

Procedures Set Three

College Council 3/20 and 4/17

Academic Senate 3/26 and 4/9

Classified Senate 4/10

Recommend to delete

6102.01 Computer Center Usage – unnecessary

5018.06 Tentative and Adopted Budget Process – covered by District procedures

Recommended for revision

5018.01 Budget Allocation Process

COMPUTER CENTER: PRIORITY USAGE

Computer Center: Priority Usage

In order to ensure that the limited resources of the DVC computer center are sufficient to support the educational mission of the college, the following priorities have been established:

- Students with scheduled computer lab sections have priority for use of the DVC computer center, followed by currently registered DVC students doing schoolwork.
- Students must bring their own storage device
- Proof of current registration may be required.

Compliance/References:

Approval History:

ADOPTION: May 17, 2004

REVISED: March 8, 2010

~~TENTATIVE AND ADOPTED BUDGET PREPARATION~~

~~Tentative and Adopted Budget Preparation~~

Background

~~Each year the District's Governing Board approves a tentative budget in June and an adopted budget in September, in accordance with District Business Procedure 18.06, Budget Preparation. The colleges are required to prepare and submit their tentative budgets in late April or early May and their adopted budgets in mid-August. The tentative and adopted budgets show the costs for existing obligations balanced against projected revenues. The college's budgets are based on the following major sources:~~

- ~~• District Business Procedure 18.02, The Contra Costa Community College District Budgeting System, the district office prepares a resource allocation simulation for the colleges. This simulation is prepared at least three times: 1) based on the Governor's budget, 2) a tentative budget, and 3) an adopted budget.~~
- ~~• The college's position budget which shows detailed salary and benefit information for each monthly employee.~~
- ~~• The college's hourly teaching formula which ensures that we budget the FTEF needed to achieve our FTES goal based on the productivity goal.~~
- ~~• Established operating fund allocations for all divisions and~~

~~departments. Budget Preparation Timeline~~

- ~~• By February 1—The district finance office prepares its first revenue simulation (in accordance with District Business Procedure 18.02) and budget expenditure assumptions for the subsequent fiscal year. The revenue simulation is based on the information presented in the Governor's proposed budget, the colleges' FTES goals, and the expenditure assumptions based on prior year trends.~~
- ~~• By early February—The Vice President of Finance and Administration (VPFA) prepares DVC's first budget projections for the subsequent fiscal year. This projection provides the first early indication of whether we will have a budget surplus or deficit for the subsequent fiscal year. This projection and its underlying assumptions are presented to the Budget Committee (BC). The BC reviews the projection and budget assumptions for reasonableness. If the initial budget projection shows a significant deficit, suggested steps needed to bring the budget into balance are shared with the BC. The BC may provide suggestions on options for balancing the tentative budget.~~
- ~~• February, March and April—The college administration takes the actions needed to have a balanced tentative budget.~~

- ~~April~~ – The district finance office prepares a second revenue simulation and list of budget expenditure assumptions to be used for the colleges' tentative budgets.

- ~~By early May~~ – The VPFA prepares DVC's tentative budget based on:
 - ~~the district's revenue simulation~~
 - ~~the district's expenditure assumptions~~
 - ~~the college's position budget~~
 - ~~known college revenue sources~~
 - ~~any actions the college has taken to have a balanced budget~~

~~The tentative budget will be shared with the BC if there is a scheduled committee meeting after the tentative budget is prepared.~~

- ~~August~~ – The district finance office will prepare a third revenue simulation and budget expenditure assumptions that are to be used for the colleges' adopted budgets. At this point, there should be an approved state budget.

- ~~August~~ – The VPFA prepares DVC's adopted budget based on:
 - ~~the district's revenue simulation~~
 - ~~the district's expenditure assumptions~~
 - ~~the college's position budget~~
 - ~~known college revenue sources~~
 - ~~any actions the college has taken to have a balanced budget~~

~~The college basically funds all existing obligations. Any ongoing or one-time funds available, after funding all existing obligations, will go through the governance process described in DVC Procedure 5018.01, Budget Allocation Process.~~

- ~~September~~ – The adopted budget is presented to the BC as an information item. The BC begins its process of developing an annual budget for any available ongoing or one-time funds as described in DVC Procedure 5018.01, Budget Allocation Process.

Compliance/References:

Business Procedures 18.02, 18.06

Approval History:

Approved by College Council: October 14, 2013

Accepted by College President and Adopted: October 16, 2013

BUDGET ALLOCATION PROCESS

Delete or modify as below. Business procedures 18.01, 18.02, 18.06 cover in detail

Budget Allocation Process

~~The resource allocation process is based on validated, prioritized program reviews, approved college-wide plans, District/State mandates and requests from college committees. The following resource allocation process was included in the college's show cause report.~~

The Vice President for Business and Administrative Services (VPBAS), or designee, is responsible for the administration and management of the College Budget Allocation Process. The VPBAS chairs the Budget Committee and drives the agenda to ensure the charge, duties, and timeline of the committee are fulfilled, to ensure a comprehensive and transparent budget allocation process. The Budget Committee charge and process are available on the DVC webpage.

The College President will make the final determination regarding all budget recommendations to safeguard fiscal stability and sustainability.

Resources Available for Distribution

~~The first step in the resource allocation process is determining the ongoing and one-time resources that are available for distribution. The Vice President of Finance and Administration works with the Budget Committee to determine the resources that are available for distribution for the fiscal year.~~

~~For ongoing resources, the amounts available for distribution will be based on funds that have already been earned, not funds based on future FTES goals. When the college augments an ongoing base allocation for a unit, this process is designed to make sure that the base allocation will not require adjustment due to future fluctuations in the college's FTES.~~

~~Carryover funds are used only for one-time purposes in the subsequent fiscal year. Other ongoing or one-time funds from federal, state or grant sources will be allocated and spent with the guidelines and timeframes established for these funds.~~

Annual Budget Plan

- ~~• The Budget Committee will develop an annual budget plan for~~

resource allocation.

- The plan will be guided by the Integration Council's priorities for the use of fiscal resources based on their evaluation of college program reviews, college wide plans, District/State mandates, as well as the overarching principles within the College's Strategic Plan, Statement of Values and Mission Statement.
- The first step in the process is to develop a list of major funding categories. These categories are based on needs identified in program reviews, approved college wide plans and initiatives, District/State mandates, and requests from college wide committees.
- The Budget Committee will seek college wide input on the list of major funding categories. A primary venue for college wide input will be the Integration Council's recommendations on priorities for use of fiscal resources based upon their evaluation of college program reviews and college wide plans.
- Once the list of major funding categories is developed, the Budget Committee will develop a plan that allocates monies to the major funding categories and indicates the processes that will be used to distribute the funds in that category.
- For any category that will use program reviews to distribute funds, the Integration Council will be used to administer the process. For any category implementing college wide plans, the committee responsible for the implementation of the plan will be used to administer the process.
- The Budget Committee forwards its recommended budget plan to the College Council; the CC makes a recommendation to the college president, who makes the final resource allocation decisions.

Phasing of the New Resource Allocation Process

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

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

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

Continuous Process Improvement

~~The Budget Committee will review and revise the budget allocation process after the completion of phase 3 in 2011-2012.~~

Compliance/References:

Business Procedures 18.01, 18.06

Approval History:

ADOPTION: May 17, 2004

APPROVED by College Council: May 16, 2011

ACCEPTED by College President: September 14, 2011

Procedures Set Four-B
College Council 4/17 and 5/15
Academic Senate 4/23 and 5/7
Classified Senate 4/10 and 5/8

1001.01	Process to introduce new procedures
3002.01	Enrollment of High School Students
3013.01	Student Privacy Rights
3025.03	Free Expression and Distribution of Non-Commercial Materials
3025.04	Amplified Sound - <u>new procedure</u>
3102.01	Student Admissions and Residence
4003.01	Distance Education & Correspondence Education Approved by the Distance Ed & Curriculum Committees 4/8/19
4008.01	Program Revitalization and Discontinuance Approved by Academic Senate on 3/12/19 Not seen by College Council or Classified Senate yet
4100.01	Research Protocols
5111.01	Technology Purchase and Standards
6001.01	Use and Assignment of Facilities

Recommend delete:

5030.03 the DO and	Password Protection Procedures – not a local process anymore, is done by covered with BP 5030
6001.02	Staff sponsored use of facilities Incorporated into 6001.01

6001.04

Community Conference Room

Incorporated into 6001.01

PROCESS TO INTRODUCE NEW OR REVISE EXISTING DVC PROCEDURES

1. Recommendations to introduce new, rescind existing, or make substantive modifications to existing college procedures may be submitted by any constituent group, committee, administrative office, employee or student in writing through the governance structure (Academic Senate, Classified Senate, ASDVC, College Committees) to the College Council, by contacting the Office of the President or a member of the College Council.
2. Procedures for Diablo Valley College may be recommended for consideration as a new, rescind existing, or revised document at any regular meeting of the College Council by a majority vote of council members. College Council recommendations are forwarded to the College President for final action with exceptions as noted below.
3. Procedures for Diablo Valley College may be adopted or revised at any regular meeting of the College Council by a majority vote.
 - a. Proposed new or revised college procedures not addressing academic and professional matters will be presented to the College Council, discussed, and then forwarded by the Council representatives for review and comment from their constituent group leadership.
 - b. Matters that fall within the domain of academic and professional consultation (see list at end of procedure), shall receive comments by other members of the Council but are not subject to a vote by the College Council pursuant to Title 5, Section 51023- 51023.7.
4. New and revised procedures defined as Academic and Professional will adhere to Governance and Administrative Procedure 1009.01 which establishes the Academic Senate's role for faculty participation in the formation of college procedures on academic and professional matters.
 - a. New or revised DVC procedures, consistent with governing board procedures but not covered by them, may be proposed for academic or professional matters. Any procedures addressing academic and professional matters at DVC shall be reviewed and considered for recommendation by the DVC Academic

Senate and the College President jointly, in accordance with Title 5, Section 53200. (See list of appropriate topics at the end of this procedure* or in DVC 1009.01.)

