Standard II for Vetting

Instructional Programs

Standard II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The instructional programs at Diablo Valley College are offered in fields of study that are consistent with its mission statement: “We inspire, educate, and empower students to transform their lives and their communities. We guide students to achieve their goals by awarding degrees and certificates, preparing them for transfer to four-year colleges and universities, facilitating entrance to and advancement in careers, and fostering personal growth” (IIA1-1).

All instructional programs that lead to a certificate or degree are required to complete a systematic assessment of outcomes and program review. Student retention learning communities such as Puente and Umoja, as well as broad College wide offerings such as distance education and community education, establish learning outcomes and complete the program review process. These programs are subject to assessment and evaluation and aspects of these programs are included in instructional program reviews or stand-alone reviews.

Diablo Valley College offers a wide variety of instructional programs in general education and career education disciplines that are consistent with its mission and culminate in identified program learning outcomes (PLOs). Course and program development and revision are the purview of the faculty. All degree and certificate programs have PLOs and are assessed on a three-year cycle established by the Academic Senate Student Learning Outcome Assessment Committee (SLOAC) (IIA1-2). PLOs are published in the College Catalog (IIA1-3). The results of the assessment are recorded in the WebSLOs 4.0 system, a locally-developed tracking and accountability database, at the end of the assessment year. The SLOAC conducts an analysis of those assessments during the following fall term. Steady progress is being made in the use of program learning outcome assessments to inform program improvement efforts. Examples include changes to program learning outcomes, changes to program requirements, development of professional development activities, and provisions of instructional resources for faculty (IIA1-4).

The College updated its institutional learning outcomes (ILOs) in spring 2018 (IIA1-5 and IIA1-6). In order to measure student attainment of ILOs, as of spring 2019, with the assistance of the Student Learning Outcome Assessment Committee, faculty began an ongoing process to map courses to ILOs (IIA1-7). Student services began to map student services learning outcomes to ILOs in the fall of 2019. As a baseline for ongoing assessment of ILO mastery based on alignment to course and student services outcomes, in fall 2019, the Research, Planning and Evaluation Committee (RPEC) recommended that the March 2019 Community College Survey on Student Engagement data be used to evaluate student self-assessment of ILO mastery (IIA1-
8). A report from the RPEC on their findings was shared with the College in Spring 2020 (IIA1-9 evidence – flex activity from January, AS and CS presentations in February, and final acceptance of the report in early March by CC).

Effective with the 2019-2020 College Catalog, there are 53 general education degree programs, 18 general education certificate programs, 45 Career Education (CE) degree programs and 105 CE certificate programs available for students (IIA1-10). The College offers high-quality instructional programs on the Pleasant Hill and San Ramon campuses and through distance education. The College also participates in a regional consortium of colleges, the Northern California Study Abroad Consortium (NCSAC), offering study abroad programs in Great Britain, Spain, Italy, and France (IIA1-12).

Instructional programs result in degrees and/or certificates and are designed to lead to employment or transfer to other higher education institutions. Programs are systematically assessed using the instructional program review process. The comprehensive program review process is run on a four-year cycle in order to assure currency, improve teaching and learning strategies, and achieve stated program learning (outcomes HYPERLINK file:///C:\Users\lagostino971\Downloads\Evidence\IIA-11). Programs may participate in annual program reviews in order to address immediate concerns or needs (IIA1-11).

The Curriculum Committee is responsible for approving proposals for new instructional programs and revisions to current programs. The Student Learning Outcomes Assessment Committee sustains systematic assessment of each certificate and degree program to assure achievement of the stated learning outcomes. The program review process ensures that programs maintain currency and relevance, as well as generate plans for improvement.

In addition to credit coursework, the College offers not-for-credit, fee-based community education coursework. The community education program is comprised of College for Kids, a summer program serving elementary and middle school students, the Emeritus Program, which offers continuing education classes for older adults in a variety of subjects, and Community Education classes, designed to meet local needs, such as music performance, career education, and personal enrichment (IIA1-13). These programs are self-sustaining and participate in College wide program review.

Analysis and Evaluation
Instructional programs utilize course and program learning outcomes and assessment to ensure alignment with the College mission. Instructional programs are appropriate for higher education and satisfy student needs including pursuit of degrees, certificates, employment, or transfer.

