Submitted by:
Diablo Valley College
321 Golf Club Road
Pleasant Hill, CA
925-685-1230
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Submitted to:
Contra Costa Community College
Governing Board
March 26, 2014
The Diablo Valley College 2013-2017 Strategic Plan is respectfully submitted for review and approval.

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Peter Garcia
President, DVC

Laurie Lema
Faculty Senate President

Ann Langelier-Patton
Classified Senate President

Sam Park
ASDC President
EXECUTIVE SUMMARY

In 2011 Diablo Valley College embarked on a college wide dialog to determine the direction and priorities of the college. The community called for a new usable strategic plan rooted in the culture and aspirations of the college and the needs of the community. This strategic plan is intentionally focused on a single directive to fulfill our mission:

DIABLO VALLEY COLLEGE WILL INCREASE STUDENT SUCCESS.

Within twelve identified values, three emerged in our conversations as most essential to increasing student success:

EXCELLENCE, STUDENT LEARNING, AND EQUITY.

To provide a guide for our actions and resource allocations we developed goals.

FOUR GOALS

I. The college will foster excellence by integrating best practices in academic programs and student support services.

II. The college will align its governance, operational and planning processes to ensure institutional effectiveness.

III. The college will effectively direct and augment its resources to increase student learning and success.

IV. The college will develop and implement a human resources plan to maximize employee expertise to support the institution’s commitment to excellence and equity

The plan’s simplicity is an invitation for programs and college innovators to posit measurable objectives and successful strategies to achieve our goals through program review and college plans. This shift in practice will signal the institution’s sense of shared responsibility for student success, while inviting our students to rise to the challenge.
By focusing our collective efforts on student success, we align college planning efforts with our aspirations to transform students’ lives. Increasing student learning and success requires the college community to become intentional and collaborative. Working toward achieving this directive will shape our processes, our decisions and institutional intentionality.

I. INTRODUCTION

Diablo Valley College has begun a new chapter in its history. Founded in 1949, DVC has long had a significant social, cultural and economic impact on the Bay Area. It enjoys a reputation as one of California’s premier community colleges with annual transfer rates to the CSU and UC systems among the top five in the state; likewise, DVC’s certificate-granting programs maintain impressive success and placement statistics. Because of its reputation for excellence and the breadth of its programs, DVC attracts a large percentage of students from outside its service area, including a substantial and growing number of international students.

Like other California community colleges, DVC faces increasing challenges: the long-term effects of declining funding coupled with extensive and sometimes expensive mandates in accountability and reporting; significant budget cuts which have left the college with fewer full-time faculty and staff members to support its mission; and rising fees and cuts in classes and services which have limited student access and challenged students’ ability to complete programs according to new state guidelines, a particular concern given that future college funding will be contingent in part on improvement in course and program completion rates.

Beyond these external pressures, a change in the preparedness of incoming students has affected DVC. Currently about 70 percent of the enrolling student population is not college-ready in math or English. The long-standing achievement gap for students
of color, for women in some disciplines, for students with disabilities, and for students whose first language is not English is increasingly an institutional concern as the number of students from these populations grows.

Given these trends, DVC has the challenge, the opportunity and the obligation to reaffirm its commitment to student success, to expand efforts to understand students’ needs, and to better support students in achieving the high standards of the institution.

II. MISSION

DVC can look forward to addressing these challenges with a great deal of confidence; as one of the most successful colleges in California, we have a culture of, and a reputation for, excellence. This commitment to excellence is guided by our mission statement:

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

To achieve this mission, the entire college community must apply its expertise, passion and commitment.
III. CORE VALUES

The comprehensive strategic planning process of the last three years revealed the college’s deep and widespread commitment to its mission and to student success. In addition, the process affirmed DVC’s core values: excellence, learning, equity, creativity, diversity, integrity, responsiveness, collaboration, communication, academic freedom, accountability and stewardship consistent with the previous plan. Although each of these values continues to be of great importance in the culture of DVC, three emerged of greatest priority and utility toward achieving its mission:

- **EXCELLENCE**: Diablo Valley College is dedicated to the highest standards of excellence.
- **STUDENT LEARNING**: Diablo Valley College is dedicated to providing students with the support they need to achieve their educational goals.
- **EQUITY**: Diablo Valley College is dedicated to institutional and inclusive excellence.

**EXCELLENCE**: Diablo Valley College is dedicated to the highest standards of excellence.

Over the course of our 65 year history DVC students have enjoyed great transfer success in large numbers to prestigious universities. According to the former ARCC report (Accountability Reporting for Community Colleges) now called the Scorecard, DVC exceeds state rates for most key indicators: Student Progress and Achievement rates, percentage of students who earn at least 30 units, persistence rates, and completion rates for career-technical education (CTE) courses. DVC’s commitment to support...
programs targeting specific student populations has produced results: EOPS, CARE and Puente retention success rates have increased, and EOPS students now succeed at rates that surpass the overall DVC rate. DVC’s excellence extends to award-winning academic programs: athletics, journalism, speech, art, and theater to name a few. The continued preeminence of the college depends on the dedication and high standards of staff, faculty and administration.

As we realign resources and institutional processes to support student learning and student success, we must continuously broaden and deepen our ability to engage with students. Our hard-earned reputation for excellence is among our greatest assets; to maintain the standards on which this reputation is founded, we must commit to closing the achievement gap, supporting students who come to us at the basic skills level, improving completion and success rates, and providing all students with a rich learning experience.

STUDENT LEARNING: Diablo Valley College is dedicated to providing students with the support they need to achieve their educational goals.