- b. In these matters the Academic Senate will “consult collegially” through the methods of relying primarily upon the advice and judgment of the Academic Senate or reach mutual agreement with the College President. (see below)
5. Procedures recommended by the College Council must receive final approval by the College President. Upon the president’s approval, college procedures shall be printed and distributed with a title, approval date, procedure number, and where relevant references to state regulations, District policies and accreditation standards.
6. Procedures that are Academic and Professional must be finalized in the consultation process by the Academic Senate President and the College President. Upon finalization of the consultation process, college procedures shall be printed and distributed with a title, consultation finalization date, input date from College Council, procedure number, and where relevant references to state regulations, District policies and accreditation standards.
7. The College President has a responsibility to broadly communicate the approval, rejection or consultation decision of a new or revised procedure. New and revised procedures must be posted within 30 days. (IV.A.6)
8. Should any statute or administrative code section of the State of California be added, repealed, or amended or should a court decision or a decision of the Attorney General of the State of California or board ratification of the specific provisions of a collective bargaining agreement make changes in any of the policies of the district or administrative or college procedures or changes impacting compliance with the standards from the regional accreditor, these documents shall be brought to the College Council or to the Academic Senate President and College President for consultation for revision to comply with the law and accreditation standards.
9. Non-substantial changes shall be made administratively by the Dean of Planning and Research. Non-substantial changes are updates to related procedures; typographical, formatting and grammatical error corrections; title or name changes; and citation updates to federal or state law. These items will be brought to College Council for information only.
- ~~10. All college procedures shall be reviewed on a regular review cycle of once every *six years* three years beginning 2016/17 with Governance and Administrative, Employment and~~

11. *The Catalog is reviewed on an annual basis. Any changes that are not “academic and professional matters” go through existing college processes. Changes which are “academic and professional matters” must be approved through the Academic Senate, Consultation, and then are presented to the College Council as an informational item.*

* Academic Senate (Title 5, section 53200): “Academic and professional matters” means the following policy development and implementation matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements; and
3. Grading policies.
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development; and
11. Other academic and professional matters as mutually agreed upon between the President and the Academic Senate.

The president will rely primarily upon the advice and judgment of the Academic Senate with regard to DVC procedures on items 1 through 3 and reach mutual agreement with regard to DVC procedures on items 4 through 11.

Compliance/Reference:

Education Code 72203.5-72207

Title 5, sec.51023-51023

Board Policy Administrative Procedure 1001.01

Governance and Administrative Procedures 1009.01, 1900.03 Accreditation
Standard IV.A.2

Approval History:

ADOPTION: December 8, 2003

REVISED: September 14, 2009

REVISED: November 29, 2016

College Council Revision Approval: November 16, 2016

ENROLLMENT OF HIGH SCHOOL AND OTHER K-12 STUDENTS

Applicants who are concurrently enrolled in the K - 12 system or who are approved for home study may be admitted based on the following guidelines:

The colleges of the district may accept special admit students who can benefit from advanced scholastic or vocational work and who have exhausted all opportunities at the high school site. Interested students shall provide written approval on a special admit form signed by their parent and their school principal (*or designee*). Signed special admit forms and a *current* private school affidavit (*for home schools*), if appropriate, must be submitted to the Admissions and Records Office each term and must specify the recommended ~~courses~~

- *Students who are in the eleventh or twelfth grade may enroll in no more than 11.9 units per term. However, participants in CCAP partnerships may enroll in up to 15 units per term.*
- *Students below the eleventh grade (grade ten or earlier) are limited to no more than two courses or seven units per term and must have approval from the instructors to enroll.*
- *Part-time special admit students are exempt from the enrollment fees. However, all other fees are required and are due at the time of registration. ~~enrolled in fewer than 12 units are exempt from the fee payment. Special admit students enrolled in 12 or more units pay full fees and may be eligible for financial aid.~~*
- ~~Students below the eleventh grade (grade ten or earlier) are limited to no more than two courses or seven units per term.~~
- ~~Students wishing to appeal the course limit must have institutional approval from the vice president of student services or designee.~~
- ~~Students younger than 16 must have institutional approval from the vice president of instruction or designee and approval of the instructor.~~
- *All special admit students, regardless of grade level, must receive permission from the DVC instructor on the first day of class prior to enrolling in physical education classes. Enrollment in physical education courses may not occur until after the first class meeting under any circumstance except for theory courses.*

Enrollment of special admit students may not constitute more than 10% of the total enrollment in any physical education *class section*. Enrollment of special admit students in physical education courses may not constitute more than 5% of total special admit FTES reported by the college.

- Special admit students shall conform to all college academic policies and regulations, as well as the code of conduct, expected of all students. Records of enrollment for special admit students will be maintained for apportionment and academic purposes.
- The college reserves the right to exclude or limit enrollment into impacted programs and in other programs or courses where health, safety, instructional methodology, facility constraints or legal requirements are deemed inappropriate to special admit students.
- If a request for special admit is denied for a pupil who has been identified as highly gifted, the board shall provide written findings and reasons for the denial within 60 days. A recommendation regarding the request for admission and the denial shall be submitted to the board at a regularly scheduled meeting that falls at least 30 days after the request for admission has been submitted.
- *Prerequisites must be cleared prior to enrollment. In-progress coursework outside of the Contra Costa Community College District may not be used to clear a prerequisite.*
- *Home school records not transcribed through a public high school are not accepted to clear prerequisites or to meet any other college requirement.*
- *All K-12 ~~minor~~ special admit students must submit and fully complete all fully all required forms, including the application for admission, special admit form and a private school affidavit if needed, by the deadline to add a course. Incomplete forms will not be accepted.*

Compliance/References: Education
Code sec. 48800, 76001 Student
Services Procedure 3001

Approval History:

ADOPTED: May 10, 2004

REVISED: September 14, 2009

DVC Procedure 3013.01
STUDENT PRIVACY RIGHTS

Student Privacy Rights

It is the intention of federal and state law and district policy to protect students from having their records released to persons or institutions who have not been given the student's written consent, and to allow students to review their own official education records to make sure that no misleading, inaccurate, or otherwise inappropriate information has been included in their file.

Post-secondary educational institutions are not required to provide parents access to the educational records of their children regardless of the student's age since all rights have been transferred to the student by statute.

If the student does find inappropriate information, he or she can ask for a hearing to challenge the content of the records. These rights extend to both current and former students:

Definition

Education records generally include documents and information related to admissions, enrollment in courses, grades and related academic information.

Designated officer

The registrar, located in the Student Services Center building, is the designated records officer, as required by the act.

Review procedures

Students who wish to review their file must file a request form with the records officer. Within five working days, the education records will be made available for inspection. The records may be reviewed during working hours only.

Directory information

The privacy act does not require the student's written consent for the release of "directory information." However, students may give written notice to the records officer (forms are available in the admissions office) that they do not want such information to be released without their consent. *The directory information includes the students first and last name.*

1. ~~Name of the student~~
2. ~~Student participation in officially recognized activities and sports including weight, height and high school of graduation of athletic team members;~~
3. ~~Degrees and awards received, including honors, scholarship awards, athletic awards and dean's list recognition.~~

Copy of the policy

The DVC Procedure and other pertinent information are available in the admissions office, in the Student Services Center building, during normal working hours.

Any currently enrolled or former student of the district has a right to access all student records relating to him or her maintained by the district.

Compliance/References:

Family Educational Rights and Privacy Act (20 USC Section 1232g; 34CFR Part99) Title 5, Section 54600 - 54610

Education Code Sections 76200-762465 Board Policy 3013

Student Services Procedure 3026

Approval History:

ADOPTION: May 17, 2004

Revised: March 14, 2005

Revised: November 23, 2009

FREE EXPRESSION AND
DISTRIBUTION OF NON-
COMMERCIAL MATERIALS

Free Expression and Distribution of Non-Commercial Materials

Diablo Valley College (“College” or “DVC”) is committed to ensuring that all individuals are able to exercise their constitutional right to free expression protected under the First Amendment of the United States Constitution, and article I, section 2, of the California Constitution, on campus subject to reasonable time, place, and manner restrictions.

College property is not required to be available for purely commercial activity that is not otherwise of value or in support of College goals or projects. "Commercial activity" means advertising, sales, purchases, demonstrating for purposes to sell, exchanging an item for money or other item of value, and solicitations of gifts or money. DVC is not required to provide space for commercial activity or to promote events or activities of our competitors. The College may choose to dedicate space to commercial activity if space is available or it directly benefits the College or its student body in some way.

The following forms of expression are prohibited: 1) expression which is obscene, libelous or slanderous according to current legal standards; and 2) expression which creates a clear and present danger or incites persons to commit unlawful acts or damage persons or property.

The primary purposes of this Procedure are 1) to ensure that students are able to freely engage in protected expression in areas designated for that purpose; 2) to protect student safety; 3) to prevent substantial disruption of the learning environment and the orderly operation of District campuses; and 4) to preserve District facilities for their intended use.

The Governing Board of CCCCDC has delegated responsibility to the Student Life Office to administer the following procedures.

FREE EXPRESSION

No individual will be prohibited from engaging in protected expression based on its content.

In general, expression in the form of speech or oral advocacy may be exercised in all areas of campus. However, the College reserves the right to limit expression in classrooms, libraries, faculty and administration offices, and corridors adjoining those facilities where the resulting noise is incompatible with the essential functions of the campus.

This Procedure shall not inhibit protected expression by an employee bargaining unit pursuant to a collective bargaining agreement or state law.

DISTRIBUTION OF WRITTEN MATERIALS

1. Individuals are prohibited from blocking access to or from College facilities;
2. Individuals are prohibited from blocking the paths of others as they attempt to move freely through campus;
3. Individuals are prohibited from forcing materials upon persons who do not voluntarily accept the materials;
4. Individuals are prohibited from placing any materials on automobiles, bicycles, or other forms of transport parked on campus;

OUTDOOR DISTRIBUTION

Any person may hand distribute non-commercial materials in outdoor areas of the campus. This activity shall not disrupt the free flow of persons and traffic and shall not interfere with College activities. Individuals interested in distributing materials of a commercial nature must contact the Student Life Office and follow all regulations outlined in DVC Procedure 3025.02.

Parties interested in passing out non-commercial materials from a distribution table situated in either the Quad Commons or Student Union must adhere to the following time, place, and manner regulations:

1. Parties wishing to distribute materials from a distribution table must register their names, addresses and phone numbers with the Student Life Office, as well as provide a copy of the materials to be distributed;
2. The Student Life Office will assign the individual or group a distribution table in a designated area, depending on availability. College affiliated individuals or groups shall have scheduling priority for table assignments.

3. Each table must identify the sponsoring person or organization's name.
4. The College does not necessarily endorse the views expressed in any materials distributed on campus.