Evidence II.A.1
IIA1-1 DVC Mission Statement
IIA1-2 DVC Procedure 1018.01, Student Learning Outcomes and Achievement
IIA1-3 Sample PLOs in Catalog

Standard II for vetting 2/24/20 page 2
IIA1-4  PLO Sample Assessment Results
IIA1-5  DVC Procedure 1018.02, Institutional Learning Outcomes
IIA1-6  College Council Minutes approving ILOs 2018-03-21
IIA1-7  Screenshot WebSLOs Mapped Courses
IIA1-8  RPEC Minutes 2019-10-23
IIA1-9  CCSSE Report January 2020
IIA1-10 Chart of Programs from 2019-20 Catalog
IIA1-11 DVC Procedure 1016.01, Program Review
IIA1-12 DVC Study Abroad (Screenshot)
IIA1-13 DVC Community Education (Screenshot)
Standard II.A.2. Faculty, including full and part time, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations.

In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard
Faculty, including full-time and part-time faculty, ensure that the content and methods of instruction, including online instruction, meet generally accepted academic and professional standards and expectations. Primary responsibility for these functions is assigned to the Curriculum Committee and the Student Learning Outcomes Assessment Committee, which are subcommittees of the Academic Senate.

Course outlines of record for all courses maintain currency, as required by regulation, through the process of technical review followed by Curriculum Committee review and approval, locally known as “Title 5 review.” Active courses are systematically reviewed on a six-year cycle of “Title 5 review”, accounting for review of approximately 17 percent of all courses each year (IIA2-1). New courses may be introduced any time during the academic year. New courses follow the same approval process as course revisions apart from a pre-check with the Curriculum Committee to ensure that the course meets the mission of the College and does not duplicate offerings in other disciplines.

In order to ensure that the courses meet generally accepted academic and professional standards and expectations, the faculty use the following six steps.

- Course or program initiator presents a pre-check to the curriculum committee (new courses and programs).
- The course initiator creates or updates the outline in the eLumen Curriculum System (IIA2-2) (IIA2-3).
- The outline is promoted through a review and approval process in the system with review by the department chair, division dean, and Curriculum Committee division representative.
- The outline is reviewed by the technical review team, a sub-group of the full Curriculum Committee. The technical review team focuses on consistency of formatting and organization across all outlines.
- The outline is assigned to a sub-set of the members of the Curriculum Committee for final review (revisions). The outline is assigned to all members of the Curriculum Committee for final review (new courses).
- The outline is placed on agenda for approval by the Curriculum Committee.
This comprehensive review by many subject experts ensures that the course description, student learning outcomes, content, and methods of instruction are all designed to deliver quality educational experiences for students.

Faculty align curriculum with the statewide models provided by C-ID coding and the Associate Degrees for Transfer (ADT). Faculty use descriptors and templates as guidelines to ensure content meets generally accepted academic and professional standards and expectations. Currently the college has 211 C-ID approved courses (IIA2-4) and 32 ADTs (IIA2-5).

DVC Procedure 4001.07, Course Update Compliance, reinforces the College’s commitment to regular course review (IIA2-6). The procedure requires each instructional unit to establish a six-year calendar to regularly update course outlines and to adhere to that timeline. According to the procedure, if a department or area has not completed the planned rewrite(s) by the deadlines required by the Curriculum Committee for the assigned year, the course(s) will be removed from the fall schedule by the Instruction Office. If a course has not completed the Curriculum Committee approval procedure by the end of the fall semester, the course will be deleted by the Instruction Office from the active courses in the Catalog. To reinstate the course, it must be submitted to the Curriculum Committee as a new course and follow the new course proposal process.

The College has a comprehensive system of student learning outcomes assessment at the course and program levels, designed to ensure that courses and programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes.