“This student learning is the primary focus of the college”

This plan documents DVC’s commitment not only to student success, but also to student learning as the basis for student success. The distinction between student learning and student success is critical. Emphasizing student learning spotlights a core DVC principle: because students learn in different ways, the institution must commit to meeting students where they are and to providing them with the best possible conditions to learn. DVC will provide students with the classes, services, and programs to gain the knowledge, skills and analytical methods to succeed in the complex and rapidly changing physical, social and cultural settings in which they live and work (Institutional Learning Outcomes). We will continue to develop best practices to welcome students to the campus, assist them as they identify their goals, engage them holistically in their learning, and empower them as productive members of our community.
The distinction between learning and success also reminds us that a focus only on completion data may lead to an incomplete notion of student success and an erosion of academic and professional standards. All courses, programs, and services have established Student Learning Outcomes (SLOs) to measure learning. Student success is measurable using key indicators. While not all student success is captured by existing metrics, course completion rates, transfer rates and degree/certificate completion rates are quantifiable. For example, success in a single college-level class may be a significant turning point for some students. For others, the completion of two or three courses may be all that is needed for job retraining. We need to establish metrics to capture these different definitions of success.

By embracing student learning, we engage in a nuanced understanding of student success and the institution’s responsibility to support that success. Student learning is the primary focus of the college.

**EQUITY:** Diablo Valley College is dedicated to institutional and inclusive excellence.

Our commitment to equity derives from the belief that community colleges must serve all students and provide them the support necessary to achieve academic success. DVC values and is committed to institutional practices that foster inclusive excellence, that is, the commitment of an institution to create the conditions students need to achieve at their highest potential. We expect ourselves to deliver the highest level of excellence to students of every race, ethnicity, language, class, ability, gender, and sexual orientation. We understand that students come to DVC with a wide range of life experiences, skills, and challenges; DVC is committed to welcoming and engaging students with the services and programs designed to propel them from where they are to successful achievement of their academic goals. In addressing the needs of students who come from specifically disadvantaged social groups, we meet our strategic direc-
tive of increasing student success through institutional change. We understand that in order to achieve equity in student success, DVC must achieve institutional equity. DVC must align its institutional processes and resource allocation with equity as an important consideration in all of its decisions.

These values are the basis for evaluating the activities undertaken to achieve the overall strategic directive and specific objectives of this plan. Resource allocation and human resource decisions will be evaluated by the extent to which they enhance and maintain DVC’s commitment to excellence, student learning and success, and equity.

IV. STRATEGIC DIRECTIVE

This Plan proposes that, consistent with our mission and values, and recognizing the current challenges the college faces, DVC will align its programs, institutional processes and resources with the following single directive:

DIABLO VALLEY COLLEGE WILL INCREASE STUDENT SUCCESS.

By refocusing our collective efforts on student success, we further align college planning efforts with our aspirations as educators to transform students’ lives. Increasing student learning and success requires the college community to become intentional and collaborative. Working toward achieving this directive will shape our processes, our decisions and institutional intentionality. This renewed focus signals the institution’s sense of shared responsibility for student success, while inviting our students to rise to the challenge.
V. THE FOUR GOALS

This 4-year Strategic Plan, built on the foundation of our shared values and mission, commits DVC to a process of aligning its programs, institutional processes and resources with a single directive and four supporting goals.

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strategic plan **GOAL 1:**

**The college will foster excellence by integrating best practices in academic programs and student support services.**

Nationwide scrutiny of community college success rates and President Obama’s call to increase graduation rates necessitate reexamination of all college practices for effectiveness and improvement. Recently passed state legislation (SB1456 – Student Success Act) funds new practices based on identified best practices in community college education. Locally, DVC is collaborating to create new avenues for aligning best practices in its programs and services. The new Chancellor’s Office Scorecard assists in creating and tracking the success of student success initiatives. The aspiration of the college is not simply to meet the standard of being a good college for some, but to surpass that standard by extending excellence in working with all students, especially underprepared and traditionally underrepresented populations.
GOAL 2:
The college will align its governance, operational and planning processes to ensure institutional effectiveness.

DVC is a large, complex institution; to successfully represent all interests in cohesive, focused decision-making requires collaboration. When governance, operations and planning are fully aligned, the college makes decisions more effectively. In 2009, the college worked at a feverish pace to reestablish reaffirmation of accreditation, leading to a major overhaul of our decision-making process. While we have made great strides in the last few years, there is still more to do in refining and aligning our decision-making, planning and implementation processes. We must strengthen planning efforts, improve operations, and streamline governance in order to respond to changing conditions.

We need to be responsive to reliable data to reach decisions and solicit meaningful input from the expertise of the college community. Nimble responses to an ever-changing budget and regulatory landscape are essential to institutional effectiveness. Efficient and effective decision-making at the college creates the conditions for excellence, student learning and success, and equity.

GOAL 3:
The college will effectively direct and augment its resources to increase student learning and success.

In order to realize our commitment to increasing student success, it is imperative to effectively allocate college resources. Recently, college financial resources have been impacted by factors beyond local control, including uncertain state funding, new state legislation regarding student matriculation and success mandates, and a recently implemented District funding model. As we celebrate our 65th anniversary, the challenges of an aging infrastructure become more apparent, especially in facilities and IT. Equally important is the need for new academic and student service programs. Historically, the college has struggled to completely institutionalize innovative strategies that have achieved desired outcomes. To increase funding for pilot projects and successful strategies, the college will implement grant-seeking mechanisms, and align DVC Foundation support with promising new practices. The college will also explore processes for targeting existing resources to maximize student learning and success.
Go to the college will develop and implement a human resources plan to maximize the employee expertise required to support the institution’s commitment to excellence and equity.

