

CLASSIFIED SENATE AGENDA

May 20, 2015

Staff Development Lounge

12:00-1:30 p.m.

Classified Senate Council

Scott Heiden, President
 Lesley Agostino, Vice-President
 VACANT, Secretary
 Joy Brucelas, Treasurer
 Gilbert Rocha
 Jessica Martin
 Chris Meadors
 Wendy Holt
 Rafiquil Bhuiyan

1. Approval of the May 20, 2015 Agenda	12:00 p.m.
2. Approval of the May 7, 2015 minutes	12:03 p.m.
3. Public Comment - This time is reserved for members of the public to address the Senate regarding items not on the agenda. A limit of five (5) minutes per speaker and fifteen (15) minutes per topic shall be enforced.	12:05 p.m.
4. Council Announcements & President's Report	12:10 p.m.
5. Accreditation Report* – review/approval	12:20 p.m.
6. DVC Revised Governance Structure* – review/approval	12:35 p.m.
7. Professional Development Update	12:55 p.m.
8. 2015-16 Membership and Meetings	1:05 p.m.
9. Classified Open Forum – <i>Opportunity for staff to ask questions, make comments, and express concerns</i>	1:15 p.m.
10. Adjournment	1:30 p.m.

**attached*

Next Meeting: TBA

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May 7, 2015
UNAPPROVED MINUTES

Present: Scott Heiden, Lesley Agostino, Chris Meadors, Joy Brucelas, Jessica Martin, Rafiqul Bhuiyan, Gilbert Rocha

Absent: Wendy Holt

Guest: Liling Lin, Lisa Martin, Allison Albright, Teresa Molnar, Joyce Riley, Kimberly Woods, Monica Pope, Valerie House

Heiden called the meeting to order at 12:03 p.m.

1. Approval of the May 7, 2015 Agenda:

It was MSC, with no objections and by all present to approve the agenda as written.

2. Approval of the minutes from April 9, 2015 and April 23, 2015 –

Minor changes to the minutes from April 9, 2015 were made.

It was MSC, with no objections and by all present to approve the April 9, 2015 minutes as amended.

It was MSC, with no objections and by all present to approve the April 23, 2015 minutes as written.

3. Public Comment

- T. Molnar noted that as of fall 2015 she will no longer be in Integration Council and a replacement will need to be found.

4. Council Announcements & President's Report

- Heiden noted that the governance group has finished meeting and a revised governance structure will be provided to the campus within a few weeks.

5. Classified input on barriers to student enrollment–

Feedback will be taken to District Governance Council on May 19, 2015

Student Barriers

1. Repeatability issues (including the fact that the policy was retroactive)
2. Online application is difficult
 - a. High school seniors have to apply twice
 - b. Residency requirements cause confusion and delay
 - i. i.e. California students who are attending college and living out of state have to go through assessment/orientation in addition to questioning residency.
3. Prerequisites
 - a. Process is unclear
 - b. High school students are being wrongfully denied or dropped
 - c. Several ways to get pre-req clear; needs process clarity
4. Portal – crashes every semester during registration
5. Language barriers with website/technology
6. Suggestion for a call center to help with registration
 - a. 8:00 a.m. – 9:00 p.m.
7. Not enough counselors during registration (drop in)

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- a. Counselors should be present in assessment center during peak times
- b. Utilize student ambassadors
8. Website is outdated and the process for updating is unclear
9. “No one answers the phone”
10. Students are confused about the wait list process
 - a. Suggestion – text alert when wait list status changes
11. Designated help desk for counseling issues
 - a. Call center hours “phone drop in”
 - b. Wait time is too long for phone calls
12. During registration time phone issues in A&R
 - a. Transferred calls are not answered/students are often hung up on
 - b. Bring back the “back line” that is always available
 - c. Only two lines open for the public; suggested more
 - d. The website directs students to A&R for all questions and they are unable to process all requests
13. Application process is lengthy and time-consuming
14. Application “expires” and students have to re-enroll
 - a. Example: High school students must enroll first for counseling, then again for classes as a high school graduate.
15. Issue with headsets not transferring calls?
16. Applications process – after students receive online username, there is an assumption that they have applied – Suggested a pop-up
17. Provide a FAQ list and who’s who in A&R/what their roles are
18. Increase professional development for staff so that we may be more knowledgeable about the system works and can help the students.
19. Allow paper applications for those students who do not have technology experience (Equity?)
20. More support in the enrollment lab
21. More open sections for courses the students need

