2015	2016							
Standard (minimum standard, not goal)			573	573	573							
Performance			1150	1163	1470							
Difference between Standard and Performance			577	590	897							
Analysis of the data:												
			The college is performing well above the standards in degree completions.									
			The growth in degree completion is caused by an increase in ADT's being offered by the college.									
Certificate Completion (unduplicated)			2014	2015	2016							
Standard (minimum standard, not goal)			561	561	561							
Performance			1189	964	945							
Difference between Standard and Performance			628	403	384							
Analysis of the data:												
			The college is performing well above the minimum standards in certificate completion.									
Transfer			2014	2015	2016							
Standard (minimum standard, not goal)			1674	1674	1674							
Performance			2274	2271	1846							
Difference between Standard and Performance			600	597	172							
Analysis of the data:												
			The college is consistently transferring students above the standards.									
			The drop-off in the 2016 transfer number is due to this number is only transfers to the UC and the CSU system. Data is not yet available for transfer to out-of-state institutions or to in state private schools at this time.									
Licensure Pass Rate												
Program Name		CIP Code	Institution Set Standard			Performance			Difference			
			2014	2015	2016	2014	2015	2016	2014	2015	2016	
	Dental Hygiene	51.06	68.03%	69.12%	69.12%	100%	100%	100%	31.97%	30.88%	30.88%	
	Dental Assisting	51.06	68.03%	69.12%	69.12%	37%	100%	81.25%	-31%	30.88%	12.13%	
Analysis of the data:												
			These two programs are performing well above minimum standards in passage rates.									