Our knowledge, skills and abilities are the college’s most significant assets. Accordingly, our most significant budget expenditure is and should be human resources. Realizing the strategic directive requires a professional community of highly trained, diverse practitioners. The college needs strategies for succession planning, recruitment methods, and evaluating the skills and expertise we currently have in order to hire future employees and provide ongoing professional development opportunities. This is particularly important given that the elimination of statewide professional development funding has left the college without designated resources for professional development.

After an extended period of personnel reductions, the college is poised to augment classified staff, faculty, and management positions to support student success. Our workforce is aging, and employees move on to other places or new positions. In addition, changes in community demographics and technological advancements require new skills and abilities. Because of these changes, the college needs to be more intentional in making hiring decisions that will result in a mix of faculty, classified staff and management that meets institutional needs. In addition to hiring, the college should invest in training those employees who do spend their careers at DVC, so that they can perform at their highest potential. The college needs a transparent staffing and training plan to drive us towards our strategic directive.

These four goals and the series of measurable objectives and strategies that follow provide the framework for improving student success. The actions and resource allocations within college plans and program reviews must align with these goals.
VI. OBJECTIVES AND STRATEGIES

The college will make data-driven decisions toward achieving these goals and will assess its progress through measurable outcomes. The college community will collaborate to establish benchmarks and set targets during the first year of the plan. Each objective and strategy is designed to be flexible, attainable and measurable. As each department and unit on campus engages with this strategic plan, additional measurable objectives, strategies and activities can be developed to support the goals of the college.

**objectives and strategies GOAL 1:**

**The college will foster excellence by integrating best practices in academic programs and student support services.**

**objective 1:**

**Increase the number of students who successfully complete courses**

**strategies**

a. Continuously develop curricular, pedagogical and learning strategies

b. Expand opportunities for students and faculty to interact with and access student services

c. Use research/data to adapt and develop instructional tools and support services

d. Direct professional development resources to support activities designed to increase course retention rates
objective 2:
Increase the number of students who earn certificates and degrees and transfer to four-year institutions

strategies

a. Develop and promote certificate and degree programs
b. Expand effective institutional practices around transfer preparation
c. Strengthen educational pathways for students to transition between CTE programs and transfer programs
d. Expand opportunities for students and faculty to collaborate with and access student services
e. Design and implement a process to evaluate program offerings that ensures alignment with transfer requirements/employment opportunities
f. Use research/data to adapt and develop instructional tools and support services

objective 3:
Increase equity in student success

strategies

a. Develop targeted approaches to bridge institutional and educational achievement gaps
b. Support professional development activities to broaden and deepen the college’s multicultural competencies
c. Create a more welcoming, student-friendly culture
d. Identify and model best practices developed by our colleagues, current research and other institutions

DVC Whistling Vivaldi Project aimed at narrowing the achievement gap
objective 4:  
Improve students’ experience navigating the college systems

strategies
a. Develop and implement student academic planning tools  
b. Refine matriculation processes  
c. Create a more welcoming, student-friendly culture  
d. Assess and improve technology platforms so that they are user friendly  
e. Adapt processes to enhance institutional efficiencies

DVC hosts Club Days each semester introducing students to the many varied clubs on campus.

objective 5:  
Implement promising innovations while maintaining best practices and institutionalizing successful ones.

“Encourage...and support...new approaches”

strategies
a. Design mechanisms to showcase instructional innovations to the college community.  
b. Enhance educationally-based and innovative approaches to providing student services  
c. Encourage, support, and incentivize new approaches  
d. Determine processes by which successful innovative practices will be institutionalized
objectives and strategies **GOAL 2:**

The college will improve the alignment of its governance, operational and planning processes to drive institutional effectiveness.

**objective 1:**

Move the college towards increased evidenced-based inquiry and decision-making.

**strategies**

a. Request and generate relevant data and make it widely available to college community

b. Use data to determine benchmarks and targets for evaluating college outcomes and evaluating college plan

c. Initiate and support ongoing dialog around data and its interpretation

d. Provide training for utilizing data/research

e. Establish a mechanism to correct and validate data to ensure integrity

**objective 2:**

Evaluate and adapt decision-making processes to be increasingly transparent, collaborative and efficient.

“Utilize employee expertise in decision-making.”

**strategies**

a. Review and modify committee structure, charges and membership

b. Establish a master calendar that coordinates major institutional processes and timelines

c. Regularly update policies, procedures and operational processes

d. Evaluate equity within institutional processes

e. Utilize employee expertise in decision-making

f. Modify processes so that successful innovation can be institutionalized
objective 3:
Continue to foster a culture of collaboration.

strategies
a. Design professional development opportunities and training to improve employee effectiveness
b. Develop strategies to strengthen employee relationships
c. Broaden initiatives that foster an inclusive community

objectives and strategies GOAL 3:
The college will effectively direct and augment its resources to increase student learning and success.

objective 1:
Continue to revise the budget process to responsible, flexible and sustainable.

strategies
a. Improve the timeliness and sustainability of the process for yearly and long term resource allocation needs
b. Update and streamline funding processes
c. Create a reliable fund for innovation
d. Develop mechanisms to integrate student equity lens into the allocation process
e. Strengthen the links among college plans, program reviews and resource allocations
f. Review financial, governance, and operational practices that facilitate monetary support for Strategic Plan activities

“Student learning is the primary focus of the college.”
objective 2:
Plan, implement and evaluate a forward-thinking technology plan and IT operations that provide professional maintenance and advance innovation

strategies
a. Align technology planning, budget and college expectations for realistic sustainability
b. Systematize the process for replacements and updates of technology
c. Improve technology interfaces for students/employees
d. Review IT staffing needs and develop a plan to augment short-term and long-term projects
e. Determine baseline number and quality of smart classrooms

objective 3:
Increase and diversify funding sources

strategies
a. Increase annual grant-writing capacity
b. Grow and maintain community partnerships
c. Educate the Foundation Board on the college priorities and needs
d. Incorporate the total cost of projects into grants e.g. technology, auxiliary services and staffing needs

mTECH Showcase was facilitated by a grant from Chevron
objective 4:

Design, construct and maintain buildings and grounds to provide quality and sustainable learning/working environments

strategies
a. Promptly address safety, efficiency, and legal compliance issues
b. Designate a budget allotment to ensure maintenance of grounds and facilities
c. Enhance custodial services during peak use times
d. Ensure safe pedestrian outdoor spaces

objectives and strategies GOAL 4:

The college will develop and implement a human resources plan to maximize employee expertise to support the institution’s commitment to excellence and equity.

objective 1:

Develop an integrated human resources plan for faculty, classified, and managers

strategies
a. Form a task force to review best practices and staffing models to educate the college
b. Consult with district office and bargaining units to support the implementation of a plan
c. Vet possible options through the governance process
d. Write a plan and a corresponding implementation process
e. Approve and implement the plan

objective 2:
Optimize human resource decisions to improve student success and institutional efficiencies

strategies
a. Establish a process to measure the correlation of staffing patterns and student success
b. Explore strategies and options for increasing the percentage of full-time faculty
c. Explore strategies and options for increasing permanent classified staff
d. Explore strategies and options for increasing management positions
e. Develop a transparent process for allocating classified staff and management positions
f. Solidify the link between Program Review hiring requests and positions to hire
g. Revamp recruitment processes to ensure diversity in hiring pools

objective 3:
Offer a professional development program that supports best practices, stimulates innovative practices and develops the skills, knowledge, and abilities of our employees.

strategies
a. Create and fund an ongoing professional development plan beginning 2014-2015
b. Support activities to broaden and deepen the college community’s multicultural competencies
c. Utilize existing expertise to train other employees
d. Provide training opportunities for employees to align their skills and interests with current positions
e. Broaden activities that foster a cooperative campus community
f. Support activities that stimulate innovative practices

VII: EVALUATIVE REVIEW PROCESS

This Strategic Plan is designed to be an action plan. An important component of an action plan is the development of an institutional process to reflect on the progress we are making towards our goals. The evaluative review process is intended to evaluate the plan strategies, and will not be designed to judge programs or staff. The evaluation of the Plan will provide the college with qualitative and quantitative measures to ensure we are achieving our goals, and when appropriate to guide the institution to make modifications to better realize those goals. Consistent with DVC’s values and mission, the evaluative review process will be collaborative and will work through DVC’s governance structure.

The Evaluative Review Process has the following characteristics:

• It measures progress toward institutional goals
• It assesses the Strategic Plan and the college-wide efforts to align programs and processes
• It is collaborative, requiring and incorporating input from a wide variety of constituencies
• It is subject to agreed college governance processes

The development of evaluation tools and the implementation of the evaluative review process will be facilitated by the Institutional Planning Committee (IPC). Evaluative information generated from the process will be presented to College Council, the President, and then disseminated widely to encourage stakeholders’ input, continuous revision and improvement. IPC will not be the arbitrator of funding allocation, but will evaluate whether the Plan is establishing and working toward its goals.

Because the college is attempting to use a new approach to continuous assessment that will have real-time impact on the college, the design of the evaluation itself must be flexible in its process and responsive to its purpose. In the first year after the adoption of the 2013-17 Strategic Plan, IPC will present to the college a research design that will serve as the blueprint for the evaluative review process. The focus on continuous improvement towards the Plan’s goals and strategies will result in a cycle of ongoing evaluation and assessment.
STRATEGIC PLAN TIMELINE: GOALS OBJECTIVES AND STRATEGIES

Note: Goal 2.1.b when accomplished will allow for completion this table.

<table>
<thead>
<tr>
<th>GOAL 1: The college will foster excellence by integrating best practices in academic programs and student support services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1: Increase the number of students who successfully complete courses</strong></td>
</tr>
<tr>
<td>Strategies</td>
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<td>b. Expand opportunities for students and faculty to interact with and access student services.</td>
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<td>c. Use research/data to adapt and develop instructional tools and support services.</td>
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<td>d. Direct professional development resources to support activities designed to increase course retention rates.</td>
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<tr>
<th>Objective 2: Increase the number of students who earn certificates and degrees and transfer to four-year institutions</th>
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<td>Strategies</td>
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<td>b. Expand effective institutional practices around transfer preparation.</td>
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<td>c. Strengthen educational pathways for students to transition between CTE programs and transfer programs.</td>
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<td>e. Design and implement a process to evaluate program offerings that ensures alignment with transfer requirements/employment opportunities.</td>
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<td>f. Use research/data to adapt and develop instructional tools and support services.</td>
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<th>Objective 3: Increase equity in student success</th>
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<td>a. Develop targeted approaches to bridge institutional and educational achievement gaps.</td>
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<td>b. Support professional developmental activities to broaden and deepen the college’s multicultural competencies.</td>
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<tr>
<td>c. Create a more welcoming, student-friendly culture.</td>
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<tr>
<td>d. Identify and model best practices developed by our colleagues, current research and other institutions.</td>
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### Objective 4: Improve students’ experience navigating the college systems