Individuals or organizations who distribute materials on campus are responsible for cleaning-up of the area around the distribution table and litter around campus associated with the distribution.

INDOOR DISTRIBUTION

1. In classrooms: Individuals are prohibited from distributing materials in classrooms when those rooms are being used for instructional activities.
2. In College Departments: With prior permission of the department head, materials such as pamphlets and brochures may be left in waiting areas, lobbies, or lounges assigned to a specific department.
3. In Faculty Mailboxes: Individuals are prohibited from placing any materials other than class-related communications or assignments in faculty mailboxes.
4. In Student Leadership or Club Life Mailboxes: Individuals may place materials in the Student Life leadership and club mailboxes located in the Student Union *or college mail room*.

AMPLIFIED SOUND

~~Amplified sound is only permitted at the Duck Pond area and the upper patio between the Student Union building and the cafeteria. Parties interested in using amplified sound must first register with the Student Life Office, fill out a "Use of Facilities Form," and follow all other District policies and College procedures which apply to this communication medium.~~

If the use of amplified sound is planned, see Procedure 3025.04

Compliance/References:

CCCCD Board Policy 2019, 5032, 6001;
CCCCD Business Procedures 6.01, 6.04, 6.06;
CCCCD Student Services Procedure 3025, 3027;
CCCCD Human Resources Procedure 4000.17,

Education Code sections 76120, 76067;

Penal Code sections 556, 556.1, 556.2, and 556.3

Approval History:

Adoption: May 14, 2007

3025.04 New Procedure

Amplified Sound

To assist in the maintenance of Diablo Valley College's academic environment, it is important that policy and procedural guidelines are established for the use of amplified sound equipment when classes are in session. The following is proposed to both protect the delivery of instructional programs from intrusive sound and yet provide an opportunity and a forum for a variety of student services support programs. An appropriate balance of these two goals may be achieved by observing the following conditions.

Definition:

Amplified sound is defined as any sound that is broadcast through electronically amplified equipment or sound that is electronically enhanced. Amplified sound in the commons area is permitted from 10-4 pm; exceptions will be considered on a case-by-case basis and will require the approval of the appropriate student services administrator.

Sound Level Control:

A. On the Pleasant Hill Campus: Speakers will be positioned at an angle to face parking lots 1 or 8 rather than a building structure. At a distance of 30 feet, the sound pressure level will be no more than 80 decibels utilizing the "B" scale for outdoor performances.

B. On the San Ramon Campus: The volume and direction of sound amplification will be controlled by the onsite campus administrator (or designee) so as to not interfere with other campus or community activities. Where appropriate, decibel readings may be used to monitor the volume and direction of sound being generated. The campus administrator (or designee) is responsible for monitoring the volume and overall conduct of programs held in the outside commons.

Procedures:

- 1. Complete an Activity Proposal Memo, Activity Request and Use of Facilities forms. These forms are due at least three (3) weeks prior to the event. All requests for amplified sound must be approved by the Student Life Office & Student Services Dean.*
- 2. Student Life staff will notify departments that may be impacted at least one (1) week in advance as to the dates, times and types of activity to be presented. The*

receiving department will prominently display this notice.

Enforcement:

1. *Student Life and/or appropriate college personnel retain the right to monitor and/or limit the sound levels generated by amplification systems. Enforcement will be the responsibility of Student Life and/or Safety & Security staff.*

2. *The performing group(s) and/or the sponsoring organization must provide a signed acknowledgement of their awareness and willingness to abide by the Amplified Sound Policy by signing a copy of this agreement.*
 - a. *A warning will be issued if the sound level exceeds the designated decibel limit. No more than three (3) minutes will be allowed to correct the volume to the acceptable level.*
 - b. *If a second warning must be issued, an additional one (1) minute will be allowed to correct the volume at the acceptable level.*
 - c. *A third warning will not be issued. If the volume is exceeded for a third time the group will turn off their amplified sound and/or electrical power supply will be shut off and not turned back on. Groups should be advised that if power is shut off that this process may damage their equipment and that Student Life and/or the College assumes no responsibility for repairs caused by this action.*
 - d. *Non-adherence to these guidelines will result in the approval of the activity being revoked and possible loss of future activity reservation privileges.*

DVC Procedure 3102.01

STUDENT ADMISSIONS & RESIDENCE

Student Admissions & Residence

All members of the community are welcome to become students at the college. The purpose of residency is to establish your tuition rate, not your admittance to the college.

General Admission

For general admission to Diablo Valley College, students must demonstrate:

- Graduation from a *regionally accredited* high school; or
- 18 years of age or older and no longer a high school student; or
- Passing of the State of California Certificate of Proficiency Test (*CHSPE*) or the General Educational Development Test (*GED*); or

- Indentured apprenticeship taking a related training program; or
- A recommendation for special admission from the high school principal and parents if a high school student.

California Residence Status

California residence status is determined by the Admissions and Records Office. A person who is eligible to establish residency has lived in California for at least one year *and one day* prior to the beginning of the term in which he or she wishes to enroll, and can show intent to be a California resident.

Applicants who have lived in California for less than two years ~~are required to complete the residency questionnaire on the application.~~ *will need to complete a residency questionnaire.*

Non-Residence Status

Students who are nonresidents must pay a nonresident tuition fee in addition to the other usual college fees. For more information, see “Fees, Costs, and Refunds” in the college catalog.

International Students

Diablo Valley College is committed to global education and is a leader in advancing international education in the United States. The diverse cultures of international students help to enrich our campus community. International students interested in applying to DVC should ~~write to~~ *contact* the International Student ~~Admission and Services (ISAS)~~ Office (ISO) and request an international student application. International students are required to comply with immigration regulations and must submit supporting documents for admission purposes. The application includes a checklist to ensure that students understand what they need to submit to be admitted as an international student to DVC. International students must pay the international student rate for courses in addition to the usual college fees.

For international students ~~applying from within the United States,~~ the deadline for fall term admission is ~~July 15~~ *June 1*. ~~For international students applying from outside the United States, the deadline for fall term admission is July 1.~~ The spring admission deadline for all international students is ~~December~~ *November* 1. All international students are required by law to report to the designated school official at the ~~ISAS office~~ *ISO* when they arrive on campus, transfer institutions, or leave the country.

Transferring to DVC

DVC welcomes transfer students from other colleges. Transfer students should follow our general application procedures. Transfer students should send official transcripts of their prior college work to the Admissions Office several weeks before their scheduled registration date.

Compliance/References:

Education Code 76000

Title 5, sec. 55532

Student Services Procedures 3001, 3011

Approval History:

ADOPTION: May 17, 2004

DVC Procedure 4003.01 - Distance Education

DVC has adopted a procedure based on principles of good practice to ensure that distance education is characterized by the same expectations for quality, integrity, and effectiveness that apply to traditional face-to-face classroom instruction.

~~Diablo Valley College (DVC) recognizes the growing range of modalities for delivery of instructional and educational programs. DVC has adopted a policy based on principles of good practice to ensure that distance learning is characterized by the same expectations for quality, integrity, and effectiveness that apply to traditional face-to-face classroom instruction.~~

~~This procedure complies with federal and California state regulatory requirements regarding distance education and correspondence education and the Contra Costa Community College District Board Procedure 4014.~~

Distance education and Correspondence Education are defined by the U.S. Department of Education, the California Code of Regulations Title V, and is included in the Accrediting Commission for Community and Junior Colleges (ACCJC) - Western Association of Schools and Colleges' Policy on Distance Education and on Correspondence Education. (~~Adopted June 2001, Edited August 2004, Revised June 2005, Revised January 2010, June 2011~~).

Distance Education means:

Instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology (5 CCR § 55200). Any portion of a course delivered through distance education includes regular instructor-initiated substantive interaction and instruction between the students and the instructor, and among students, either synchronously or asynchronously. Regular instructor-initiated substantive interaction and instruction are defined as interactions between an instructor and student within a course that monitors progress and provides feedback that furthers learning or assessment of learning.

Distance education does not involve limited, irregular, and primarily student-initiated interaction with the instructor nor is it self-paced.

~~Education that uses one or more of the technologies listed in items (1) through (3), below, to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously.~~

The technologies may include:

- ~~(1) the internet;~~
- ~~(2) one way and two way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;~~
- ~~(3) audio conferencing~~

In addition, instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

~~Correspondence education means:~~

- ~~(1) education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.~~
- ~~(2) interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.~~
- ~~(3) correspondence courses are typically self-paced.~~
- ~~(4) correspondence education is not distance education.~~

Authentication:

To ensure the integrity of the distance education offerings and comply with federal regulations (34 CFR §602.17g) and ACCJC policies, DVC will ensure student authentication to distance education classes using the unique student ID and password issued by the Contra Costa Community College District as part of the enrollment process. Required use of the student ID and password serves as a means to validate that the student who is registered for a course is the same student completing the work and receiving the grades/credits.

All students will be required to enter their distance education course by authenticating through the District-approved Learning Management System (LMS).

The District and the colleges, including all faculty, will, at all times, work to ensure that each student's password is protected against public disclosure. Students shall be notified about steps to take in order to request the issuance of a new password should they believe that their existing password has been compromised.

Course Review and Approval

DVC curriculum standards specify that all learning opportunities have equivalent quality, accountability, and focus on student outcomes, regardless of their mode of delivery. These standards provide a framework that allows DVC the flexibility to adapt our delivery modes to the emerging needs of students and society while maintaining both academic rigor and quality. All DVC courses and programs offered through distance education are required to meet the requirements of accreditation in each section of each course and program at each campus.

When approving courses to be delivered through distance education, the college curriculum committee will certify the following:

Course Quality Standards – The same standards of course quality are applied to the distance education courses as are applied to traditional face-to-face classroom courses.

Course Quality Determinations – Determinations and judgments about the quality of the distance education course are made with the full involvement of the college curriculum committee and follow the adopted course approval procedures.

Instructor Contact – Each course delivered through distance education must include instructor-initiated regular and substantive interaction between the students and the instructor and among students, either synchronously or asynchronously.

Duration of Approval – All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes to the course outline.

Student Learning Outcomes – All distance education courses will be assessed using the same course-level student learning outcomes as traditional face-to-face courses.

Accessibility – All courses must specify how the portion of instruction delivered via distance education meets requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

Students Participating in Distance Education

Students enrolled in distance education are required to comply with the same policies as students enrolled in traditional face-to-face classroom courses including:

- Student Code of Conduct
- Academic Integrity and Plagiarism
- Student Privacy
- All other applicable college and district policies and procedures.