Keeping Students (retention)

1. Web advisor/technology frustrations
2. Safety Issues
 - a. More police patrol
 - b. Concerns about homeless and “recycle guys” going into classrooms
 - c. Car theft and break-ins
 - d. Suggested having Chad Wehrmeister come to a meeting to discuss concerns
 - e. Police aides need to be more professional and observant while on duty
3. Parking issues
 - a. Students drop on first day if they can’t find parking

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- b. Need more bike racks/ There concern about bike theft
- 4. More student service hours (Fridays?)
- 5. Have counselors in enrollment labs and other student rooms
- 6. Students being bullied or singled out by instructors
- 7. Long lines due to low staffing
- 8. Hold times on the phone are too long
- 9. Barriers with the orientation, assessment, enrollment process
- 10. Enrollment process for “older” students wanting to take community education
 - a. Four year students who want to take a class during their summer break
- 11. Students receive different answers to the same question
- 12. There is currently no training for new hires/no cross-training for current employees
- 13. Suggest a FAQ available for all staff (was noted that FAQ answers change often)
- 14. Office hours not uniform on campus- sometimes not helpful if A&R is open until 7, but the office they refer a student to an office that has closed at 5.
- 15. The course equate process with sister campuses is not an automatic process, creates backlog

Heiden noted that many items were being addressed in Innovation proposals.

6. Smoking Policy –

- The council and senate made many comments/suggestions for the revised policy
 - There is an inconsistent policy across the district
 - Policy does not address sidewalks or areas near the children’s center
 - Vape and Vape Pens should be called out individually
 - Ashtrays should be moved to smoking areas only
 - More signage (including the website) and an improved campaign to re-educate students of the smoking policy
- Additionally those present felt that the enforcement “relies on the initiative of all college personnel to politely request that smokers comply with college policy...” is not best practice.
 - Staff should not have to engage students, feel is could be a personal safety issue
 - It was questioned as to staff should approach students while police services does not.

Agostino made a motion to approve the revised policy with a second from Rocha.

Martin noted that she was uncomfortable with the staff engagement issue and felt the policy should be revised. Agostino rescinded her motion.

Heiden motioned to reject the revised smoking policy and request that additional clarity be provided on the issues noted above.

It was MSC, with no objections and by all present to reject the revised DVC smoking policy as written.

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7. **DVC Procedure 1017.01** – Heiden presented a revised DVC Procedure 1017.01 regarding the college mission statement. **It was MSC, with no objections and by all present to approve the revised DVC Procedure 1017.01 as written.**

8. **Classified Open Forum**

- Albright questioned if the 16-week calendar will impact winter break.
- J. Martin suggested we use funds (next year) to have an activity or refreshments for students during finals week.
- Heiden noted the 5-10-15 years of service celebration was being held at 2:00 p.m. in the Diablo Room – all are encouraged to attend.
- Classified Appreciation Lunch is May 28 – staff are invited to take advantage of the 25% discount that week in the bookstore to show their DVC pride at the lunch.
- Rocha commented that he and Lisa Martin were looking to bring back the Classified Newsletter and will be requesting volunteers.
- Valerie House noted that there was not classified representation at the governing board meeting last month.

Heiden adjourned the meeting at 1:35 p.m.

Next Meeting Scheduled: May 20, 2015 12:00 – 1:30 p.m.

Diablo Valley College

Follow Up Report of Educational Quality and Institutional Effectiveness

In Support of Reaffirmation of Accreditation

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:

Helen Benjamin, Ph.D., Chancellor
Chief Executive Officer

Date

John T. Nejedly, Chairperson, Governing Board

Date

Peter Garcia, President, Diablo Valley College

Date

Laurie Lema, M.A., President Faculty Senate

Date

Scott Heiden, President Classified Senate

Date

Hao (Jason) Wang, President, Associated Students of DVC

Date

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DRAFT: 5-18-15

Report Preparation

Diablo Valley College (DVC) submitted its *Self-Evaluation Report* to the Accrediting Commission for Community and Junior Colleges (ACCJC) on October 15, 2014. 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. 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

Recommendation 2

Rachel Westlake, Vice President of Instruction

Rick Robinson, Dean of Library

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 Senior 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 presented to **(need to complete)**.