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Responsible Party</th>
<th>Timeline</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop and implement student academic planning tools.</td>
<td>Student Services</td>
<td>May 2015</td>
<td>TBA</td>
</tr>
<tr>
<td>b. Refine matriculation processes.</td>
<td>Student Services</td>
<td>On-going</td>
<td>TBA</td>
</tr>
<tr>
<td>c. Create a more welcoming, student-friendly culture.</td>
<td>All</td>
<td>On-going</td>
<td>Minimal</td>
</tr>
<tr>
<td>d. Assess and improve technology platforms so that they are user friendly.</td>
<td>District IT</td>
<td>On-going</td>
<td>TBA</td>
</tr>
<tr>
<td>e. Adapt processes to enhance institutional efficiencies.</td>
<td>All</td>
<td>On-going</td>
<td>Minimal</td>
</tr>
</tbody>
</table>

### Objective 5: Implement promising innovations while maintaining best practices and institutionalizing successful ones

<table>
<thead>
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<th>Responsible Party</th>
<th>Timeline</th>
<th>Resources Required</th>
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</thead>
<tbody>
<tr>
<td>a. Design mechanisms to showcase instructional innovations to the college community.</td>
<td>College Council</td>
<td>May 2016</td>
<td>Minimal</td>
</tr>
<tr>
<td>b. Enhance educationally-based and innovative approaches to providing student services.</td>
<td>Student Services</td>
<td>On-going</td>
<td>TBA</td>
</tr>
<tr>
<td>c. Encourage, support, and incentivize new approaches.</td>
<td>All</td>
<td>On-going</td>
<td>TBA</td>
</tr>
<tr>
<td>d. Determine processes by which successful innovative practices will be institutionalized.</td>
<td>College Council</td>
<td>May 2016</td>
<td>None</td>
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</table>
GOAL 2: The college will improve the alignment of its governance, operational and planning processes to drive institutional effectiveness

Objective 1: Move the college towards increased evidence-based inquiry and decision-making

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<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td>a. Request and generate relevant data and make it widely available to college community.</td>
<td>All</td>
<td>On-going</td>
<td>Minimal</td>
</tr>
<tr>
<td>b. Use data to determine benchmarks and targets for evaluating college outcomes and evaluating college plan.</td>
<td>CC Taskforce</td>
<td>May 2015</td>
<td>None</td>
</tr>
<tr>
<td>c. Initiate and support ongoing dialog around data and its interpretation.</td>
<td>All</td>
<td>On-going</td>
<td>None</td>
</tr>
<tr>
<td>d. Provide training for utilizing data/research.</td>
<td>Professional Development</td>
<td>On-going</td>
<td>TBA</td>
</tr>
<tr>
<td>e. Establish a mechanism to correct and validate data to ensure integrity.</td>
<td>CC</td>
<td>May 2016</td>
<td>None</td>
</tr>
</tbody>
</table>

Objective 2: Evaluate and adapt decision-making processes to be increasingly transparent, collaborative and efficient

<table>
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<th>Responsible Party</th>
<th>Timeline</th>
<th>Resources Required</th>
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</thead>
<tbody>
<tr>
<td>a. Review and modify committee structure, charges and membership.</td>
<td>College Council</td>
<td>Yearly</td>
<td>None</td>
</tr>
<tr>
<td>b. Establish a master calendar that coordinates major institutional processes and timelines.</td>
<td>President’s Office</td>
<td>May 2015</td>
<td>None</td>
</tr>
<tr>
<td>c. Regularly update policies, procedures and operational processes.</td>
<td>College Council</td>
<td>Yearly</td>
<td>None</td>
</tr>
<tr>
<td>d. Evaluate equity within institutional processes.</td>
<td>VP I, VP SS &amp; EquityComm.</td>
<td>Yearly</td>
<td>None</td>
</tr>
<tr>
<td>e. Utilize employee expertise in decision-making.</td>
<td>President</td>
<td>On-going</td>
<td>None</td>
</tr>
<tr>
<td>f. Modify processes so that successful innovation can be institutionalized.</td>
<td>CC</td>
<td>May 2016</td>
<td>None</td>
</tr>
</tbody>
</table>

Objective 3: Continue to foster a culture of collaboration

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Responsible Party</th>
<th>Timeline</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Design professional development opportunities and training to improve employee effectiveness.</td>
<td>Professional Development</td>
<td>On-going</td>
<td>TBA</td>
</tr>
<tr>
<td>b. Develop strategies to strengthen employee relationships.</td>
<td>All</td>
<td>On-going</td>
<td>TBA</td>
</tr>
<tr>
<td>c. Broaden initiatives that foster an inclusive community.</td>
<td>All</td>
<td>On-going</td>
<td>TBA</td>
</tr>
</tbody>
</table>
Note: Goal 2.1.b when accomplished will allow for completion this table.

### GOAL 3: The college will effectively direct and augment its resources to increase student learning and success

#### Objective 1: Continue to revise the budget process to be responsible, flexible and sustainable

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Responsible Party</th>
<th>Timeline</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Improve the timelines and sustainability of the process for yearly and long term resource allocation needs.</td>
<td>Program Review TF</td>
<td>May 2015</td>
<td>None</td>
</tr>
<tr>
<td>b. Update and streamline funding processes.</td>
<td>BC</td>
<td>May 2015</td>
<td>None</td>
</tr>
<tr>
<td>c. Create a reliable fund for innovation.</td>
<td>President &amp; BC</td>
<td>May 2016</td>
<td>TBA</td>
</tr>
<tr>
<td>d. Develop mechanisms to integrate student equity lens into the allocation process.</td>
<td>Integration Council</td>
<td>May 2016</td>
<td>None</td>
</tr>
<tr>
<td>e. Strengthen the links among college plans, program reviews and resource allocations.</td>
<td>CC, IC, BC and IPC</td>
<td>May 2016</td>
<td>None</td>
</tr>
<tr>
<td>f. Review financial, governance, and operational practices that facilitates monetary support for Strategic Plan activities.</td>
<td>President</td>
<td>May 2016</td>
<td>None</td>
</tr>
</tbody>
</table>