Diablo Valley College strives to provide distance education students the same access to support services as it provides to on-campus students.

Faculty Teaching Distance Education

Each department will determine the selection of instructors for teaching distance education courses, and will follow the selection process outlined in the department's bylaws.

Approval History:

Approved by Faculty Senate: 2/25/13

Approved by College Council: 4/22/13

Approved by College President: 8/12/13

PROGRAM REVITALIZATION / DISCONTINUANCE

Program Revitalization/Discontinuance

The DVC Program Revitalization/Discontinuance process is an adjunct process to the DVC Instructional ~~Unit~~ Program Review (IUPR) process that channels the outcomes of the DVC IUPR to planning and resource allocation when an ~~Instructional Unit~~ a program is determined to require “Modification” or “Does not meet community needs/college mission”. The DVC Program Revitalization/Discontinuance process supports the integration of program review with planning and resource allocation and is a catalyst for continual improvement. This procedure is aligned with DVC Procedure 1016.01 (Program Review) and the Contra Costa Community College District Curriculum and Instruction Procedure 4008, which provides guidelines for the review, establishment, modification and discontinuance of programs.

Program Deletion versus Program Discontinuance

Academic programs, when defined as a “degree or certificate award,” may be deleted from the college catalog through established curricular processes as developed and approved by the Curriculum Committee representing the ~~Faculty~~ Academic Senate.

When academic programs are proposed for deletion, an advisory shall be published in the catalog for two years advising students to consult with a counselor *or advisor* regarding options to complete the program. Program information will consequently be removed from college and district informational materials, including catalog, schedule, websites, etc. *Program deletions are reported to the Districtwide Educational Planning Committee.*

Program discontinuance is a broader procedure requiring evaluation of factors that include but are not limited to:

1. Contribution to the core mission of the college as a whole, general education, and requirements of other academic programs
2. Contribution to accreditation
3. Impact on the retention, progress, and graduation of students

4. Program performance such as multi-year trends and projects for enrollment, retention, completion, placements and program productivity
5. Demand within the region and state for graduates of the program
6. Impact of the program on the community
7. Program uniqueness or possible duplication or competition with other educational programs in the region
8. Impact of program discontinuance on currently enrolled students
9. Advancement of diversity
10. Costs associated with the program as well as projected financial savings

Process

Instructional Unit Program Review (IUPR) Outcome

1. As a result of the IUPR, a program is designated in need of “modification” or “does not meet community needs/college mission.”
2. This program review outcome is presented to Division Council for discussion and recommendation/referral.
3. The Division Council makes a recommendation for program revitalization or discontinuance.
4. This recommendation is forwarded to a meeting of the Faculty Academic Senate President, United Faculty Vice-President and College President (*president's cabinet*).
5. The presidents' group can either accept the recommendation of the Division Council or the presidents' group can request further information/input from the Division Council, which requires subsequent determination made by mutual agreement.
6. The presidents' group makes a determination of a formal “program in trouble” designation and refers the program for revitalization *or*/discontinuance procedures.
7. Either recommendation (revitalization/discontinuance) will be reported to the Districtwide Educational Planning Committee.
8. A recommendation of revitalization will result in the formation of a Revitalization Taskforce and designation as a specially funded project that is submitted directly to ~~Integration Council~~ the *Program Review Committee* for consideration in the Resource Allocation Process and is not subject to prioritization by the Division Council.

Program Revitalization:

When the presidents' group refers the program for revitalization, the vice president of instruction in consultation with members of the division will convene a Revitalization Taskforce to formulate interventions to improve the program. Membership must include:

- Department Chair
- 1-2 Program Faculty/Lead Faculty
- 1-2 faculty from within the department/division
- Counselor
- Division dean

and may include:

- 1-2 faculty outside- department/division and/or
- 1-2 Advisory Committee members (CPE Programs)

The taskforce will prepare a Program Improvement Work Plan consisting of activities designed to strengthen the program, including specific goals, timelines, responsible persons, and resources to be allocated in order to complete the plan. When the Program Improvement Work Plan is in place, it will be distributed to all department faculty members, Advisory Committee members, the V.P. of Instruction, the Faculty Academic Senate President, and the UF President. The program improvement plan timeline will begin, at the latest, at the start of the academic year following the Spring designation of "program in trouble," and the timeline for accomplishment of intervention strategies shall not exceed two years. Any modification of courses and/or program shall be initiated at the respective department level and approved by the curriculum committee and the appropriate manager. [Curriculum and Instruction Procedure 4008,

#4.4]

The program will be subject to ongoing formative assessment by the Revitalization Taskforce to ensure that objectives and timelines are being met.

Outcomes of the Revitalization Process will be reflected in the Annual Program Review and reported to the *Districtwide* Educational Planning Committee and subsequent actions may

include removal from “in trouble” status, recommendation for continued revitalization activities, or program discontinuance.

Program Discontinuance

If the presidents’ group refers the program for discontinuance, and the recommendation is accepted by the Governing Board, before terminating the program every reasonable effort will be made to allow students to complete the program or transfer to a related program. Students will be provided advising assistance with respect to their options.

- Students will be notified of program closure and timing for the phasing out of courses.
- Program information will be removed from college and district informational materials, including catalog, schedule, websites, etc.
- In addition to the plan to accommodate students who need to complete the program, a plan will be made for adequate notification of affected faculty, and retraining or transfer of faculty to another area as outlined in the UF/CCCCD Contract, Article 16 and District Human Resource Procedure 2080.01.

Compliance/References:

Education Code 78016

Title 5, Section 51022

Board Policy 4008

Curriculum and Instruction Procedure 4008 DVC Procedure 1016.01

Approval History:

FACULTY SENATE APPROVAL: August 23, 2011

ACCEPTED BY THE PRESIDENT: March 19, 2012

DVC Procedure 4100.01
RESEARCH PROTOCOLS

Campus-wide research, surveys or questionnaires shall be consistent with the college's mission, values and Educational Master Plan goals. The purpose of this procedure is to ensure that all research conducted at DVC will advance data-informed decision making which improves student success and promotes quality education and improved institutional effectiveness. Any data that can be broken to the individual student level must be kept confidential to protect student identities. Data must be protected and stored safely.

Research from existing data source

DVC employees wanting to access data from the college or district that is not openly available on the district website should submit the online research request form, which is then automatically forwarded to the Dean of Institutional Effectiveness and Accreditation for approval. The form can be found in Insite, under the Resources tab.

Research conducted within a department or program

DVC employees wanting to conduct research activities that are directly tied to their assigned department or program are able to do so and are not required to submit a request for approval. This includes service area evaluations of programs and special event effectiveness. (An example of something not directly tied to an assigned department or program is research an individual may want to conduct as part of a personal dissertation project.) All research will require the informed consent of the participants and all people must be given the choice to opt out of participation in the project if they desire. Individuals may contact the Dean of Institutional Effectiveness and Accreditation for guidance.

Research conducted outside a department or program for new data acquisition

Employees wishing to conduct research beyond their individual department or program are required to complete the On-Campus Entity Research Request Form which is available on the Research, Planning and Evaluation Committee webpage. Materials including but not limited to surveys and focus groups questions must be attached to the form. All research will require the informed consent of the participants and all people must be given the choice to opt out of participation in the project if they desire. The Dean of Institutional Effectiveness and Accreditation will consult with the Research, Planning and Evaluation Committee (RPEC) to review the research requests and instruments prior to approval. The RPEC will make a

recommendation to the College Council about the project. After the College Council makes a decision, the Dean of Institutional Effectiveness and Accreditation will inform the person who put in the request of the outcome.

When college-wide research requires the collection of data from students and may necessitate asking instructors to utilize portions of a class hour, efforts shall be made to limit the frequency of the class disruptions and the and length of the research instruments.

Research conducted by a non-DVC entity

Anyone not directly affiliated with the college who would like to conduct research about students or employees of the college must complete an Off-Campus Entity Research Request Form. *Research conducted by for-profit commercial entities will not be allowed.* All research will require the informed consent of the participants and all people must be given the choice to opt out of participation in the project if they desire. The form must be submitted to the Dean of Institutional Effectiveness and Accreditation who will consult with the Research, Planning and Evaluation Committee (RPEC) for approval. Submissions will be considered at the first RPEC meeting in the months of September, November, February and April. The RPEC will make a recommendation to the College Council about the project. The Dean of Institutional Effectiveness and Accreditation will inform the researcher about the final decision.

Accreditation Standard: I.B.4

Approval History:

ADOPTION: May 17, 2004

REVISED: December 12, 2018 by College Council

TECHNOLOGY PURCHASE STANDARDS AND PROCESS

Technology Purchase Standards and Process

All computer, printer, networking, audio-video and major technology purchases including network software and institutional software licenses are made through the information technology and services office. This is done to ensure that the college is getting standardized technologies that are compatible and supportable at negotiated costs in compliance with district purchasing procedures and accessibility requirements. All audio-video material purchased by DVC must be closed captioned for the hearing impaired according to state and federal ADA requirements.

To streamline this process for computer and printer purchases, an online form is available on the DVC Intranet through which selections can be made. Faculty and staff may also contact the executive dean of information technology and services or designee for direct technology purchasing assistance.

Purchasing standards are established for technologies that are widely used by faculty and staff at DVC (e.g., Microsoft Office, Norton Antivirus, WebCT Course Manager, Dell computer, HP printers, etc.). Technology standardization is done for the following reasons:

- To ensure the college is using technologies that are compatible and ADA compliant;
- To lower DVC's total cost of ownership for purchasing, installing, training, supporting, maintaining and replacing technologies;
- To ensure the college is using the best technologies for the needs as defined by the primary users within the context of existing budgets;
- To ensure that the college is in step with the standards of other educational institutions;
- To ensure that the college is using industry standard technologies that manufacturers will support in the future.

Once technology standards are established, they are not changed unless there is a compelling need (e.g., dramatic rise in total cost of ownership, major change in product support or specifications, major change of user requirements, etc.). DVC technology standards are published online at:

www.DVC.edu/technology/standards.htm

TECHNOLOGY PURCHASE STANDARDS AND PROCESS

This procedure applies to all departments/divisions using computers and multi-media equipment managed and supported by Information Technology and Services (IT&S).