The student learning outcomes assessment process is overseen by the Student Learning Outcome Assessment Committee (SLOAC). The committee consists of two faculty co-chairs, a management representative, and faculty division representatives for all academic divisions. The committee is supported by a classified staff position. The committee meets twice per month and reviews course and program learning outcomes (PLOs) as well as plans, assessment methods, and assessment outcomes on a regular calendar, according to DVC Procedure 1018.01, Student Learning Outcomes and Achievement (IIA2-7). Course level student learning outcomes (SLOs) are established on the course outline of record, are reviewed by the department, division, Curriculum Committee, and the SLOAC and are required to be included in course syllabi. All programs offered by the College have established PLOs that are published in the Catalog (IIA2-8). The SLOAC works in collaboration with the Curriculum Committee, which approves all new and updated course and program learning outcomes as part of the course outline of record or program application. The Curriculum Committee and the SLOAC evaluate their processes on a regular basis as part of continuous improvement (IIA2-9) (IIA2-10).

Courses must be assessed at least every three years, according to DVC Procedure 1018.01, Student Learning Outcomes (IIA2-7). Departments and areas have the option of assessing their courses more frequently. Course level student learning outcomes (SLOs) have been aligned to program learning outcomes (PLOs) using an alignment matrix (IIA2-11). As course level SLOs are assessed and changes occur, action plans are created which may include changes to PLOs.
(IIA2-12). As new courses or programs are developed, course and program learning outcomes are reviewed prior to approval by the Curriculum Committee.

The Student Learning Outcome Assessment Committee reviews and approves course and program-level student learning outcomes on an annual cycle. During the fall term, the committee reviews program assessment action plans submitted during the previous spring. Departments and disciplines enter their previous annual course assessment results, analyze those assessment data, and create course action plans. During the spring term, the committee reviews course assessments submitted during the previous fall semester. Course and program level student learning outcome assessment is a compliance component on all instructional unit program reviews. If an instructional unit does not adhere to the prescribed timelines, that unit becomes ineligible for resources through the College resource allocation process.

In addition to course and program learning assessment, DVC Procedure 1018.01, Student Learning Outcomes and Achievement (IIA2-7) codifies the process of development and assessment of student service and administrative learning outcomes.

Faculty conduct systematic and inclusive program review using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success. The process for program review is codified in DVC Procedure 1016.01, Program Review (IIA2-13). The procedure indicates that the College will conduct program reviews on a four-year cycle. Programs are permitted to submit annual reviews. Faculty take the lead in writing comprehensive and annual Instructional Program Reviews (IPR), as well as hybrid program reviews (e.g. Library and Counseling), and Student Service Program Reviews (SSPR) whose programs involve counseling or instructional faculty.

The Program Review Template consists of three parts: Section One – Program Plan, Section Two – Program Overview, Section Three – Program Review. Section Three consists primarily of student and program data, provided by District Office research that is analyzed and informs program improvement strategies (IIA2-14). Student achievement data is provided for all programs and used to inform improvement and currency of instructional courses and programs. Summary student learning outcome assessment data is provided and serves to inform teaching and learning strategies that promote student success. Improvement strategies are detailed in Section One of program review, the Program Plan. Requests for resources to support improvement strategies are also included in Section One and are provided to the Program Review Committee as part of the integrated planning process.

Programs with completed reviews participate in the validation process, in which teams of faculty from other divisions and departments read and provide feedback to the instructional program review (IPR) teams on the content and analysis contained in the IPR. Faculty participate on student services program reviews and hybrid program review validation teams. The goal of validation is to promote College wide dialogue and to provide reflections and feedback to units allowing them to prepare the most thoughtful program reviews possible. Validation is a face-to-face process conducted on the first Friday in December (IIA2-15). Programs that complete the validation process successfully are eligible for resource allocation through a ranking process.
conducted each spring by the Program Review Committee. Recommendations for resource allocations from the committee are made to College Council and then to the president.

The annual program review process includes the analysis of the effectiveness of the process and template. Recommendations for improvement are made to the Program Review Committee for the continuous improvement of the program review process, template, and data (IIA2-16). Consultation with the Academic Senate is part of this process. Recommendations are then made to the College Council.

**Analysis and Evaluation**

Faculty engage in the program review process and review student data to continuously improve instructional programs and courses. The process itself is systematically evaluated for effectiveness and changes to program review templates and timelines are made when they are justified.