ASDVC – At their meeting of May 5, 2015, ASDVC voted unanimously to affirm the draft Follow-Up Report.

Faculty Senate – reviewed at the Faculty Senate meeting of May 12, 2015

Classified Senate –

College Council – reviewed at the College Council meeting of May 11, 2015

DRAFT: 5-18-15

Recommendation 1:

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)

Background

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, the San Ramon Campus 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
- 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 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 to make sure they are meeting those 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 20,000 students (R1-2).

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

Admissions and Records	M-TH 8:00-6:30
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 In 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 Two days per month

All students have twenty four hours a day access to services 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. While the website provides access to a broad range of student services, DVC is facilitating discussions and planning the development of a single stop online Student Services^[NO1] website. The process will improve students' experience with the enrollment process, and increase the retention of students. 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.

Timeline for the development of the single stop online services:

- Spring 2015 Initiate Discussions with Stakeholders
- June 2015 Marketing to Identify Contractor
- July-September 2015 Define Outcomes and Develop Framework
- October-November 2015 Testing and Finalize Product
- January 2016 Implementation

Diablo Valley College evaluates student support services to assure adequacy in meeting identified student needs. DVC systematically assesses student support services by engaging student, faculty, and staff input and other appropriate measures in order to improve the effectiveness of services. The College has developed a systematic cycle of evaluation which uses the following methods (Standard II.B.4).

Cycle of Student Services evaluations:

- Student Engagement Survey (i.e. CCSSE) Spring 2014; Spring 2016
- Student Needs Assessment Spring 2015; Spring 2017
- Program Review (Comprehensive) Fall 2015; Fall 2019
- Program Review (Update) Annual – Fall
- Categorical Program State/Federal Reporting Annual – Fall
- Student Success and Support Program (3SP) Annual – Fall
- Student Equity Annual – Fall
- Student Learning Outcomes Annual - Summer
- Point of Service Survey Semester[TW2][NO3][TW4]

Response to Recommendation

The College has taken several steps to respond to this Recommendation.

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 (R1-5). The MOU was reviewed and accepted by the Academic Senate Council on XXXXX, the Classified Senate Council on XXXXXX and by College Council on XXXXXX. (R1-6). 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 will enhance and continue to develop the Point of Contact survey for each office and service area. There is also the expectation of 24-hour response time between contacts as a means of ensuring an

effective communication loop and responsiveness to unit and student needs. In the event of an emergency, the next level contact is the direct supervisor or Dean, then the Office of the Vice President.

- **Hiring and Staffing** – Requests for new student services positions will be coordinated by and between student services managers at both campuses and will involve employees from both campuses serving on hiring committees.
- **Professional Development and Training** – Regular and ongoing training for all student services employees will be coordinated by student services managers at both campuses making sure that employees are invited and able to participate.
- **Program Review and Learning Support Outcomes** – Program reviews will be a joint effort ensuring information from both PHC and SRC student services units. The college will ensure that SRC managers and staff will have an opportunity to provide input into the preparation of program reviews student surveys and learning support outcomes.
- **Integrated Research and Planning** – Student Services evaluations (see above) will include information from both PHC and SRC and will be collected so that data can be disaggregated to allow an accurate evaluation of PHC units and SRC units separately or collectively
- **Allocation of Resources** – <<define process and expectations|BO5|>>

While already understood, the MOU further encourages the “two campuses, one college” concept.

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 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 applications, registration and scheduling counseling appointments. The new employee supports DSS note taking services, as well as provides back-up support to the student services coordinator for DSS testing accommodations and general assessment testing. The new staff member proctors testing accommodations one day per week, which increases the availability of testing accommodations to three days and one night a week. Additionally, the new staff person coordinates the note taking services for DSS students which involves helping to recruit note takers, providing information about the process, and maintaining the confidentiality of the students and the notes.

The San Ramon Campus has a bank of computers in the admissions lobby that are available for student use to complete their college application, register for classes, order transcripts, 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 student services manager to assume responsibility for all Student Services activities at the San Ramon Campus, including coordinating services with the Pleasant Hill Campus and rebuilding the student life program on 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 that position was back-filled with part time counselors who could offer the same range of expertise. Beginning fall 2015, SRC again has 2 full time counselors as a new counselor was hired in spring 2015 who fit 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.