College-related technology purchases are defined as all computer, printer, networking installation, institutional software licensing, multi-media equipment, and room display technology (projector, flat panel display, etc.) and digital signage purchases

All college technology related purchases are to be made through IT&S to ensure standardized technologies; compatibility with current systems and support programs; and costs are in compliance with purchasing procedures and accessibility requirements. Additionally, IT&S partnerships with major vendors and resellers enable IT&S to handle purchases quickly and efficiently. IT&S will assist college individuals and departments with college-related technology purchases by:

- *Assessing needs and recommending hardware and software*
- *Ordering equipment and arranging installations*
- *Coordinating vendor discounts*
- *Managing licensing agreements*

To streamline this process for college-technology purchases, purchase requests are made through the ~~SysAid~~ IT&S ticketing system via dean, department chair, manager, director, or supervisor of respective department or division. Orders will not be placed until the GL fund code is received.

Established technology standards are only changed by the Technology Committee when there is a compelling need (e.g., dramatic rise in total cost of ownership, major change in product support or specifications, major change of user requirements, etc.). DVC technology standards are published on the IT&S website.

Under special circumstances, non-standard purchases of hardware or technologies that vary from the approved lists may be approved. Requests will be reviewed and, if appropriate, approved by IT&S and the Vice President, Business and Administrative Services. Although approved for purchase, systems outside of the IT&S standards will be a lower support priority for IT&S.

All instructional/educational audio and video material must be purchased through the campus Library. This is to ensure material meets State and Federal ADA requirements. Instructional/educational audio and video materials are defined as DVD, Blu-Ray, and on-demand streaming video services.

Compliance/References: Business Procedures 11.00, 11.03

Approval History:

ADOPTION: May 17, 2004

REVISED: September 14, 2009

USE AND ASSIGNMENT OF FACILITIES

Assignment of facilities for *college and district use* will be based on the following priorities:

1. Instructional activity (classes and classroom space);
 - Classroom assignments are designed to maximize the use of instructional space and to serve students as effectively as possible.
2. Support for instructional and student development activity;
 - Support areas include faculty and administrative offices, student services, counseling services, library, business services, technical support areas, maintenance, and any additional areas that support instructional programs and the greatest needs of students.
3. Governance and committee group activities that relate to educational, employee, or other official college *or district* functions;
4. DVC Foundation activities;

The use of *college facilities are available for community use when such does not conflict with college/district programs and operations as prescribed in district procedure 6001.04.*

The vice presidents of instruction, *student services, and administrative and business services* shall have overall authority in the delegation of *space assigned to their supervisory area*. He or she shall consult with the appropriate administrative area, division deans and/or department chairs on the assignment of office space and academic programs. *When situations arise with broad facilities impacts, they will be discussed by the president's Cabinet.*

The president of the college shall have overall authority in the delegation of *college space and will consult with appropriate Vice President.*

Compliance/References:

Board Policy 6001

Business Procedures 6.03, 6.04

Approval History:

ADOPTION: May 17, 2004

REVISED: December 5, 2005

REVISED: November 23, 2009 [top](#)

~~PASSWORD PROTECTION PROCEDURE~~

~~Password Protection Procedure~~

~~DVC Requirements~~

~~Computer and network security is the responsibility of everyone. As such, everyone must implement security precautions for selecting strong passwords and protecting them from unauthorized use on an ongoing basis.~~

~~Acceptable Technology Use Policy (BP 5030)~~

~~[Excerpt] Each employee user will have his/her own login name and password. This password must be kept secure, meaning it should not be shared or posted anywhere. Employee users should only use their own login names and passwords.~~

~~Background~~

~~This policy refers to DVC domain accounts which are used for accessing your computer, email, personal and shared network directories, DVC/district Intranets, print services, website development, network applications, VPN access, etc. The account consists of a username and password and is typically used when starting up a DVC computer. Protection from unauthorized access to computer and network resources is not only critical in safeguarding individual information, but the information of other users, too. This account is separate from Datatel, WebAdvisor and WebCT.~~

~~Policy~~

~~When a DVC domain account is created, users are given a temporary password. When first accessing this account, individuals must change their password immediately. To ensure that a password is strong and protected on an ongoing basis when it is changed, users will be required to adhere to the following password guidelines:~~

- ~~length must be at least seven characters (up to maximum of fifty-six characters)~~
- ~~cannot contain all or part of account user name~~
- ~~must contain characters from three of the four categories:~~
 - ~~English uppercase characters (A through Z)~~
 - ~~English lowercase characters (a through z)~~
 - ~~Base 10 digits (0 through 9)~~
 - ~~Non-alphanumeric characters (for example, !, \$, #, %)~~
- ~~change password every 365 days~~
- ~~not allowed to re-use the same password~~

~~Passwords should be changed every three months or so. However, at a minimum, they must be changed every year. Passwords should be kept private and protected. For example, do not leave your password written on a post-it note by your computer and do not share it with others (e.g., students, co-workers, etc.).~~

~~For assistance in changing or resetting your password, contact the DVC help desk at x2245 or helpdesk@dvc.edu.~~

~~For more information, go to <http://www.dvc.edu/helpdesk>
[top](#)~~

Compliance/References:

~~Board Policy 5030~~

~~Business Procedure 10.06~~

Approval History:

~~ADOPTION: May 17, 2004~~

~~REVISED: April 24, 2006~~

~~REVISED: January 25, 2010~~

Propose to delete

Include in procedure 6001.01

Staff Use of Facilities

Use of facilities falls into two major categories:

Staff Meetings or Activities

~~Primarily involve college and district staff which include but are not limited to:~~

- ~~• Division/department meetings~~
- ~~• Employee interviews~~
- ~~• Staff workshops and lecture series~~
- ~~• Committee meetings~~

Co-sponsored Events

~~Include both college staff and outside groups and must meet one of the following criteria:~~

- ~~• Event directly relates to the colleges instructional, student services or administrative programs and DVC's students are involved in or directly benefit from the activity.~~
- ~~• A staff member is actively involved in community or civic organizations with rotational site obligations.~~

~~The staff co-sponsor must make the reservation and be in attendance for the entirety of the event or activity. Applications must be made to maintenance and operations in accordance with their process and no event may be announced or advertised until it has been approved.~~

~~For co-sponsored events the college will waive only the rental fee. Any incremental labor costs and materials for setup, cleanup and/or security may be billed to the outside organization.~~

~~All facility use is subject to all special requirements and conditions as detailed in Business procedure 6.04 which must be read prior to occupancy. (maybe move this to the bottom)~~

Compliance/References:

~~Board Policy 6001~~

~~Business Procedure 6.03, 6.04~~

Approval History:

~~ADOPTION: May 17, 2004~~

~~REVISED: September 14, 2009~~

[top](#)

~~COMMUNITY CONFERENCE ROOM –~~

~~USE AND SCHEDULING~~

~~Include in procedure 6001.01~~

~~Use and scheduling of College-wide rooms
Community Conference Room and Diablo Room–~~

~~Reservations are handled through the Maintenance and Operations Department in accordance with their procedure and timeline below:~~

~~The highest priority events may make reservations up to a year in advance.~~

- ~~• President's meetings with community groups~~
- ~~• President's meetings with local principals~~

~~College affiliated professional groups designated as staff co-sponsored use~~

~~The second priority events may make reservations up to a semester in advance.~~

- ~~• President's meetings with staff~~
- ~~• Advisory committees~~
- ~~• Division or department meetings with local educational affiliates~~

~~All other entities may make reservations up to three months in advance.~~

~~No dances or concerts will be scheduled in the, and performing groups will not be allowed to use the room for changing, etc.~~

~~No classes will be scheduled in these Rooms unless permitted by the President.~~

~~If the facility is needed for a large event and a previously scheduled smaller event can be accommodated in an alternative location, Maintenance and Operations reserves the right to relocate the previously scheduled smaller event.~~

~~Events that could potentially cause damage, as determined by Maintenance and Operations, will not be permitted.~~

Compliance/References:

Board Policy 6001

Approval History:

ADOPTION: May 17, 2004

COLLEGE GOVERNANCE COMMITTEE

BUDGET COMMITTEE

Adopted: September 14, 2009

Revised: September 20, 2010

Introduction:

The college established a Budget Committee to ensure a representative body of the college community is educated regarding all aspects of the college budget and actively participates in recommending resource allocations. This body is responsible to ensure resource allocation follows established budget process, which aligns resource allocation with institutional planning and ensures transparency, financial stability and integrity.

Charge/Function:

- ~~• Develop an annual plan for resource allocation. The plan will be guided by the Integration Council's priorities for the use of fiscal resources based on their evaluation of college program reviews, college-wide plans, District/State mandates, as well as the overarching principles within the College's Strategic Plan, Statement of Values and Mission Statement.~~
- ~~• Educate the college community about the budget and budget allocation process and communicate the results of the annual prioritization and allocation process.~~

The Budget Committee will maintain detailed and timely knowledge of all aspects of the college budget, provide fiscal oversight, and make timely resource recommendations in a manner that ensures fiscal prudence and long term financial stability. Resource allocation will be tied to the mission and institutional goals by ensuring institutional planning, which sets institutional priorities, is integrated into the budget allocation process.

During the first meeting of each fall semester the committee will review the charge and function of the committee and ensure a comprehensive and uniform understanding of the functions, timeline and terminology.

The Budget Committee Process will include the following functions:

- Establish and maintain a budget process timeline
- Review State, District, and college budget information on a timely and detailed basis
- Conduct broad review of all funding available to the college including restricted budgets
- Review district/college fiscal metrics such as 50% law and Faculty Obligation Number (FON) data
- Develop realistic multi-year budget projections
- Ensure priorities as a result of college planning efforts are linked to resource allocation in accordance with best practices and accreditation requirements
- Review college resource priorities as developed through program review and institutional plans
- Differentiate between one time and ongoing resources requests and identify funding as one-time or ongoing
- May recommend alternate funding solutions, such as categorical funding, based on broad comprehensive knowledge of college needs and resources
- Will coordinate with the College Foundation
- Make resource allocation recommendations to College Council in accordance with budget process and timeline

- Update College Council on pertinent budget information to ensure an understanding of the college budget situation
- Communicate, through its members, with the college community on fiscal issues, the committees work and recommendations
- Solicit and encourages feedback
- Advocate for equitable funding within the district
- Annually evaluate and, if appropriate, revises budget process and timeline

Timeline (subject to review by Research and Planning):

The Budget committee will review plans and budget information as it becomes available on an ongoing basis.