Job Placement Rate												
Program Name	CIP Code	Institution Set Standard			Performance			Difference				
		2014	2015	2016	2014	2015	2016	2014	2015	2016		
Accounting	52.03	68.03%	69.12%	69.12%	55.88%	62.50%	40.91%	-12.1500%	-6.62%	-28.21%		
Addiction Counseling	51.15	68.03%	69.12%	69.12%	65.38%	73.53%	75.53%	-2.6500%	4.41%	6.41%		
Administration of Justice	43.01	68.03%	69.12%	69.12%	70.97%	77.08%	77.08%	2.9400%	7.96%	7.96%		
Animation & Game Design	10.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Apprenticeship: Plumbing	46.05	68.03%	69.12%	69.12%	100%	100%	100%	31.9700%	30.88%	30.88%		
Architecture	15.01	68.03%	69.12%	69.12%	50%	40.91%	22%	-18.0300%	-28.21%	-47.12%		
Art Digital Media	50.01	68.03%	69.12%	69.12%	30%	70%	70%	-38.0300%	0.88%	0.88%		
Broadcase Communication Arts	10.02	68.03%	n/a	69.12%	70.43%	n/a	75%	2.4000%	n/a	5.88%		
Business	52.01	68.03%	69.12%	69.12%	67.50%	76.92%	40.91%	-0.5300%	7.80%	-28.21%		
Civil Design Drafting Technology	15.13	68.03%	n/a	69.12%	100.00%	n/a	33.33%	31.9700%	n/a	-35.79%		
Coaching	13.13	68.03%	n/a	69.12%	33.33%	n/a	51.14%	-34.7000%	n/a	-17.98%		
Computer Architecture	11.02	68.03%	n/a	n/a	44.19%	n/a	n/a	-23.8400%	n/a	n/a		
Computer Information Systems	11.03	68.03%	69.12%	69.12%	72.73%	61.54%	61.54%	4.7000%	-7.58%	-7.58%		
Computer Science	11.02	68.03%	69.12%	69.12%	n/a	40.91%	49.21%	n/a	-28.21%	-19.91%		
Computer Technical Support	47.01	68.03%	n/a	69.12%	58.33%	n/a	53.33%	-9.7000%	n/a	-15.79%		
Constructing & Building Inspection	46.04	68.03%	n/a	69.12%	57.14%	n/a	54.55%	-10.8900%	n/a	-14.57%		
Construction Management	46.04	68.03%	69.12%	69.12%	83.33%	77.27%	77.27%	15.3000%	8.15%	8.15%		
Culinary Arts	12.05	68.03%	69.12%	69.12%	71.05%	82.86%	82.86%	3.0200%	13.74%	13.74%		
Dental Assisting	51.06	68.03%	69.12%	69.12%	78.57%	100%	100%	10.5400%	30.88%	30.88%		
Dental Hygiene	51.06	68.03%	69.12%	69.12%	94.74%	86.36%	83.36%	26.7100%	17.24%	14.24%		
Dental Lab Technology	51.06	68.03%	n/a	n/a	59%	n/a	n/a	-9.2100%	n/a	n/a		
Early Childhood Education	19.07	68.03%	69.12%	69.12%	60.43%	66.24%	66.24%	-7.6000%	-2.88%	-2.88%		
Early Childhood Education Supervis	19.07	n/a	n/a	69.12%	n/a	n/a	87.50%	n/a	n/a	18.38%		
Electricity/Electronics Technology	47.01	68.03%	69.12%	69.12%	78.57%	80%	80%	10.5400%	10.88%	10.88%		
Energy Systems	15.05	n/a	n/a	69.12%	n/a	n/a	75%	n/a	n/a	5.88%		
Fitness Instruction/Personal Trainin	31.05	68.03%	69.12%	69.12%	50%	60%	60%	-18.0300%	-9.12%	-9.12%		
Geographic Information Systems: C	45.07	68.03%	69.12%	69.12%	60%	84.71%	85.71%	-8.0300%	15.59%	16.59%		
Graphic Design	50.04	n/a	n/a	69.12%	n/a	n/a	100.00%	n/a	n/a	30.88%		
Horticulture	1.06	68.03%	69.12%	69.12%	44%	50%	50%	-23.5900%	-19.12%	-19.12%		
Industrial Mftg & Engineering Tech	15.06	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Industrial Maintenance & Machines	47.03	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Landscape Architecture and Design	4.06	68.03%	n/a	n/a	0%	n/a	n/a	-68.0300%	n/a	n/a		
Library Technology	25.03	68.03%	n/a	69.12%	80%	n/a	87.50%	11.9700%	n/a	18.38%		
Management Studies	52.02	68.03%	69.12%	69.12%	100%	87.50%	87.50%	31.9700%	18.38%	18.38%		
MS Windows System Administratio	11.09	68.03%	n/a	69.12%	75.00%	n/a	100%	6.9700%	n/a	30.88%		
Music Industry Studies	50.09	68.03%	69.12%	69.12%	68.18%	54.55%	54.55%	0.1500%	-14.57%	-14.57%		
Office Professional	52.04	68.03%	n/a	69.12%	50%	n/a	33.33%	-18.0300%	n/a	-35.79%		
Pre-Apprenticeship	46.04	n/a	n/a	n/a	n/a	n/a	new	n/a	n/a	n/a		
Real Estate	52.05	68.03%	69.12%	69.12%	55.56%	68.75%	68.75%	-12.4700%	-0.37%	-0.37%		
Restaurant Management	12.05	68.03%	69.12%	69.12%	77.78%	91.67%	82.86%	9.7500%	22.55%	13.74%		
Small Business Management	52.07	68.03%	n/a	n/a	100%	n/a	n/a	31.9700%	n/a	n/a		
Special Education Paraeducator	13.15	68.03%	n/a	69.12%	61.54%	n/a	62.50%	-6.4900%	n/a	-6.62%		
Sports Medicine/Athletic Training	51.09	68.03%	n/a	69.12%	100%	n/a	75%	31.9700%	n/a	5.88%		
Technical Theatre	50.05	68.03%	n/a	69.12%	50.00%	n/a	100%	-18.0300%	n/a	30.88%		
Wealth Management	52.08	68.03%	n/a	69.12%	0%	n/a	100%	-68.0300%	n/a	30.88%		
Analysis of the data:												
Most programs have job placement rates well above the minimum set standards for placement.												
This list is all programs, regardless of total number of completers.												