**Evidence II.A.2.**

IIA2-1 Title 5 Revisions due 2019 by Division
IIA2-2 How to Create a Course in eLumen
IIA2-3 How to Review a Course in eLumen
IIA2-4C-ID Approved Courses Fall 2019
IIA2-5 Transfer Degrees from 2019 Districtwide Planning Report
IIA2-6 DVC Procedure 4007.07, Course Update Compliance
IIA2-7 DVC Procedure 1018.01, Student Learning Outcomes and Achievement
IIA2-8 Sample of PLOs from Catalog
IIA2-9 Sample Curriculum Committee Process Improvement
IIA2-10 Sample SLOAC Process Improvement
IIA2-11 Sample Alignment Matrix
IIA2-12 Sample PLO Assessment Results
IIA2-13 DVC Procedure 1016.01, Program Review
IIA2-14 Sample Program Review Administration of Justice 2019
IIA2-15 Validating Divisions Assignments 2019
IIA2-16 Template and Process Improvement Report 2018-19
Standard II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard
Discipline faculty identify learning outcomes for courses and programs. The Curriculum Committee reviews and approves learning outcomes using the established course and program approval processes. Faculty assess learning outcomes for courses and programs (degrees and certificates) and the Student Learning Outcome Assessment Committee (SLOAC) validates the analysis of the course and program assessments.

Active courses have defined learning outcomes and are assessed a minimum of every three years. The Academic Senate established that course objectives are synonymous with course student learning outcomes (SLOs). (IIA3-1) Course level SLOs are available on the course outline of record on the DVC website and are included in course syllabi. Course sections, regardless of location or modality, are taught according to the same course outline using the same SLOs (IIA3-2).

The curriculum approval process ensures that new courses and programs include SLOs and program learning outcomes (PLOs) and any new outcomes are integrated into the assessment cycle. To ensure that the College continues to focus on student learning outcomes, the College approved DVC Procedure 1018.01, Student Learning Outcomes and Achievement (IIA3-3). Regular assessment of course and program level SLOs is a compliance requirement for instructional program reviews. If an instructional program does not adhere to the prescribed timelines, the program becomes ineligible for resources through the College resource allocation process.

Student learning outcomes (SLOs) and program learning outcomes (PLOs) are created by faculty in the discipline. The tools used to assess SLOs are chosen by each discipline’s faculty. The PLO assessment process was developed by the SLOAC and PLO assessment measures are determined by the discipline faculty.

SLOs and PLOs are maintained in the WebSLOs 4.0 database, an online public site that presents outcome statements, summary reports, and submittal forms (IIA3-4). The system allows faculty, department chairs, deans, and College administrators to generate reports indicating when courses are due for assessment, have been assessed, the results of the assessments, and action plans based on assessments. Reports can be generated for the discipline, department, division, SLOAC, or the College. In fall 2020, the College will move from WebSLO’s to using eLumen to house learning outcome data.

Faculty analyze outcomes assessment results and modify or replace the assessment method or criteria used for assessing specific student learning outcomes (SLO) as needed. Action plans include modifications to the course content or delivery and often focus on how to improve the SLO assessment process itself. When classes are taught by multiple faculty, discussion between
faculty members or the entire department ensues. Review of the SLO data and the discussion among faculty of the data may result in action plans that call for curricular or programmatic change (IIA3-5).

In every class section, students receive a course syllabus that includes learning outcomes from the College’s officially approved course outline. Faculty members are provided with a syllabi checklist that provides information on syllabi requirements (IIA3-6). Faculty members submit a copy of their syllabus to their division office where the department chair or division dean reviews for completeness and accuracy. (SLOAC) (IIA3-3). The faculty evaluation process for instructional faculty includes an assessment regarding accomplishment of course student learning outcomes (IIA3-7).

Career education (CE) programs review course and program outcomes with their individual advisory groups (IIA3-8). Feedback received from these meetings is utilized by departments to help guide future planning. This planning encompasses recommendations for new and existing courses, certificates, and degrees.

**Analysis and Evaluation**

The College meets this Standard. Learning outcomes are established, assessed, and published for courses, programs, certificates, and degrees. Course syllabi include student learning outcomes and are distributed to students.