January – Governors January Budget released

March – District provides college with Tentative Budget allocation

By March 31 – College wide plans received for review

By March 31 – Program review request prioritization received for review

By Mid-April – Tentative Budget Submitted

By April 30 – Categorical Committees identify which prioritized program review and permanent staff meet criteria of funding source

By May 15 – Budget committee has reviewed all program review requests, prioritized plans, estimated available resources, and presents preliminary recommendation

July 31 – District provides college with Final Budget allocation, including estimated ending balances

July 31 – Approved preliminary recommendations included in Final Budget

By Mid-August – Budget committee recommends final allocations with estimated ending balances.

By August 31 President sends out approved funding email

By August 31 – Approved funding distributed

October – Review process, solicit feedback and recommend potential changes

*Off cycle requests (non-operational) which could not be planned for during the normal cycle may be approved by the College President

Meeting Times/Days: ~~Once a semester (more frequently as needed) and are listed on the campus meeting calendar linked to the DVC homepage.~~
Once per month (minimum) during fall and spring academic semesters. More frequently during budget development.

Reporting Status: College Council

Co-Chair Structure: Co-chairs, Vice President of Business and Administrative Services and one co-chair who will be selected by the committee.

Membership:

~~2 members from Instructional Program Review Area~~

~~2 members from the Student Services Program Review Area~~

~~2 members from the Administrative Program Review Area~~

~~1 Vice President of Finance & Administration~~

~~1 Faculty Senate Representative~~

- 1 Classified Senate Representative
- 2 ASDVC Representatives
- 1 Administration Representative

- 1 Vice President of Business and Administrative Services (co-chair)
- 3 Academic Senate representatives
- 3 Classified Senate Representatives
- 2 Management Representatives
- 1 Fiscal Services Manager
- 2 ASDVC Representatives

(For the six program review functional area representatives, there will not be more than three from the same constituent group)

Note:

- There will be a requirement that at least one of the representatives from classified, faculty, or management is from San Ramon Valley Center, on a rotating basis.
- Budget Committee will invite experts as appropriate e.g. SSEC, Program Review Committee
- Instruction and Student Services should be equally represented

Term of Membership: Three years - may be re-appointed for one additional term

Appointment Dates and Terms of Office

For the six program review functional area representatives, there will not be more than three from the same constituent group.

COMMITTEE MEMBER		Date Appointed	Term Ends
Vice President of Finance & Administration	Chris Leivas	October 2009	••
Faculty Senate Rep	John Hanecak +	October 2009	May 2014
Classified Senate Rep	Teresa Towers	September 2012	May 2015
ASDVC Representative	Erwin Wirawan	October 2013	May 2014
ASDVC Representative	Felicia Navia	October 2013	May 2014
Administration Rep	Michael Almaguer Co-Chair	August 2011	May 2014
Instructional Program Review Area Rep	Ray Goralka, +	October 2009	May 2015
Instructional Program Review Area Rep	Katrina Keating	September 2012	May 2015

The data in the Local Vision Goals on NOVA is taken from the Student Success Metrics (SSM) on the Launchboard. However, when the SSM metrics are updated, there may be a slight (less than 24 hours) lag before the NOVA numbers are updated.

Local Vision Goals Summary Produced: Apr 8, 2019, 4:55 PM UTC Rebecca Opsata

Diablo Valley College

Contacts

Lead Contact

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Additional Contact

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Certifying Contacts

Not Complete

Goal 1: Completion

Systemwide Goal

Increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.

Goal 1A: Increase All Students Who Earned an Associate Degree (including ADTs)

Diablo Valley College will increase among all students, the number who earned an associate degree or associate degree for transfer in the selected or subsequent year from:

# in 2016-17	Expected # in 2021-22	% Increase
1,508	1,810	20%

Goal 1B: Increase All Students Who Earned a Chancellor's Office Approved Certificate

Diablo Valley College will increase among all students, the number who earned a Chancellor's Office approved certificate in the selected or subsequent year from:

# in 2016-17	Expected # in 2021-22	% Increase
891	1,073	20%

Goal 1C: Increase All Students Who Attained the Vision Goal Completion Definition

Diablo Valley College will increase among all students, the number of students who earned various types of awards and the number of students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year from:

# in 2016-17	Expected # in 2021-22	% Increase
1,962		0%

Goal 2: Transfer

Systemwide Goal

Increase by at least 35% the number of CCC students system-wide transferring annually to a UC or CSU

Goal 2A: Increase All Students Who Earned an Associate Degree for Transfer

Diablo Valley College will increase among all students, the number who earned an associate degree for transfer in the selected or subsequent year from:

# in 2016-17	Expected # in 2021-22	% Increase
806	1,088	35%

Goal 2B: Increase All Students Who Transferred to a CSU or UC Institution

Diablo Valley College will increase among all students, the number who transferred to a four-year institution from:

# in 2016-17	Expected # in 2021-22	% Increase
1,962		0%

Goal 3: Unit Accumulation**Systemwide Goal**

Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units to 79 total units, a decrease of 9%.

Goal 3A: Decrease Average Number of Units Accumulated by All Associate Degree Earners

Diablo Valley College will decrease among all students who earned an associate degree in the selected year, the average number of units earned in the California community college system among students who had taken at least 60 units at the college from:

# in 2016-17	Expected # in 2021-22	% Decrease
85	73	14%

Goal 4: Workforce**Systemwide Goal**

Increase the percent of exiting students who report being employed in their field of study, from the most recent statewide average of 69% to 76%, an increase of 9%.

Goal 4A: Increase Median Annual Earnings of All Students

Diablo Valley College will increase among all students who did not transfer to a four-year institution, sum of median earnings for the four quarters immediately following academic year of exit from:

\$ per year in 2016-17	Expected \$ per year in 2021-22	% Increase
\$32,550		0%

Goal 4B: Increase All Students Who Attained the Living Wage

Diablo Valley College will increase among all students who exited college and did not transfer to four-year institution, the proportion who attained the regional living wage for a single adult measured immediately following academic year of exit from:

% in 2016-17	Expected % in 2021-22	% Increase
37%		0%

Goal 4C: Increase All Students with a Job Closely Related to Their Field of Study

Diablo Valley College will increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported that they are working in a job very closely or closely related to their field of study from:

% in 2016-17	Expected % in 2021-22	% Increase
73%	76%	4%

Goal 5: Equity

Systemwide Goal

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing those achievement gaps for good within 10 years.

Disproportionately Impacted (DI) Student Groups

Which groups of students at your college have been identified as disproportionately impacted according to the point gap methodology? (Check all that apply)

Age Group

19 or less

- 20 to 24
- 25 to 29
- 30 to 34
- 35 to 39
- 40 to 54
- 55 and older

Ethnicity

- American Indian/Alaska Native
- Asian
- Black or African American
- Filipino
- Hispanic
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White

Gender

- Male
- Female

Pell Grant

- Pell Grant Recipient
- Not Pell Grant Recipient

College Promise Grant

- Promise Grant (BOG Waiver) Recipient
- Not Promise Grant (BOG Waiver) Recipient

Economically Disadvantaged

- Economically Disadvantaged
- Not Economically Disadvantaged

LGBT

- LGBT
- Not LGBT

First Generation

- First Generation
- Not First Generation

Foster Youth

- Foster Youth
 Not Foster Youth

Disabled

- Disabled
 Not Disabled

Veteran

- Veteran
 Not Veteran

Goal 5.1A: Increase All Students Who Earned an Associate Degree (including ADTs)

Diablo Valley College will increase the All Students Who Earned an Associate Degree (including ADTs) from 1,508 in 2016-17 to 1,810 in 2021-22.

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Ethnicity: Black or African American	73	91	25%
Pell Grant: Pell Grant Recipient	531	665	25%
Economically Disadvantaged: Economically Disadvantaged	885	1,110	25%
First Generation: First Generation	475	595	25%
Disabled: Disabled	135	169	25%
Ethnicity: American Indian/Alaska Native			0%
Foster Youth: Foster Youth			0%
Ethnicity: American Indian/Alaska Native			0%
Foster Youth: Foster Youth			0%

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Ethnicity: American Indian/Alaska Native			0%
Foster Youth: Foster Youth			0%
Ethnicity: American Indian/Alaska Native			0%
Foster Youth: Foster Youth			0%

Goal 5.1B: Increase All Students Who Earned a Chancellor's Office Approved Certificate

Diablo Valley College will increase the All Students Who Earned a Chancellor's Office Approved Certificate from 891 in 2016-17 to 1,073 in 2021-22.

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Ethnicity: Black or African American	24	30	25%
Pell Grant: Pell Grant Recipient	250	313	25%
Economically Disadvantaged: Economically Disadvantaged	491	615	25%
First Generation: First Generation	217	272	25%
Disabled: Disabled	80	100	25%
Ethnicity: American Indian/Alaska Native			0%
Foster Youth: Foster Youth			0%
Ethnicity: American Indian/Alaska Native			0%
Foster Youth: Foster Youth			0%
Ethnicity: American Indian/Alaska Native			0%

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Foster Youth: Foster Youth			0%
Ethnicity: American Indian/Alaska Native			0%
Foster Youth: Foster Youth			0%

Goal 5.2A: Increase All Students Who Earned an Associate Degree for Transfer

Diablo Valley College will increase the All Students Who Earned an Associate Degree for Transfer from 806 in 2016-17 to 1,088 in 2021-22.

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Ethnicity: Black or African American	30	42	40%
Pell Grant: Pell Grant Recipient	258	362	40%
Economically Disadvantaged: Economically Disadvantaged	451	632	40%
First Generation: First Generation	241	338	40%
Disabled: Disabled	60	84	40%
Ethnicity: American Indian/Alaska Native			0%
Foster Youth: Foster Youth			0%
Ethnicity: American Indian/Alaska Native			0%
Foster Youth: Foster Youth			0%
Ethnicity: American Indian/Alaska Native			0%
Foster Youth: Foster Youth			0%

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Ethnicity: American Indian/Alaska Native			0%
Foster Youth: Foster Youth			0%

Goal 5.3A: Decrease Average Number of Units Accumulated by All Associate Degree Earners

Diablo Valley College will decrease the Average Number of Units Accumulated by All Associate Degree Earners from 84.98 in 2016-17 to 73 in 2021-22.