Student Learning Outcomes Assessment				2014	2015	2016
	Number of courses			1335	1294	1092
	Number of courses with ongoing assessment			1335	1294	1092
	Number of programs			197	188	209
	Number of programs with ongoing assessme			197	188	190
	Number of institutional outcomes			5	5	5
	Number of outcomes assessed			5	5	5

Annual Fiscal Report Data							
Category					FY 13-14	FY 14-15	FY 15-16
<u>General Fund Performance</u>							
	Revenues				73,947,225	73,691,586	
	Expenditures				71,193,964	73,399,305	
	Expenditures for Salaries and Benefits				66,040,162	68,188,982	
	Surplus/Deficit				2,753,261	292,281	
	Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)				3.72%	0.04%	
	Reserve (Primary Reserve Ratio)						
	Analysis of the data:						
<u>Other Post Employment Benefits</u>							
	Actuarial Accrued Liability (AAL) for OPEB				198,489,326	221,603,131	
	Funded Ratio (Actuarial Value of plan Assets/AAL)				23%	31%	
	Annual Required Contribution (ARC)				16,564,389	17,198,348	
	Amount of Contribution to ARC				17,234,197	17,977,436	
	Analysis of the data:						
<u>Enrollment</u>							
	Actual Full Time Equivalent Enrollment (FTES)				18,742	15,519	
	Analysis of the data:						
<u>Financial Aid</u>							
	USDE official cohort Student Loan Default Ratio (FSLD - 3 year rate)				Cohort year 10/11	Cohort year 11/12	
					15%	12%	
	Analysis of the data:						



Educational Master Plan

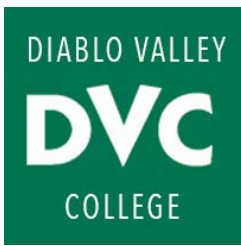
Update and Input Session
March 2017

- Educational Master Plan Background Information
- Stages of the Student Experience
- Student Experience Vision Statements
- Group Feedback and Discussion
- Next Steps

Educational Master Plan (EMP)

High-level and long-range plan (10 years) that:

- Provides the framework to achieve DVC's Institutional Vision, Mission, and long-term goals
- Guides future Strategic Plans (operational implementation of the EMP) and other plans
- Supports continuous improvement and provides a framework for institutional evaluation and monitoring



Educational Master Plan (EMP)

EMP Plan will be:

- Overarching and nimble, leaving space to respond to changing conditions
- Concise Plan (25-30 pages)

• •

EMP: Connection to Other Plans



- **Proposed College Vision Statement:**

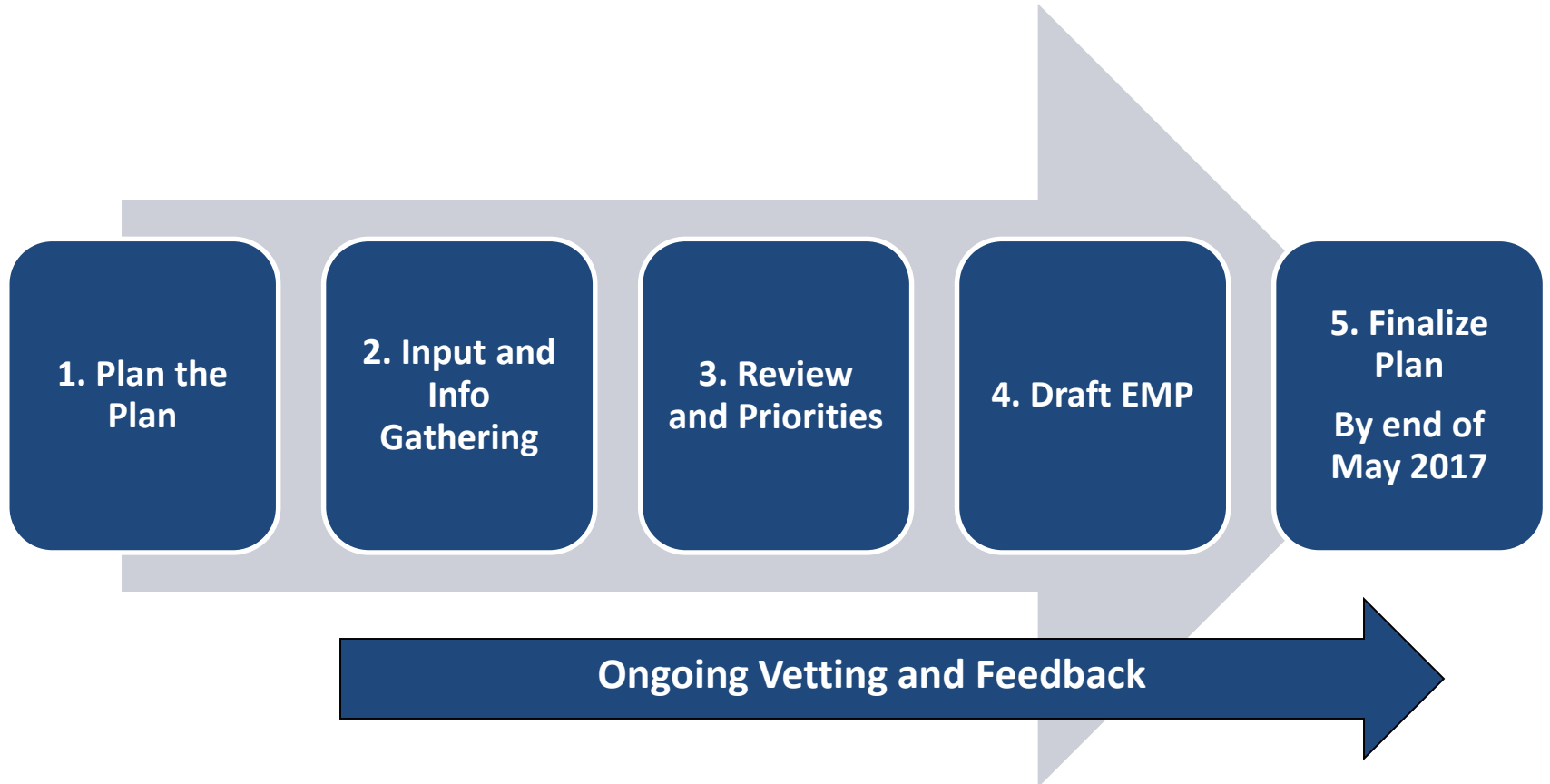
Through educational excellence, equity, and inclusion, Diablo Valley College empowers and transforms its community.