**Evidence Standard IIA**

II-A3-1 Academic Senate Minutes 5-8-12  
IIA3-2 Sample Course Outline of Record  
IIA3-3 DVC Procedure 1018.01, Student Learning Outcomes and Achievement  
IIA3-4 WebSLOs (Screenshot)  
IIA3-5 **Minutes from Department Meeting**  
IIA3-6 Syllabus Checklist and Guidelines  
IIA3-7 Classroom Observation Form for Teaching Faculty  
IIA3-8 Sample Advisory Committee Minutes
Standard II.A.4.
If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Descriptive Summary
The College offers pre-collegiate level curriculum and distinguishes that curriculum from college level curriculum. Courses with numbers below 100 are not college level (degree applicable) and do not apply as credit toward associate degrees. Most courses with numbers between 100 and 299 are freshman and sophomore-level college courses.

Exceptions apply in English and English as a Second Language, where courses numbered below 122/122A are not college level. (IIA4-1) Courses in English numbered between 100 and 122 are generally designed as support courses for college level English courses. This curriculum supports students in learning the knowledge and skills necessary to advance and succeed in college level curriculum.

As a result of changes mandated by AB 705, the College revised the method by which students are placed into mathematics and English courses. The College implemented a multiple measures methodology based on prior coursework and high school GPA. Students without a U.S. high school GPA are directed to a guided self-placement tool. Students attempting to register in a developmental math course are informed of their right to take transfer-level courses, referred to as informed consent.

The Developmental Education Committee (DEVED) is charged with improving the success of students at the pre-collegiate level (IIA4-2). In 2018-2019, DEVED began to meet regularly with the 3SP Committee and the Equity Committee to undertake a substantial body of work in response to AB 705. DEVED provided support for projects in English and math that developed curricula intentionally designed to support student learning needs at the transfer level. The College now offers student support courses linked to or embedded with transfer-level courses. A significant feature of the mathematics support courses piloted in 2019-2020 is the inclusion of embedded counseling and embedded tutors including some Disabled Student Services (DSS) tutors (IIA4-3). In English, some sections of support course have an embedded supplemental instructor. Programs such as tutoring, supplemental instruction, and writing across the curriculum provide students additional supports for achievement (IIA4-4).

Effective fall 2019, also in response to AB 705, the College reduced pre-collegiate offerings and is engaged in ongoing evaluation regarding the impact this has on students with an emphasis on students in disaggregated groups. (IIA4-5)

Self Evaluation
The College offers pre-collegiate curriculum and distinguishes it from college level curriculum. Support services are in place for students in math and English to support learning and development of skills to advance to college level coursework.
Evidence Standard IIA 4
IIA4-1Catalog Description – Course Numbering
**IIA4-2** DEVED charge/minutes
IIA4-3Embedded Counseling Guide
IIA4-4Tutoring Services
IIA4-5AB 705 Implementation Status – Districtwide Educational Planning Report 2019
Standard II.A.5.
The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Descriptive Summary
The College’s degrees and programs follow practices common to American higher education based on the expertise of faculty and administrators who are trained through curriculum professional development training each year provided by the Academic Senate of the California Community Colleges (ASCCC) that aligns with national standards.

Breadth, depth, rigor, course sequencing, and time to completion for all programs are reviewed and evaluated by the Curriculum Committee. Voting members consist of faculty representatives from all College academic divisions plus the articulation officer. New courses and programs are proposed and reviewed by departments, promoted to the technical review team, and then to the Curriculum Committee for approval. Interdisciplinary and institutional dialogue occur during the development and revision of each course and program to assure that courses and programs meet the mission of the College and student need.

The technical review team consists of the Curriculum Committee chair, senior dean of curriculum and instruction, and the articulation officer. Technical review is a pre-screening of curriculum action items to address compliance, consistency, and quality issues prior to review by the full Curriculum Committee. This level of review ensures consistency in the development of course outlines, based on standards established by the ASCCC. The technical review team works directly with the discipline faculty to ensure that courses present college level breadth, depth, and rigor (IIA5-1). During the technical review and curriculum approval processes, faculty members determine if a program or course is collegiate or pre-collegiate level.

The Curriculum Committee approves new courses and programs as discrete actions, not as consent agenda items (IIA5-2). The review of new courses in the Curriculum Committee focuses on course student learning outcomes (SLOs) and ensuring that outcomes are written to be measurable and to address multiples levels of Bloom’s Taxonomy. The alignment of course description, student learning outcomes, and content with assignments is examined. Selected textbooks must be college level and current. Program or course pre-requisites are approved as separate actions, as is any designation of a course to be taught in a distance education format.