Research is planned^{[BO6][NO7]} for the fall of 2015 to determine additional students who may be EOPS eligible at the San Ramon Campus. **This analysis allows for the EOPS Program to determine and plan recruitment efforts and deployment of services.**

^{[K8][Ma9][NO10]}**Financial Aid and Scholarships:** the student services coordinator is the liaison between the Financial Aid Office at the Pleasant Hill Campus and students at the San Ramon Campus. In the past, the Admissions and Records staff received annual training on financial aid and EOPS processes. This training has lapsed and will be reinstated in fall 2015. In addition, one member of the financial aid staff holds drop-in hours at the San Ramon Campus 2 days per month from 9am to 6pm. The Scholarship Office offers scholarship workshops on the San Ramon Campus twice per semester.

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 staff to assist with the coordination of math and science tutoring at SRC as these programs are growing and the demand for tutoring has expanded greatly.

3. Systematic research into student needs

The College is committed to gathering data from a variety of sources to assist in determining student needs.

Student Services Needs Assessment: in spring 2015 the College conducted a needs assessment to find out if students were aware of the services we offered and how frequently they used these services (evidence: results of survey) This assessment will be repeated biannually. Approximately 350 students responded to the survey. In general, students are aware of and use

student services at SRC. Less than 50% of the respondents were aware of EOPs or the enrollment lab. With regard to services that students would like to see, they include food services, student clubs, tutoring, career center and more classes. The college has contracted with a food truck vendor to increase access to quality food at lunch time. It is anticipated that the student services manager will oversee the outreach to increase student interest in clubs on campus and will coordinate with the Career and Employment Center to add a component of career services on the SRC[KC11][TW12].

Library Survey: the DVC library is surveying students at both campuses to determine use and satisfaction of library services college-wide.

District Research: In an effort to better assess potential demand on services, the College conducted research to determine numbers of students who might need specific services (evidence: see attached). In general, the number of students requiring specific services at SRC has remained stable or increased slightly. Using the recently added support staff and manager, the college will conduct in-reach activities to these students in Fall 2015.

4. On-going training 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 quality of service to students and staff, student services faculty and staff hold staff development workshops, including workshops about student privacy, student disruption, student retention, technology training, and focused staff development training for disability support services, career services, and financial aid.

In fall 2014, Student Services hosted a division wide 3SP Mega Nuts and Bolts Training. All Student Services Division employees, including the San Ramon Campus, participated in a two hour training to discuss and share changes to the matriculation process as mandated by California SB1456. The session presented and conducted a walk-through of the changes to how our students will be experiencing new orientation options, assessment, and the newly developed electronic student educational plan (R1-X). In spring 2015, Student Services conducted two division wide trainings. On April 1, 2015, training was conducted for all Student Services staff (R1-X3 materials/agenda)[Ma13]. [NO14]

5. Improved signage on the San Ramon Campus

As funds have become available, SRC has improved its facilities by installing way-finding and informational signage around campus. Some of the student services offered may not have been apparent to students because there was insufficient signage letting them know where things were located. New signs have been installed indicating the location of admissions office, faculty offices, counseling, book store, and police services. This year SRC will be installing information and enrollment lab signs and student services coordinator.

6. Clarification of the program review process[BO15]

After the elimination of the student services manager position in 2010 due to budget cuts, it was agreed that the student services units at the Pleasant Hill Campus would include SRC in their program reviews. This practice has had varying degrees of success. Revisions to program reviews for 2015-2016 will clarify this requirement.^[Ma16] Student surveys and student learning outcomes for the various departments will ask students to indicate which campus they attend so that information may be disaggregated for each campus.

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

Examples of some these activities include^[BO17]^[K18]...

Ongoing Events:

- Equity Speaker Series
 - Christine Sleeter (March 2014)
 - Shakti Butler (May 2015)

Transfer Day, October 29, 2014

Graduation/Transfer Reception: May 7, 2015

Career and Transfer Workshops (various dates, see attached)

College Representative visits (various dates, see attached)

New Events: <<insert details>>^[R(O19)]

- Parents' Night: November 5, 2014 (160 attendees)
- DSS Parents' Night: March 18, 2015 (14 attendees)
- FYE Welcome Day: August , 2015
- Black History Month faculty Panel, February 19, 2015
- Women's History Month Movie Night: March 19, 2015
- Educational Planning Workshops, various dates (see attached)
- Viking Days, September 3 and 4, 2014
- Financial Aid and Scholarship Workshops, November 12, December 9, 2014

Additional Plans

Other??