#### Objective 2: Plan, implement and evaluate a forward-thinking technology plan and IT operations that provide professional maintenance and advance innovation

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Responsible Party</th>
<th>Timeline</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Align technology planning, budget and college expectations for realistic sustainability.</td>
<td>IT Committee</td>
<td>May 2016</td>
<td>None</td>
</tr>
<tr>
<td>b. Systematize the process for replacements and updates of technology.</td>
<td>IT Committee</td>
<td>May 2016</td>
<td>None</td>
</tr>
<tr>
<td>c. Improve technology interfaces for students/employees.</td>
<td>District IT</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>d. Review IT staffing needs and develop a plan to augment short-term and long-term projects.</td>
<td>District &amp; Local IT</td>
<td>On-going</td>
<td>TBA</td>
</tr>
<tr>
<td>e. Determine baseline number and quality of smart classrooms.</td>
<td>VPI</td>
<td>On-going</td>
<td>TBA</td>
</tr>
</tbody>
</table>

#### Objective 3: Increase and diversify funding sources

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Responsible Party</th>
<th>Timeline</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Increase annual grant-writing capacity.</td>
<td>President</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>b. Grow and maintain community partnerships.</td>
<td>All</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>c. Educate the Foundation Board on the college priorities and needs.</td>
<td>President</td>
<td>On-going</td>
<td>None</td>
</tr>
<tr>
<td>d. Incorporate the total cost of projects into grants (e.g. technology, auxiliary services and staffing needs).</td>
<td>All</td>
<td>On-going</td>
<td>None</td>
</tr>
</tbody>
</table>
Note: Goal 2.1.b when accomplished will allow for completion this table.

### Objective 4: Design, construct and maintain buildings and grounds to provide quality and sustainable learning/working environments

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Responsible Party</th>
<th>Timeline</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Promptly address safety, efficiency, and legal compliance issues.</td>
<td>VP Finance &amp; Director B&amp;G</td>
<td>On-going</td>
<td>TBA</td>
</tr>
<tr>
<td>b. Designate a budget allotment to ensure maintenance of grounds and facilities.</td>
<td>VP Finance</td>
<td>May 2016</td>
<td>TBA</td>
</tr>
<tr>
<td>c. Enhance custodial services during peak use time.</td>
<td>President &amp; VP Finance</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>d. Ensure safe pedestrian outdoor spaces.</td>
<td>VP Finance &amp; Director B&amp;G</td>
<td>TBA</td>
<td>TBA</td>
</tr>
</tbody>
</table>

### GOAL 4: The college will develop and implement a human resources plan to maximize employee expertise to support the institution’s commitment to excellence and equity

#### Objective 1: Develop an integrated human resources plan for faculty, classified, and managers

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Responsible Party</th>
<th>Timeline</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Form a task force to review best practices and staffing models to educate the college.</td>
<td>President</td>
<td>May 2015</td>
<td>None</td>
</tr>
<tr>
<td>b. Consult with district office and bargaining units to support the implementation of a plan.</td>
<td>President</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>c. Vet possible options through the governance process.</td>
<td>Staffing TF</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>d. Write a plan and a corresponding implementation process.</td>
<td>Staffing TF</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>e. Approve and implement the plan.</td>
<td>President</td>
<td>TBA</td>
<td>TBA</td>
</tr>
</tbody>
</table>

#### Objective 2: Optimize human resource decisions to improve student success and institutional efficiencies

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Responsible Party</th>
<th>Timeline</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Establish a process to measure the correlation of staffing patterns and student success.</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>b. Explore strategies and options for increasing the percentage of full-time faculty.</td>
<td>President, FS &amp; UF</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>c. Explore strategies and options for increasing permanent classified staff.</td>
<td>President &amp; Local 1</td>
<td>TBA</td>
<td>TBA</td>
</tr>
</tbody>
</table>
d. Explore strategies and options for increasing management positions. | President | TBA | TBA

e. Develop a transparent process for allocating classified staff and management positions. | President | TBA | TBA

f. Solidify the link between Program Review hiring requests and positions to hire. | President & CC | TBA | TBA

g. Revamp recruitment processes to ensure diversity in hiring pools. | TBA | TBA | TBA

**Objective 3. Offer a professional development program that supports best practices, stimulates innovative practices and develops the skills, knowledge, and abilities of our employees.**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Responsible Party</th>
<th>Timeline</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Support activities to broaden and deepen the college community’s multicultural competencies.</td>
<td>Professional Development</td>
<td>On-going</td>
<td>TBA</td>
</tr>
<tr>
<td>c. Utilize existing expertise to train other employees.</td>
<td>All</td>
<td>On-going</td>
<td>TBA</td>
</tr>
<tr>
<td>d. Provide training opportunities for employees to align their skills and interests with current positions.</td>
<td>Professional Development</td>
<td>On-going</td>
<td>TBA</td>
</tr>
<tr>
<td>e. Broaden activities that foster a cooperative campus community.</td>
<td>All</td>
<td>On-going</td>
<td>Minimal</td>
</tr>
<tr>
<td>f. Support activities that stimulate innovative practices.</td>
<td>President &amp; Professional Development</td>
<td>On-going</td>
<td>TBA</td>
</tr>
</tbody>
</table>
VIII. CONCLUSION

This Strategic Plan is a key component of the ongoing and ambitious efforts to transform DVC. It is the result of much hard work, not only in the collaborative development of the plan itself, but in all of the work in the last four years to develop a new governance structure and to allocate resources based on program review and college-wide plans. This Strategic Plan tells us for whom we are working—our students—and gives us important tools to improve their success. It demands of us collaborative, data-driven decision-making. In this time of great challenges, this Strategic Plan provides us with a clear vision and the specific means to increase student success. Let us as an institution and individually make the most of this opportunity to deepen our commitment to being an excellent, caring, and inclusive institution of higher education.
DVC STRATEGIC PLAN: Working definitions

ARCC Report (Accountability Reporting for Community Colleges) – A measurement system designed and managed by State Chancellor’s Office that contained performance indicators for the CA community college system and its colleges. Recently redesigned and renamed the Student Success Scorecard.