Program and course development adhere to criteria established by the state chancellor’s office in accordance with Title 5 regulations, Education Code, and the Program and Course Approval Handbook (PCAH) ensuring that educational standards are met. New course outlines include student learning outcomes (SLOs) which, after review and approval by the Curriculum Committee, are transferred into WebSLOs database, a locally developed assessment tracking and accountability system (IIA5-3). Program learning outcomes demonstrate the synthesis of learning resulting from student learning outcomes integrated into courses within the program (IIA5-4). Course and program learning assessments are maintained in WebSLOs.
Existing courses are reviewed by the Curriculum Committee on a scheduled timetable of at least once every six years (IIA5-5). Course SLOs are established for each course outline of record and are required to be included in course syllabi. SLOs are reviewed and approved by the following: the department, division, Curriculum Committee, and the vice President of Instruction during the course approval process. The Student Learning Outcome Assessment Committee (SLOAC) uses Curriculum Committee approved SLOs to review and provide feedback about course SLO assessments.

Program learning outcomes (PLOs) are reviewed during the development of any new program by the department, division, Curriculum Committee, and the vice president of instruction. Changes to PLOs are reviewed and approved by the Curriculum Committee. The Student Learning Outcome Assessment Committee (SLOAC) uses Curriculum Committee approved PLOs to review and provide feedback about program assessments.

The WebSLOs 4.0 system is used by faculty and the SLOAC to maintain, review, and assess course and program learning outcomes in an efficient and effective manner. PLOs and SLOs are re-assessed every three years, with the option to reassess more frequently as programs and courses evolve. Courses and programs that miss the scheduled deadline for assessment become ineligible for funding resources available through the College resource allocation process.

Career education (CE) programs are required to convene an Advisory Board meeting each term (IIA5-6). The Advisory Board ensures that programs deliver instruction that addresses employment competencies and, when applicable, prepare students for licensure and/or certification by external agencies. CE curriculum must have the breadth, depth, and rigor to meet industry standards and employability competencies.

New program applications include a sequencing chart that indicates time to completion for full-time students, defined at DVC as students who enroll in at least 12 units per term. As a result of work to implement guided pathways, all programs have developed sequencing charts that are posted on the DVC website to assist students and counselors with educational planning (IIA5-7).

**Self Evaluation**
The College’s well-established Curriculum Committee review process ensures all degrees and programs are of appropriate length, breadth, depth, and rigor. Degree requirements, time to completion, and learning outcomes are posted for students and the public.

**Evidence Standard IIA**
IIA5-1The Course Outline of Record Guide
IIA5-2Sample Curriculum Committee Agenda and Minutes with New Course Approval
IIA5-3Screenshot of WebSLOs
IIA5-4Sample of PLOs in Catalog
IIA5-5Title 5 Six-Year Calendar
IIA5-6Sample Advisory Committee Minutes
IIA5-7Sample Sequence Map Addiction Studies AS

Standard II for vetting 2/24/20 page 13
Standard II.A.6.
The institution schedules courses in a manner that allows students to complete certificate and
degree programs within a period of time consistent with established expectations in higher
education. (ER 9)

Descriptive Summary
DVC demonstrates how requirements for new programs can be completed in two years before
approval by the State Chancellor’s Office. Many programs may be completed in a shorter period,
depending on the individual student’s capacity to take a full load. As a component of the Guided
Pathways work, degree programs have been placed on a two-year sequence and course offering
schedule projections have been created. These student advisement materials are posted on the
DVC website to assist students in their educational planning process (IIA6-1) (IIA6-2).

The College offers three terms per year: summer, fall, and spring. Department faculty
recommend courses to be offered with the goal of offering courses that will best meet student
needs. An evaluation is made to ensure that students have access to day, evening, weekend,
online, and partially-online options at both the San Ramon Campus and Pleasant Hill Campus. In
addition to departmental expertise, the Academic Senate provides additional input to scheduling
through the Academic Senate Scheduling Committee (ASSC) (IIA6-2) (IIA6-3).