Moreover^[BO20], the college has made a strong commitment of allocating Student Support and Success, and Student Equity funding to increase services to the San Ramon campus. ^[TW21]In addition to counseling support, attention to developing DSS partnership for accommodations and test proctoring have been developed in preparation for fall 2015.

Evidence Recommendation 1

R1-1 *Mission Statement*

R1-2 Research reports on enrollment

R1-3 Spring 2015 master schedules

R1-4 Summer schedule of hours 2014 and 2103

R1-5 Minutes of meetings developing MOU

The MOU itself

R1-6 Minutes of meetings where the MOU was shared with the College

R1-X Mega nuts and bolts 1446 materials

R1-X2 Orientation materials

R1-X3 Training information

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. (II.C.2)

Standard II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Background

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

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

The Library views 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 forms of direct contact with students, the use of the physical and virtual library spaces, the impact of instructional program, and access to 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 administrative unit outcome pertaining to our physical space states, *Students will consider the Library a clean, inviting, and adequate space, conducive to study and research*.

In addition to evaluating these learning support activities, the Library Department's courses and degree programs are assessed through the College's Instructional Unit Program Review and student learning outcomes procedures.

The Library's work to evaluate services and inform decision making based upon established outcomes has developed from the regular collection and analysis of data and user feedback. As detailed in the *2014 DVC Self-Evaluation Report* section IIC, the library regularly collects and analyzes information to guide program improvement (2-1). Utilizing three regularly-administered survey instruments (Student Satisfaction Survey, Faculty and Staff Survey, and Library Instruction Student Evaluation) the Library gathers extensive 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 that has been 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 which provides evidence used to make decisions.

1. External User Data Collection

A. Student Satisfaction Surveys: The Library has completed five cycles of this survey every 2-3 years from 2004 – 2015. The first four were paper-based scantrons 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 all over both the Pleasant Hill and San Ramon campuses.

Information^[BO22] from the 2012 Student Satisfaction Survey (quantitative data and written comments) brought to light growing concerns that the Pleasant Hill library was often noisier than students expected (2-2). This feedback sparked Library faculty, staff and administration discussions to consider ways to improve the quality of study space by reducing noise in the Library. (2-3). To address these concerns and improve services, the Library took several steps. Staff created a plan and implemented a large-scale rearrangement of study carrels and tables 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, faculty and staff expanded efforts to better monitor the building and more quickly intervene to reduce noise. Analyzing responses from the Spring 2015 survey will help assess the impact of these 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 instruction sessions to provide immediate feedback from students on the quality of each session and the impact on student information literacy skills (2-4). Data is provided to each librarian and reviewed cumulatively to inform individual and departmental improvement efforts. Between 30-50 sessions are evaluated each semester providing feedback from hundreds of students.

C. Faculty and Staff Surveys: 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 reported agreeing or strongly agreeing that library services are adequate to support curricular needs. This confirms that the College libraries at Pleasant Hill and San Ramon remain responsive to the changing needs and expectations of its users

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 in the 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. (2-5). The Program Review process is used to make resource allocation requests.

Resolution of Recommendation

To improve assessment activities, library faculty regularly monitor best practices and participate in professional development. These activities and subsequent discussions led to the decision to adopt the *Standards for Libraries in Higher Education*, created by the Association of College &

Research Libraries (ACRL). These national standards provide the overarching framework for developing outcomes and implementing comprehensive assessment activities across library services (2-6). [TW23][AK24]

The Library has used this framework to develop local service-level and student-focused learning outcomes that comprise our administrative unit outcomes. Specific assessments [BO25] are keyed to these outcomes to measure the Library's impact on student learning, success and achievement. Future assessment plans will be based on selecting subsets of performance indicators and outcomes from the entire set of ACRL standards (2-7 [BO26]). Planning assessment activities, evaluating results and considering improvement actions now occurs at librarian meetings, monthly assessment-focused meetings and annual strategic planning sessions. For example, a current outcome under examination is *Students will successfully identify and locate appropriate resources when utilizing the library*. This outcome will help the Library evaluate how well we are meeting the goals of our 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 usability testing planned for 2015-16.