Core Values – The key values of excellence, learning, equity, identified by the college that are key to the college realizing our Strategic Directive,

DIABLO VALLEY COLLEGE WILL INCREASE STUDENT SUCCESS.

Equity – The college community demonstrating equity mindedness, an awareness and a willingness to address fairness issues. A process of examining the proportional participation of historically underrepresented student populations at all levels of an institution that takes into account the educational resources directed at closing equity gaps. Derived from Center for Urban Education http://cue.usc.edu

Excellence – Extremely high quality in delivery, standards, and outcomes for the institution, ourselves, and for the students we support.

Goals – The planned directions an organization strives to achieve.

Inclusive excellence – An intentional and active process through which the college addresses diversity, inclusion, and equity while achieving excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities. Inclusive excellence in practice expands the circle of excellence to all students.

Institutional effectiveness – Ongoing and systematic processes and practices that align governance, operational, and planning processes to achieve student learning and success

Mission statement – A written declaration of the college’s core purpose and focus that normally remains unchanged over time. http://www.businessdictionary.com/definition/mission-statement.html

Objectives – Measurable and time-specific statements of results designed to achieve institutional goals.

Strategic directive – The focal point that connects all elements of the plan: mission vision, values, goals and strategies, intended to guide, govern, and influence the direction of the college

DIABLO VALLEY COLLEGE WILL INCREASE STUDENT SUCCESS.
Student learning – Transformative student experiences that leads to a change in the knowledge, skills, ability, beliefs, behaviors or attitudes of the student.

Student success – Quantitative and qualitative measures of student learning that culminates in completion of courses, degrees and certificates, and personal achievements defined by the student.

Student Success and Support Program (SSSP) – A process that enhances student access to the California Community Colleges, and promotes and sustains the efforts of students to be successful in their educational endeavors. SSSP formerly Matriculation renamed in the Student Success Act of 2012, SB1456.
http://extranet.cccco.edu/Divisions/StudentServices/Matriculation.aspx

Values – Qualities that define DVCs basic philosophy, principles and ideals that guide the implementation of the Strategic Plan and set the ethical tone for the institution. DVC has identified a set of values: excellence, learning, equity, creativity, diversity, integrity, responsiveness, collaboration, communication, academic freedom, accountability, and stewardship.

Vision statement – An aspirational description of what an organization would like to achieve or accomplish in the future. http://www.businessdictionary.com/definition/vision-statement.html

LIST OF APPENDICES

1. Plan Development Background – link underdevelopment

2. Environmental Scan of the College Amistad Associates
link underdevelopment

3. Demographics of College Community http://www.4cd.edu/research/Environmental%20Scan/2013%20Environmental%20Scan%20External.pdf

4. ARCC Data
http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/ARCC.aspx

5. The Scorecard


7. Evaluation using Logic Model – link to pdf of guidebook

CONTRIBUTORS TO STRATEGIC PLAN DEVELOPMENT

Initiators of Planning Process: 2011 - 2012 IPC
Jason Cherry, Michael Gong, Peter Kim, Judy Myers, Mauricio Najarro, Despina Prapavessi, Emily Stone, Ted Wieden, and Tish Young

Consultant April 2012 – January 2013
Juan Lopez, Amistad Associates

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Strategic Planning Writing Group: February 2013 - December 2013
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Institutional Planning Committee 2013 - 2014
Valerie House, Karl McDade, Keith Montes, Mauricio Najarro, Paul Pitner, Newin Orante, Monica Pope, Emily Stone, and Tish Young
### GOAL 1: The college will foster excellence by integrating best practices in academic programs and student support services.

<table>
<thead>
<tr>
<th>Objective 1. Increase the number of students who successfully complete courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Continuously develop curricular, pedagogical and learning strategies.</td>
</tr>
<tr>
<td>b. Expand opportunities for students and faculty to interact with and access student services.</td>
</tr>
<tr>
<td>c. Use research/data to adapt and develop instructional tools and support services.</td>
</tr>
<tr>
<td>d. Direct professional development resources to support activities designed to increase course retention rates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2. Increase the number of students who earn certificates and degrees and transfer to four-year institutions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop and promote certificate and degree programs.</td>
</tr>
<tr>
<td>b. Expand effective institutional practices around transfer preparation.</td>
</tr>
<tr>
<td>c. Strengthen educational pathways for students to transition between CTE programs and transfer programs.</td>
</tr>
<tr>
<td>d. Expand opportunities for students and faculty to collaborate with and access student services.</td>
</tr>
<tr>
<td>e. Design and implement a process to evaluate program offerings that ensures alignment with transfer requirements/employment opportunities.</td>
</tr>
<tr>
<td>f. Use research/data to adapt and develop instructional tools and support services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 3. Increase equity in student success.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop targeted approaches to bridge institutional and educational achievement gaps.</td>
</tr>
<tr>
<td>b. Support professional developmental activities to broaden and deepen the college’s multicultural competencies.</td>
</tr>
<tr>
<td>c. Create a more welcoming, student-friendly culture.</td>
</tr>
<tr>
<td>d. Identify and model best practices developed by our colleagues, current research and other institutions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 4. Improve students’ experience navigating the college systems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop and implement student academic planning tools.</td>
</tr>
<tr>
<td>b. Refine matriculation processes.</td>
</tr>
<tr>
<td>c. Create a more welcoming, student-friendly culture.</td>
</tr>
<tr>
<td>d. Assess and improve technology platforms so that they are user-friendly.</td>
</tr>
<tr>
<td>e. Adapt processes to enhance institutional efficiencies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 5. Implement promising innovations while maintaining best practices and institutionalizing successful ones.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Design mechanisms to showcase instructional innovations to the college community.</td>
</tr>
<tr>
<td>b. Enhance educationally-based and innovative approaches to providing student services.</td>
</tr>
<tr>
<td>c. Encourage, support, and incentivize new approaches.</td>
</tr>
<tr>
<td>d. Determine processes by which successful innovative practices will be institutionalized.</td>
</tr>
</tbody>
</table>
**GOAL 2:** The college will improve the alignment of its governance, operational and planning processes to drive institutional effectiveness.