The role of the ASSC is to ensure the ongoing depth and breadth of the schedule to provide
consistency of offerings in both times of growth and times of reduction. The ASSC examines
previous same term enrollment trends using a tool called the FTES Goals Spreadsheet. (IIA6)
This tool demonstrates supply and demand data for all disciplines. During enrollment periods
and at term start, reports are run to determine sections at risk of cancellation due to low
enrollment. The Instruction Office provides these reports to departments and divisions which
determine which courses under 20 will be offered. Low enrolled classes may be maintained if
needed to ensure that students may complete degree and certificate programs within a reasonable
of time. Justifications to allow low enrolled sections are provided to the president per the United
Faculty contract. (IIA6-7)

Many programs are uniquely scheduled to meet the needs of specific cohorts of students.
Examples include Pre-Apprenticeship, Year Up, Dental Assisting and Dental Hygiene, and the
Program for Adult Continuing Education (PACE).

Self Evaluation
The College schedules courses in a manner that allows students to complete certificate and
degree programs within a period of time consistent with established expectations in higher
education

Evidence Standard IIA
IIA6-1Sample Two-year Course Offerings – Addiction Studies
IIA6-2Sample Sequence Map
IIA6-3Academic Senate Scheduling Committee Charge and Membership
IIA6-4Academic Senate Scheduling Committee Minutes
IIA6-5Sample FTES Goal Spreadsheet

Standard II for vetting 2/24/20 page 14
IIA6-6Low Enrolled for President Census Day 9-9-19
Standard II.A.7.
The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Descriptive Summary
The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Per the 2019-2020 Catalog, Diablo Valley College offers 1399 courses in 65 disciplines and scheduled over 2400 sections during fall and spring terms in day, evening, and weekend formats. The College offers courses during summer session in three, six, and nine-week formats. During fall and spring terms, courses are scheduled as full-term or short-term classes in face-to-face, online, and partially-online formats to serve a variety of student needs. Online and partially-online sections are offered through the college learning management system, Canvas. Canvas is utilized as a learning platform to support face-to-face classes for instruction.

The College offers programming that serves the core missions of the community colleges: general education courses, career education (CE), and pre-collegiate coursework, which includes courses for English as a Second Language for English Language Learners. In fall 2019, the College offered 129 sections of developmental courses (5 percent), 679 CTE courses (28 percent) and 1,634 college-level general education courses (67 percent).

DVC provides a variety of delivery modes to address different learning styles including face-to-face, online, partially-online, lecture, and laboratory courses, as well as internships and other work-based learning opportunities. The College has a Learning Styles Assessment self-survey instrument (IIA7-1). This online assessment of student learning styles is provided to help students understand which learning strategies are best for them as an individual.

In fall 2019, more than eighteen percent of DVC course sections were offered in an online or partially-online methodology. Online faculty members are subject to the same standards and scrutiny in hiring and evaluation as other faculty at DVC. Faculty evaluation criteria and the student evaluation form are the same for online courses as for other courses. Besides meeting minimum qualifications as established by the California community colleges, faculty desiring to teach online must also satisfy departmentally established criteria for teaching online (IIA7-2). Typically, this preparation is gained through training provided by the DVC professional development program, by the department, by completion of an online teaching course or program, or through experience teaching online at another institution. The Contra Costa Community College District (CCCCD) offers a Teaching Academy that integrates strategies for online teaching. These courses are taught by trained faculty from all three colleges on a rotating basis (IIA7-4).

The Distance Education Committee has begun work on a Peer Online Mentoring and Review program in collaboration with the District Distance Education Committee. The program provides mentoring to faculty who seek to align their courses with the California Virtual College Online
Educational Initiative (CVC-OEI) online course design rubric. Alignment with the rubric allows faculty to earn statewide badges or tagging indicated that their courses have been quality reviewed.

The number of online and partially online sections has continued to increase at DVC since the last accreditation cycle. The Distance Education Committee also regularly reviews state regulations for online courses and ensures that DVC coursework meets all mandates (IIA7-5). In addition to instruction that is offered online and partially online, DVC faculty members effectively use instructional methodologies and support including face-to-face lecture, demonstration, discussion, small group activities, field trips, and the use of technology.