- **Suggestions:**

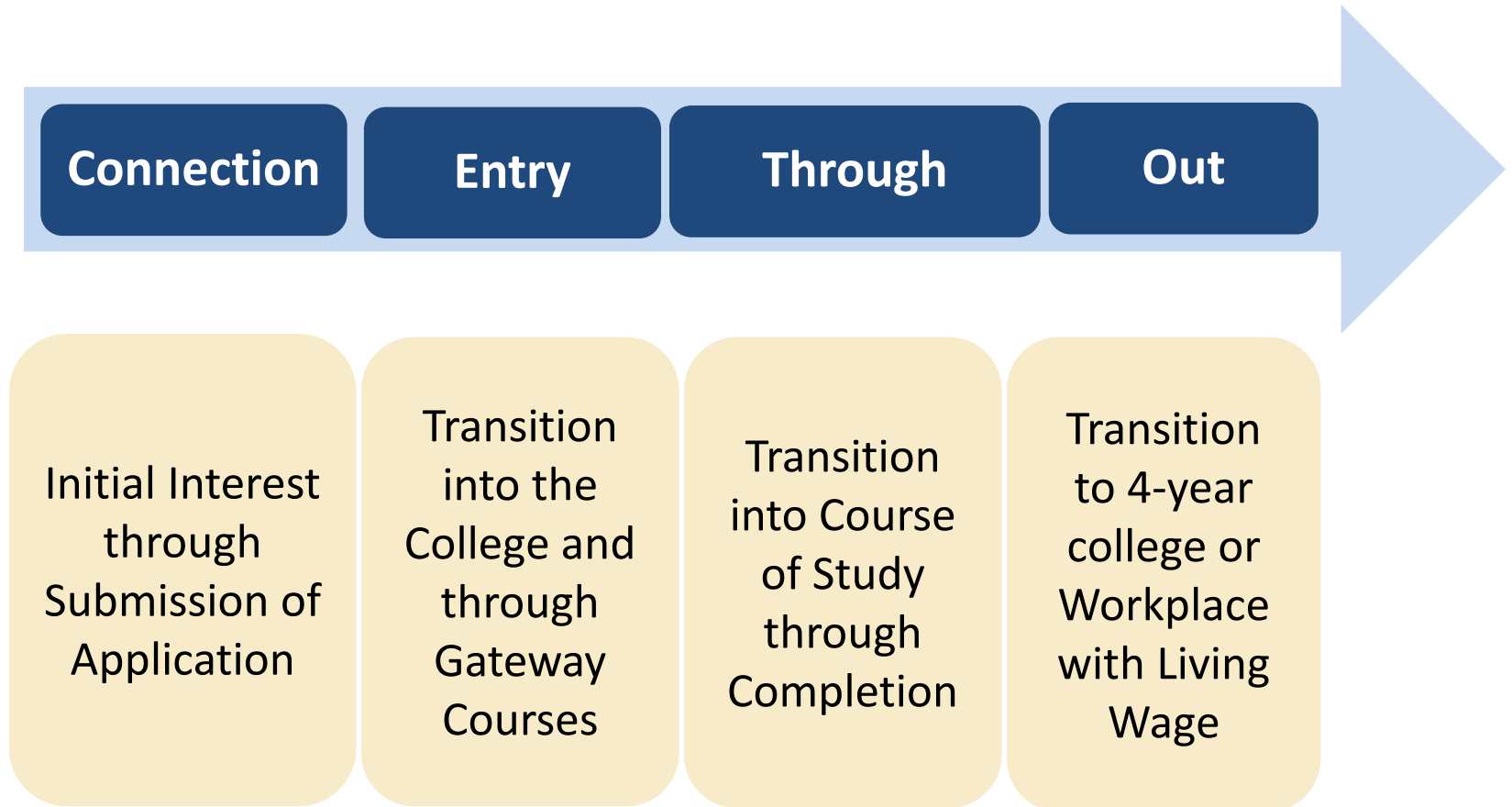
Diablo Valley College: Through educational excellence, equity, and inclusion, we empower and transform ourselves and our community.