Additional Plans

For academic year 2015-2016, the Library has selected a subset of 3 principles and 6 performance indicators from the ACRL Standards and has developed specific methods of evaluation to assess key administrative unit outcomes (2-8). This strategic approach in utilizing the ACRL Standards (cross-walked to the goals and strategic directive from the DVC Strategic Plan 2013-2017) allows for a relevant and meaningful effort that the DVC Library can feasibly replicate in the future. Each year the Library will commit to specific assessment activities and regularly scheduled assessment-focused meetings to examine results and consider actions.

The Library will continue to use all three external user data collection instruments. After using pen and paper Student Satisfaction Survey for 4 assessment cycles over a period of 8 years, in spring 2015 the Library converted the survey to an online format in order to gather data from a wider audience (2-8). This instrument was administered in spring 2015 and the data analyzed over the summer. We will continue using the Library Instruction Student Evaluation Form to monitor the efficacy of our course-related instruction. A report on these two assessment instruments was completed in August 2015. The Faculty and Staff Survey will be administered in fall 2015. The Library will continue to examine internal usage data and expand the data elements collected.

With these ongoing and expanded efforts, the Library will continue to evaluate services at both campuses to assure their adequacy in meeting identified student needs and the goals of the College's Strategic Plan. The evaluation of these services, based on administrative unit outcomes, provides evidence that the Library contributes to the achievement of student learning and in an ongoing manner uses the results of these evaluations as the basis for improvement.

Evidence

2-1 DVC 2014 Self Evaluation Report section IIC

- 2-2 Student satisfaction survey date??
- 2-3 Evidence of library discussions
- 2-4 Library Instruction Student Evaluation Form
- 2-5 2013 Library Program Review
- 2-6 Evidence of the move to the new standards [Documented meetings/department discussions/conference topics, etc.]
- 2-7 Principles, performance indicators, outcomes, and assessment instruments library plan.
- 2-8 Spring 2015 online student satisfaction survey instrument[BO27][TW28]

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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. (III.B.1, III.B.2.a, III.D.1.b, III.D.1.c, III.D.1.d)

Background

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. The Safety Workgroup^[B029], Buildings and Grounds Department, and Custodial Department inspect buildings and facilities to ensure compliance with fire, safety, security, and sanitary codes and regulations. Each manager assists and supports coordination of facilities planning, renovation, construction, and regular inspection. In addition, 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. Employees can submit work orders electronically and receive a receipt with a tracking number.

Under 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 [\(IIB1b-1\)](#). Work assignments for the Building and Grounds Department staff at both campuses are systematically created through daily and weekly meetings with buildings and grounds workers.

The custodial manager is responsible for all of the custodial responsibilities at the Pleasant Hill campus. On the San Ramon Campus, the custodians report to 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 [\(IIB1b-4\)](#).

In September 2007, Diablo Valley College completed its 2007-2017 DVC Educational Master Plan [\(IIB2a-1\)](#) and the 2007-2017 Facilities Master Plan [\(IIB2a-2\)](#) through the collaborative involvement of staff, faculty, and managers over a two year process. Both documents were approved by the District Governing Board on October 24, 2007 [\(IIB2a-3\)](#). 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 total cost of ownership of a college asset is calculated 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^[BO30]. Since 2007, no new long-range capital plans have been developed and the 2007 plan did not include an evaluation of total cost of ownership in its planning scope. In the period between 2007 and 2014, District planning efforts have focused on implementation of the 2007 facilities 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.

DVC has sought to mitigate increases in ownership costs by implementing low-growth capital improvements. The Pleasant Hill Campus has not increased its physical facilities inventory since the year 2000 in any significant manner, despite the county passing a local school construction bond in 2006. With a combined capital improvement programs budget of \$117 million for the Pleasant Hill Campus, the total built environment of the campus has only increased by a nominal 4 percent over the last decade, going from 667,786 gross square feet in the 2002-2003 Facilities Utilization Space Inventory Options Net space planning year to 686,673 gross square feet in the 2014-2015 space planning year [\(IIB2a-4\)](#). By pursuing an extremely low growth capital program, the campus ensures that ownership costs such as on-going increases in building maintenance and custodial costs remain low. Building and energy efficiency projects seek to lower total cost of ownership by reducing utility costs over the life cycle of the buildings. This is done by ensuring architectural design contracts that include language such that new facilities and major renovation projects out-perform energy code by 15 percent and 10 percent respectively [\(IIB2a-5\)](#).