DI Student Group	# in 2016-17	Expected # in 2021-22	% Decrease
Ethnicity: Black or African American	83	70	16%
Pell Grant: Pell Grant Recipient	89	75	16%
Economically Disadvantaged: Economically Disadvantaged	87	73	16%
First Generation: First Generation	86	72	16%
Foster Youth: Foster Youth	95	80	16%
Disabled: Disabled	92	78	15%
Ethnicity: American Indian/Alaska Native			0%
Ethnicity: American Indian/Alaska Native			0%
Ethnicity: American Indian/Alaska Native			0%
Ethnicity: American Indian/Alaska Native			0%

Goal 5.4C: Increase All Students with a Job Closely Related to Their Field of Study

Diablo Valley College will increase the All Students with a Job Closely Related to Their Field of Study from 73% in 2016-17 to 76% in 2021-22.

DI Student Group	% in 2016-17	Expected % in 2021-22	% Increase
Ethnicity: Black or African American	75%	80%	7%
Pell Grant: Pell Grant Recipient	66%	70%	6%
Economically Disadvantaged: Economically Disadvantaged	74%	79%	7%
First Generation: First Generation	73%	78%	7%
Ethnicity: American Indian/Alaska Native			0%
Foster Youth: Foster Youth			0%
Disabled: Disabled			0%
Ethnicity: American Indian/Alaska Native			0%
Foster Youth: Foster Youth			0%
Disabled: Disabled			0%
Ethnicity: American Indian/Alaska Native			0%
Foster Youth: Foster Youth			0%
Disabled: Disabled			0%
Ethnicity: American Indian/Alaska Native			0%
Foster Youth: Foster Youth			0%
Disabled: Disabled			0%

Additional Metrics

No additional metrics have been added.



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2018 Annual Report REVIEW

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

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Rebecca Opsata
3.	Phone number of person preparing report:	925-969-2724
4.	E-mail of person preparing report:	bopsata@dvc.edu
5.	Total unduplicated headcount enrollment:	Fall 2017: 20,067 Fall 2016: 19,729 Fall 2015: 20,050
6.	Total unduplicated headcount enrollment in degree applicable credit courses:	Fall 2017: 19,606 Fall 2016: 19,244 Fall 2015: 19,523
7.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements):	Fall 2017: 1,702 Fall 2016: 1,736 Fall 2015: 1,882
8.	Number of programs which may be fully completed via distance education:	Fall 2017: 44 Fall 2016: 44 Fall 2015: 44
9.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2017: 4,841 Fall 2016: 3,963 Fall 2015: 3,902
10.	Do you offer Correspondence Education?	No
11.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2017: n/a Fall 2016: n/a Fall 2015: n/a

Student Achievement Data

#	Question	Answer				
12.	a. What is your Institution-set standard for successful student course completion?	2017 72 %	2016 72 %	2015 72 %		
	b. Actual successful course completion rate:	75.6 %	74.5 %	74.5 %		
13.	a. Type of Institute-set standard for degrees If Number-other or Percent-other, please describe:	Number of degrees				
	b. What is your Institution-set standard for degrees?	2017 573	2016 573	2015 573		
	c. Actual degrees awarded:	1,463	1,470	1,163		
14.	a. Type of Institute-set standard for certificates If Number-other or Percent-other, please describe:	Number of certificates				
	b. What is your Institution-set standard for certificates?	2017 561	2016 561	2015 561		
	c. Actual certificates awarded:	1,041	945	964		
15.	a. Type of Institute-set standard for student transfers to a 4-year colleges/universities If Number-other or Percent-other, please describe:	Number of transfers				
	b. What is your Institution-set standard for student transfers to 4-year colleges/universities?	2017 1,674	2016 1,674	2015 1,674		
	c. Actual student transfers to 4-year colleges/universities:	2,434	2,291	2,271		
16.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	2017: 2 2016: 2 2015: 2				
17.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	2017: 152 2016: 133 2015: 140				
18.	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:					
	Program	Examination	Institution set standard (%)	2016 Pass Rate (%)	2015 Pass Rate (%)	2014 Pass Rate (%)
	Dental Hygiene	national	69.12 %	100 %	100 %	100 %
Dental Assisting	national	69.12 %	75 %	81.25 %	100 %	
19.	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:					

Program	Institution set standard (%)	2016 Job Placement Rate (%)	2015 Job Placement Rate (%)	2014 Job Placement Rate (%)
Accounting	69.12 %	65.38 %	68.75 %	62.5 %
Addiction Counseling	69.12 %	84.85 %	63.33 %	73.68 %
Administration of Justice	69.12 %	82.98 %	78.21 %	75.73 %
Apprenticeship Plumbing	69.12 %	100 %	100 %	100 %
Architecture	69.12 %	50 %	63.64 %	40.91 %
Art Digital Media	69.12 %	63.64 %	69.23 %	61.29 %
Business	69.12 %	70.15 %	70.61 %	67.61 %
Computer Information Systems	69.12 %	76.92 %	82.35 %	61.54 %
Computer Science	69.12 %	67.89 %	63.24 %	52.89 %
Computer Technical Support	69.12 %	78.95 %	81.8 %	53.3 %
Construction Management	69.12 %	87.5 %	83.3 %	77.27 %
Culinary Arts	69.12 %	82 %	82.93 %	82.86 %
Dental Assisting	69.12 %	90.63 %	87.5 %	100 %
Dental Hygiene	69.12 %	85.74 %	100 %	86.36 %
Early Childhood Education	69.12 %	76.03 %	71.43 %	67 %
Electricity/Electronics Technology	69.12 %	88.57 %	80 %	80 %
Fitness Instruction/Personal Training	69.12 %	66.67 %	86.7 %	68.4 %
Geographic Information Systems	69.12 %	90 %	77.78 %	85.71 %
Horticulture	69.12 %	77.78 %	81.81 %	50 %
Music Industry Studies	69.12 %	80.65 %	81.48 %	54.55 %
Real Estate	69.12 %	88.59 %	63.75 %	68.75 %

Student Learning Outcomes and Assessment

#	Question	Answer		
20.	Courses	2017	2016	2015
	a. Total number of college courses:	982	1,092	1,294
	b. Number of college courses with ongoing assessment of learning outcomes:	982	1,092	1,294
21.	Programs	2017	2016	2015
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	214	209	188
	b. Number of college programs with ongoing assessment of learning outcomes:	214	189	188
22.	Student Services and Learning Support	2017	2016	2015
	a. Total number of student services and learning support activities (as college has identified or grouped them for SSO/SAO implementation):	17	17	14
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	17	17	14

Other Information

23.	Please use this text box to provide any comments regarding the data submitted in this report (optional, no
-----	--

limit).

In January 2018, the college adopted a new Educational Master Plan. Since then, the college has begun conversations in its planning bodies to revise the institution set standards for course completion, degrees, certificates, and transfers to line up with the goals articulated in that plan. Revisions to the institution set standards are expected to be completed by the end of fall 2018.

Go To Question #:

The Annual Report must be certified as complete and accurate by the CEO (Ms. Susan Lamb). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

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Annual Fiscal Report
Reporting Year: 2016-2017
REVIEW

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

General Information

2.	Confirm or enter the name of the District/System or Corporate/Parent Organization:	Contra Costa Community College District
3.	a. Name of College Chief Business Officer (CBO)	John Nahlen
	b. Title of College CBO	Vice President of Business Services
	c. Phone number of College CBO	925-969-2018
	d. E-mail of College CBO	jnahlen@dvc.edu
	e. Name of District/System/Parent Company CBO	Jonah Nicholas
	f. Title of District/System/Parent Company CBO	Associate Vice Chancellor/CFO
	g. Phone Number of District/System/Parent Company CBO	925-229-6944
	h. E-mail of District/System/Parent Company CBO	jnicholas@4cd.edu

DISTRICT/SYSTEM DATA (including single college organizations)

Stability of Revenue

		FY 16/17	FY 15/16	FY 14/15
4.	a. Annual General Fund revenues from all sources (Operating Revenues, CCC Fund 10)	\$ 247,695,431	\$ 247,397,837	\$ 209,489,811
	b. Revenue from other sources (non-general fund)	\$ 145,082,928	\$ 121,148,081	\$ 237,431,180
5.	Net Beginning Balance (Using same fund as included in question 4)	\$ 41,972,062	\$ 32,382,424	\$ 35,576,449

Expenditures/Transfer

		FY 16/17	FY 15/16	FY 14/15
6.	Total annual general fund expenditures (Operating Expenditures matching the same fund as included in question 4)	\$ 252,644,651	\$ 237,808,199	\$ 212,683,836
	b. Salaries and benefits (General Fund)	\$ 199,469,915	\$ 185,334,831	\$ 168,982,154
	c. Other expenditures/outgo (difference between 6a and 6b)	\$ 53,174,736	\$ 52,473,368	\$ 43,701,682

Liabilities

		FY 16/17	FY 15/16	FY 14/15
7.	Did the institution borrow funds for cash flow purposes?	No	No	No
8.	Total Local Borrowing			
	a. Short Term Borrowing (TRANS, etc)	\$ 0	\$ 0	\$ 0
	b. Long Term Borrowing (COPs, Capital Leases, other long term borrowing):	\$ 0	\$ 0	\$ 0

		FY 16/17	FY 15/16	FY 14/15
9.	a. Did the institution issue long-term debt instruments during the fiscal year noted?	No	No	No
	b. What type(s)			
	c. Total amount	\$ 0	\$ 0	\$ 0
10.		FY 16/17	FY 15/16	FY 14/15
	Debt Service Payments (General Fund/Operations)	\$ 0	\$ 0	\$ 0

Other Post Employment

		FY 16/17	FY 15/16	FY 14/15
11.	a. Actuarial Accrued Liability (AAL) for OPEB:	\$ 238,610,660	\$ 221,603,131	\$ 221,603,131
	b. Unfunded Actuarial Accrued Liability (UAAL) for OPEB:	\$ 142,773,189	\$ 152,371,132	\$ 152,371,132
	c. Funded Ratio (Actuarial Value of plan Assets/AAL)	40 %	31 %	31 %
	d. UAAL as Percentage of Covered Payroll	138 %	192 %	192 %
	e. Annual Required Contribution (ARC)	\$ 16,903,162	\$ 17,198,348	\$ 17,198,348
	f. Amount of annual contribution to ARC	\$ 17,779,221	\$ 16,878,284	\$ 17,977,436
12.	Date of most recent OPEB Actuarial Report (mm/dd/yyyy):	06/30/2017		
13.	a. Has an irrevocable trust been established for OPEB liabilities?	Yes		
		FY 16/17	FY 15/16	FY 14/15
	b. Deposit into Irrevocable OPEB Reserve/Trust	\$ 5,700,200	\$ 5,700,200	\$ 6,860,000
	c. Deposit into non-irrevocable Reserve specifically for OPEB	\$ 7,382,639	\$ 12,832,456	\$ 7,217,628