At Diablo Valley College, we empower and transform ourselves and our community through educational excellence, equity and inclusion.

EMP Planning Process

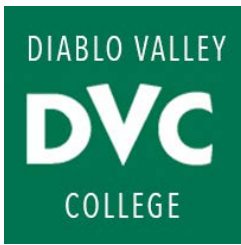


EMP Framework: Stages Student Experience



Group Feedback and Discussion

- Do these Vision Statements resonate with you when you think about these stages of the student experience?
- Are any additions or adjustments needed?



Vision Statements for each Stage of the Student Experience



Connection

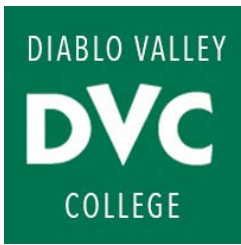
Exemplifying educational excellence, equity, and inclusion, DVC builds relationships and partners with the community to provide opportunities for exploration, empowerment, and transformation. We welcome all and provide an easy-to-navigate gateway to a quality education.

Vision Statements for each Stage of the Student Experience

A large, light blue arrow pointing to the right, representing the "Entry" stage of the student experience. The word "Entry" is written in white on a dark blue rounded rectangle centered within the arrow.

Entry

By welcoming students with educational excellence, equity, and inclusion, DVC cultivates a sense of belonging among all students. We support students as they identify their academic and career goals and connect them to a college community with a network of resources to prepare and assist them as they enter a DVC pathway with confidence.

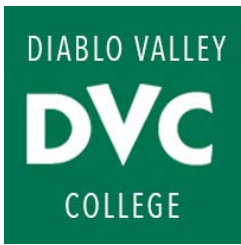


Vision Statements for each Stage of the Student Experience



Through

Providing educational excellence, equity, and inclusion, DVC is a supportive institution that fosters student success for all. Once students have entered a DVC pathway, our college community collaborates to guide and empower them to achieve their academic and career goals.

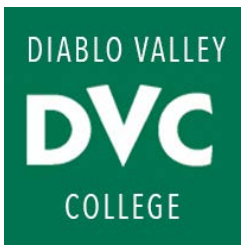


Vision Statements for each Stage of the Student Experience

A large, light blue arrow pointing to the right, spanning most of the width of the slide. Inside the arrow, towards the right end, is a dark blue rounded rectangle containing the word "Out" in white.

Out

Celebrating educational excellence, equity, and inclusion, DVC ensures its students leave the college empowered and transformed, prepared for their careers and further educational goals, and equipped to be engaged community members.



Educational Master Plan

DRAFT OUTLINE

- I. Environmental Scan
- II. Principles, Models and Theories
- III. The 4 Stages of the Student Experience
- IV. Actualizing the Plan

Next Steps

- Complete Input Process
- Draft Educational Master Plan
- Vetting and Feedback Process
- Finalize Plan by the end of May, 2017