Diablo Valley College's 2007-2017 *Facilities Master Plan* [\(IIB2a-6\)](#) is reviewed by the District chief facilities planner, the College vice presidents, and the College president [\(IIB2a-7\)](#) as part of completing the annual *Five-Year Capital Outlay Plan* [\(IIB2a-8\)](#) 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*.

Diablo Valley College has a current *Facilities Master Plan* which is based on the current *Educational Master Plan*. The College completes an annual *Five-Year Capital Outlay Plan* which is based on the current *Facilities Master Plan* and is used to guide upcoming capital projects. The College has addressed total cost of ownership by implementing low-growth capital improvements and by requiring new and renovation projects to out-perform energy code. The College will update its *Facilities Master Plan* during the next accreditation cycle, and will ensure that evaluation of total cost of ownership is included in the scope of the planning effort.

The Contra Costa College District's new allocation model requires that all three of its colleges maintain at least a one percent emergency reserve. As of June 2013, Diablo Valley College's

total reserves were approximately four percent.^[TW31] The College uses realistic assessments of future expenditure requirements and chooses to keep additional reserves for multiple reasons.

In February 2014, the District Governing Board voted unanimously to place another local education facilities funding bond measure on the June 2014 ballot [\(IID1b-14\)](#). 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 DVC.

While making short-range financial plans, Diablo Valley College takes into consideration its long-range financial priorities and obligations to assure financial stability. The plans for payment of all long-term liabilities and costs are included in the short-range annual District budget development process and the annual short-range College budget development process [\(IID1c-1\)](#).

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 the upkeep with local dollars. In fiscal year 2012-2013, the colleges within the District collectively transferred \$3.4 million for scheduled maintenance projects which will occur over the next few years [\(IID1c-6\)](#). In 2013 the District updated its Scheduled Maintenance and Special Repair Program Procedure 5.01, which sets annual minimum funding for scheduled maintenance projects [\(IID1c-7\)](#).

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 of June 2013, reserves at Diablo Valley College were at four percent (\$2,837,845).^[TW32] Some of Diablo Valley College reserves have been allocated and used nearly every year to cover anticipated funding deficits. Diablo Valley College kept funds to cover anticipated student fee deficits, including: \$685,737 in 2010-2011 fiscal year for property tax deficits [\(IID1c-10\)](#), \$289,479 in the 2011-2012 fiscal year for student fee deficits [\(IID1c-11\)](#), and \$254,077 in the 2013-2014 fiscal year for funding deficits [\(IID1c-12\)](#).

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 development process. 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 [\(IID1d-1\)](#). The College budget is developed following DVC Procedure 5018.06, Tentative and Adopted Budget Preparation [\(IID1d-2\)](#). All constituent groups are involved in the process and on each committee in the process.

Diablo Valley College's four governance committees (Budget Committee, College Council, Institutional Planning Committee, and Integration Council) 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 [\(IID1d-3\)](#). The co-chairs of the four College wide governance committees meet monthly to share what each of the committees are working on and to get feedback, providing an opportunity for dialogue and coordination in the integrated planning process [\(IID1d-4\)](#).

Resolution of the Recommendation

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 (Evidence – sample of a previous survey). These same individuals gave a status report of this facilities survey to the College Council at an open meeting held on May 11, 2015 (Evidence – Agenda, handouts??). 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.

To keep the College informed as to the status of facilities repair requests, the Buildings and Grounds Department has an online facilities repair request form. The buildings and grounds manager regularly evaluates these submittals to ensure that progress is being made on these requests (Evidence – B&G ticket queue). A monthly report of these submittals is posted to the college web site (Evidence – URL).

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. (Evidence) 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 (Evidence). As a result of this presentation and in response to Council feedback, the chief facilities planner or designee will return with updates annually (Evidence – CC minutes).

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 [B033] (Evidence).

Additional Plans

Fall 2015, DVC will start an inclusive, transparent process to update the College Facilities Master Plan.

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. (III.A.1.c)

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Governance: Committee and Decision Making Chart

Proposed Changes May 2015