Cash Position

		FY 16/17	FY 15/16	FY 14/15
14.	Cash Balance (Unencumbered cash): Unrestricted General Fund	\$ 49,834,095	\$ 36,984,724	\$ 30,810,150
15.		FY 16/17	FY 15/16	FY 14/15
	Does the institution prepare cash flow projections during the year?	Yes	Yes	Yes

Annual Audit Information

		FY 16/17	FY 15/16	FY 14/15
16.	Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions:	3/1/2018	2/27/2017	3/16/2016
	NOTE: As a general rule, institutions will submit their audited financial statements to ACCJC no later than six months following the close of the fiscal year. A multi-college district may submit a single district audit report on behalf of all colleges in the district.			
17.	Summarize Material Weaknesses and Significant Deficiencies from annual audit report (enter n/a if not applicable):			
	FY 16/17	N/A		
	FY 15/16	N/A		
	FY 14/15	N/A		

Other Information

		FY 16/17	FY 15/16	FY 14/15
18.	a. Budgeted Full Time Equivalent Students (FTES) (Annual Target):	31,418	31,117	31,117
	b. Actual Full Time Equivalent Students (FTES):	26,516	32,807	26,850
	c. Funded FTES:	31,889	32,807	31,249
19.	Report the % of total tuition/fees received from federal financial aid programs (Title IV, HEA), if applicable:	N/A	N/A	N/A
20.	a. During the reporting period, did the institution settle any contracts with employee bargaining units?	Yes		
	b. Did any negotiations remain open?	No		
	c. Describe significant fiscal impacts:	<div style="border: 1px solid black; padding: 5px;"> <p>The District provided a total of \$799,000.00 in one-time funds to all bargaining groups in FY 2016-17. These were one-time funds and not a significant fiscal impact on the District's operations.</p> </div>		
21.	a. College Data: Federal Financial Aid programs in which the College participates (check all that apply):	<p>Pell FSEOG FWS DIRECT PLUS</p>		
	b. Changes in Federal Financial Aid Program Participation: Programs that have been DELETED: <input type="text"/> Programs that have been ADDED: <input type="text"/>			
22.	College Data: USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	Cohort Year 14/15 11 %	Cohort Year 13/14 13 %	Cohort Year 12/13 11 %
23.	College Data: Were there any executive or senior administration leadership changes at the institution during the fiscal year?	Yes		
	Please describe the leadership change(s)	<div style="border: 1px solid black; padding: 5px;"> <p>Outgoing president Ted Wieden on 12/31/17 New president as of 1/1/18 Susan Lamb</p> </div>		

Go To Question #: 2 REVIEW/EDIT

The Annual Fiscal Report must be certified as complete and accurate by the CEO (Ms. Susan Lamb). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Fiscal Report.

Send e-mail Notification to CEO to certify report

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Data Coaching Program Plan

Prepared by the Research, Planning, and Evaluation Committee

April 2019

Goals of Data Coaching Program

The Data Coaching Program aims to build the research and data capacity of the College by providing intensive training to faculty, staff, and managers. As articulated in the college's *Educational Master Plan*, we have the goals of being an institution that makes data-driven decisions and of having culture of learning and continuous improvement. The Data Coaching Program will assist in our efforts to meet these goals. Since this is a new program, during the 2019-2020 academic year the participants will help define and refine the program goals.

How the Data Coaching Program Will Work

Coaches will apply to join the program. The goal is to have a wide diversity of roles represented, to facilitate conversations around the entire campus. Coaches can be faculty, staff, or managers. Faculty and staff who are coaches will receive stipends for their participation, if it outside of their regular work contracts.

Coaches will serve as a point of contact for their unit to help with pulling data from existing sources, interpreting that data, incorporating it into planning (including program review), and developing strategies for interventions that will improve student success.

Coaches will serve for one year. In the second year of the program, a new set of coaches will be trained to continuously expand expertise around campus.

Training Program

Coaches will be required to attend a 2-day training program that will be immediately before Flex in the fall. The training will include:

- Day 1
 - Purpose of the program: Building data literacy
 - Vocabulary of DVC data
 - How to identify bad vs good data
 - Data resources available
 - Case studies – Program Review Data
 - Start with Program Review for familiarity and understanding
 - What pieces of data are in program reviews and how do you know if they are right?

- Looking a few different divisions, see if there are scenarios that justify the addition of faculty, addition of supplemental instruction, or the addition of a tutoring program. Review one program review as a group and discuss.
 - Review program reviews from their home divisions, do a gap analysis and discuss.
- Day 2
 - Existing data resources – What are their purposes? Work through some case studies to illustrate each type of data set. Discuss how these other data sets can be used to improve planning.
 - SQL – Include how to structure a query
 - CCC Data Dashboard (Student Success Metrics)
 - Tableau
 - Other Resources
 - Connecting with your units and supporting their needs
 - Who are they?
 - What do they need beyond program review? (For example, people might need labor market data to complete a CE grant.)
 - How do you guide without doing the work?
 - How do you advertise and promote your services?

Expectations of Coaches

1. Attend mandatory 2 day training.
2. Attend one additional mandatory, 2 hour training each semester.
3. Participate in monthly check-ins with Head Coach.
4. Stay updated about materials available on the Data Coaching Canvas Site.
5. Stay updated on the cycle of funding opportunities and associated research needs. Share information about these opportunities with others.
6. At the beginning of each semester, communicate to their Unit, Division or Departments the services they provide. Include the timeline for Program Review, grant opportunities and other time sensitive uses of data.
7. Be available to your constituents, as they need you.
8. Have at least four outreach meetings with your constituents per term.
9. Throughout the year, track your activities and contacts with your constituents. Share this with the Head Coach during your monthly check-ins.
10. Provide feedback and recommendations on improvements for the Data Coaching Program for future cohorts.

Schedule for Recruiting Coaches

- Where do we recruit? Academic Senate, Classified Senate, Deans and Chairs, Email
- How many do we need? 10-12
- Stipend/OAS of \$1,000 per coach

Timeline

Announcement and Recruitment 5/1 - 5/25
Application Review 5/25-6/15
Initial Training 8/19-8/20

Head Coaching Team – responsibilities

The Head Coaches will be the facilitators of the project. They will be paid a stipend of \$1,500.00 to complete the following tasks:

- Consistent communication created and stored on Canvas with timeline for release
- Create survey for end user
- Create survey for Coaches – what worked, didn't work
- Create an ongoing list of contacts and projects
- Create a "ticketing" system for help.
- Distribute coaches to campus (who goes where)
- Use the information gathered to inform RPEC and update procedures
- Prepare and teach the trainings

Tentative Year One Budget

12 Data Coaches Stipends	\$12,000
2 Head Coaches Stipends	\$3,000
Food/Supplies	<u>\$1,000</u>
Year 1 total	\$16,000

**DIABLO VALLEY COLLEGE
COLLEGE COUNCIL GOVERNANCE
STUDENT EQUITY AND SUCCESS COMMITTEE**

PURPOSE

The Student Equity and Success Committee (SES) advances the vision and goals of the 2018-23 Educational Master Plan (EMP) and the newly adopted 2018 Institutional Learning Outcomes (ILOs). Moreover, the SES Committee integrates objectives and efforts of college plans that influence the conditions for equity and student success. Integrating plans helps to ensure goals are shared and that the activities of the college are regularly evaluated and focused on achieving those goals. It is for these reasons the SES Committee exists in conjunction with the college wide governance committees; Budget Committee, Research, Planning and Evaluation Committee, and Program Review Committee. The SES Committee work in collaboration with the Academic Senate on all academic and professional matters.

CHARGE AND FUNCTION

The Student Equity and Success Committee monitors, evaluates and advances the institutional level progress on achieving the Educational Master Plan outcomes for equitable student success. The committee supports the college's efforts to improve equitable student success. It also makes recommendations on how to improve the student experience, college-wide and community outcomes, providing a holistic framework to understand and improve the conditions impacting student success.

- SES Committee facilitates institutional progress in reducing the equity gap by promoting inclusion, engagement and student success.
- SES Committee, aligns college initiatives that promote increasing student success.
- SES Committee facilitates institutional collaboration and alignment in the implementation of the DVC Guided Pathways Plan.
- SES Committee develops the DVC Student Equity Plan per California Title 5 (§ 54220) for the college.
- SES Committee facilitates department collaboration in the implementation Educational Code, Section 78222, Student Equity and Achievement Program at DVC.
- SES Committee develops in conjunction with the College Council, Program Review Committee and Research, Planning and Evaluation Committee, and Academic Senate, the goals and metrics of Student Equity and Achievement Program on student equity and success.
- SES Committee recommends to College Council the goals and metrics on student equity and success for the Student Equity and Achievement Program. (College Council makes the final recommendation on all college goals.)
- SES Committee, in partnership with the Budget Committee, provides budget oversight of Student Equity and Achievement Program funds.
- SES Committee reports to College Council the application process for college wide distribution of funds within approved categories and the ongoing distribution of those funds as approved in the Integrated Plan.
- SES Committee works collaboratively in conjunction with the Academic Senate on all academic and professional matters.

Reporting Structure

Reports to College Council

MEMBERSHIP

Co-Chairs from Membership Appointments

- 1 appointed by Academic Senate
- 1 appointed by Classified Senate
- 1 appointed by Management

Committee Membership: Expertise of membership listed below.

Classified

3 Classified from the following service areas: Student Life, Math, English, Career Education, Outreach, Research

Faculty

- 1 Faculty from English, Current Lead of Developmental Education
- 1 Faculty from Math, Current Lead of Developmental Education
- 1 Faculty, Current Lead of Equity
- 1 Faculty from Counseling

Managers

- 1 Manager from Matriculation, 3SP
- 1 Vice President of Student Services
- 1 Manager from Current Learning Community/Equity
- 1 Dean from Instruction

Students

3 Students

One position filled by an SRC representative.

Stages of the Student Experience and Committee Membership Expertise

CONNECT	ENTRY	THROUGH	OUT
Outreach	English Math Counseling/DSS EOPS Special Student Populations Welcome Services Student Engagement Matriculation Compliance	Instruction Tutoring Learning Communities CARE Student Life	Transfer Career Education/ Workforce Development