| Objective 1. Move the college towards increased evidence-based inquiry and decision-making. | a. Request and generate relevant data and make it widely available to college community.  
  b. Use data to determine benchmarks and targets for evaluating college outcomes and evaluating college plan.  
  c. Initiate and support ongoing dialog around data and its interpretation.  
  d. Provide training for utilizing data/research.  
  e. Establish a mechanism to correct and validate data to ensure integrity. |
|---|---|
| Objective 2. Evaluate and adapt decision-making processes to be increasingly transparent, collaborative and efficient. | a. Review and modify committee structure, charges and membership.  
  b. Establish a master calendar that coordinates major institutional processes and timelines.  
  c. Regularly update policies, procedures and operational processes.  
  d. Evaluate equity within institutional processes.  
  e. Utilize employee expertise in decision-making.  
  f. Modify processes so that successful innovation can be institutionalized. |
| Objective 3. Continue to foster a culture of collaboration. | a. Design professional development opportunities and trainings to improve employee effectiveness.  
  b. Develop strategies to strengthen employee relationships.  
  c. Broaden initiatives that foster an inclusive community |
## GOAL 3: The college will effectively direct and augment its resources to increase student learning and success.

| Objective 1. Continue to revise the budget process to be responsible, flexible and sustainable. | a. Improve the timelines and sustainability of the process for yearly and long term resource allocation needs.  
b. Update and streamline funding processes.  
c. Create a reliable fund for innovation.  
d. Develop mechanisms to integrate student equity lens into the allocation process.  
e. Strengthen the links among college plans, program reviews and resource allocations.  
f. Review financial, governance, and operational practices that facilitates monetary support for Strategic Plan activities. |
|---|---|
| Objective 2. Plan, implement and evaluate a forward-thinking technology plan and IT operations that provide professional maintenance and advance innovation. | a. Align technology planning, budget and college’s expectations for realistic sustainability.  
b. Systematize the process for replacements and updates of technology.  
c. Improve technology interfaces for students/employees.  
d. Review IT staffing needs and develop a plan to augment short-term and long-term projects.  
e. Determine baseline number and quality of smart classrooms. |
| Objective 3. Increase and diversify funding sources. | a. Increase annual grant-writing capacity.  
b. Grow and maintain community partnerships.  
c. Educate the Foundation Board on the college priorities and needs.  
d. Incorporate the total cost of projects into grants (e.g. technology, auxiliary services and staffing needs). |
| Objective 4. Design, construct and maintain buildings and grounds to provide quality and sustainable learning/working environments. | a. Promptly address safety, efficiency, and legal compliance issues.  
b. Designate a budget allotment to ensure maintenance of grounds and facilities.  
c. Enhance custodial services during peak use time.  
d. Ensure safe pedestrian outdoor spaces. |
GOAL 4: The college will develop and implement a human resources plan to maximize employee expertise to support the institution’s commitment to excellence and equity.

| Objective 1. Develop an integrated human resources plan for faculty, classified, and managers. | a. Form a task force to review best practices and staffing models to educate the college.  
  b. Consult with district office and bargaining units to support the implementation of a plan.  
  c. Vet possible options through the governance process.  
  d. Write a plan and a corresponding implementation process.  
  e. Approve and implement the plan. |
|---|---|
| **Objective 2.** Optimize human resource decisions to improve student success and institutional efficiencies. | a. Establish a process to measure the correlation of staffing patterns and student success.  
  b. Explore strategies and options for increasing the percentage of full-time faculty.  
  c. Explore strategies and options for increasing permanent classified staff.  
  d. Explore strategies and options for increasing management positions.  
  e. Develop a transparent process for allocating classified staff and management positions.  
  f. Solidify the link between Program Review hiring requests and positions to hire.  
  g. Revamp recruitment processes to ensure diversity in hiring pools. |
| **Objective 3.** Offer a professional development program that supports best practices, stimulates innovative practices and develops the skills, knowledge, and abilities of our employees. | a. Create and fund an ongoing professional development plan beginning 2014-2015.  
  b. Support activities to broaden and deepen the college community’s multicultural competencies.  
  c. Utilize existing expertise to train other employees.  
  d. Provide training opportunities for employees to align their skills and interests with current positions.  
  e. Broaden activities that foster a cooperative campus community.  
  f. Support activities that stimulate innovative practices. |
diablo valley college
strategic plan

four goals

1. The college will foster excellence by integrating best practices in academic programs and student support services.

2. The college will align its governance, operational and planning processes to ensure institutional effectiveness.

3. The college will effectively direct and augment its resources to increase student learning and success.

4. The college will develop and implement a human resources plan to maximize employee expertise to support the institution’s commitment to excellence and equity.