The improvement of teaching methodologies is an area of emphasis for the DVC faculty. New full-time faculty members participate in Nexus, the year-long faculty orientation program, which includes workshops on pedagogy, equity-related strategies, racial bias, among other topics (IIA7-6). Staff development opportunities focusing on pedagogical improvement are available each term as part of calendared Flex professional development activities and include technology workshops. Given the emphasis on equity in the Educational Master Plan (EMP), in fall 2019 the Guided Pathways Steering Team created a pedagogy design team to address teaching methodologies that focus specifically on equitable outcomes and linking career skills and information to course content. Ad hoc efforts include groups such as Teachers Sharing Ideas where best teaching practices are discussed, the Pedagogy Design Team, a faculty professional development effort, all-day flex days, hosting viewing rooms and forums for the CVC-OEI Can*Innovate Online Conference for teaching with technology and a mini-flex day with Equity, Pedagogy, and Technology thematic strands. Reading and Writing Across the Curriculum (RWAC) is another effort DVC invests in to help faculty develop teaching strategies appropriate for their discipline. Faculty have collaborated to design and lead learning support projects that have included development of linked classes and learning communities, reading and writing across the curriculum strategies, and accelerated curriculum models (IIA7-7).

Learning support services are offered through a variety of means. Tutoring and supplemental instruction are available in many disciplines and modes. Through the CVC-OEI, DVC implemented NetTutor, an online tutoring program that provides 24-hour access for online students (IIA7-8). The College employs an Assistant Technology Specialist as an accessibility expert to assist faculty and staff in designing and improving programs and services that meet the needs of all students. The majority of faculty (72.8%) use the online learning management system, Canvas, to support and supplement face-to-face classroom learning (IIA7-9). The College uses a variety of learning communities as effective learning support strategies. First-Year Experience, Pre-Apprenticeship, Puente, MESA, PACE, and Umoja, as well as a variety of linked classes, provide additional teaching methodologies to address the diverse needs and learning styles of our students (IIA7-10). Some learning communities are thematic such as Puente and Umoja and some serve special student populations such as veterans and working adults – Program for Adult College Education (PACE). The College emphasizes student engagement as a learning support strategy through activities such as the Equity Speaker Series, student clubs, peer-mentors, and the Brown Bag series (IIA7-11). Equity and success for all students is a major theme in the College’s Educational Master Plan. The Guided Pathways
project is the College’s response to the changing needs of our students and our direct response to address the achievement gap.

In response to the mandates of AB 705 in fall 2018, the College creates math and English support courses to ensure equitable success for students with an academic goal of degree or transfer but are less academically prepared. In fall 2019, the College gathered data about the success of this academic support model and continues to monitor and discuss improvement strategies (IIA7-12).

Faculty monitor success rates of all students through the program review process. Program review includes disaggregating outcomes for students by demographic group and online courses. Faculty analyze these disaggregated student outcomes to make changes in their curriculum and program offerings (IIA7-13). To maximize the use and analysis of this data, DVC developed a program to train data coaches to act as mentors and facilitators for faculty. Faculty can request assistance from data coaches through and online form (IIA7-14).

Self Evaluation
The College and District offer multiple professional development activities to train faculty in teaching methodologies and delivery modes. The College maintains and equity focus in supporting the changing needs of its students.

Evidence Standard IIA 7
IIA7-1 Learning Styles Survey
IIA7-2 Sample Departmental Bylaws
IIA7-3 Teaching Online Webpage
IIA7-4 Distance Education Committee Charge
IIA7-5 Nexus Program
IIA7-6 FLEX Information
IIA7-7 Net Tutor Statistics
IIA7-8 Canvas Data
IIA7-9 Learning Communities Website Fall 2019
IIA7-10 College Success and Brown Bag Workshops
IIA7-11 AB705 Research Projects Planning and Status Update Fall 2019
IIA7-12 Sample Student Success Metrics – Program Review
IIA7-13 Data Coach Request
Standard II.A.8.
The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Descriptive Summary
Two programs, Dental Assisting and Dental Hygiene, are subject to licensure examinations after program completion. The Commission on Dental Accreditation administers these examinations, which is responsible for the validation of effectiveness in measuring student learning and competency and for minimizing test bias.

The self-paced program in mathematics, MATH-075SP, 085SP, 090SP,120SP, 135SP, and 191SP use common assessments since each section of the course includes students from 075SP, 085SP, 090SP,120SP, 135SP, and 191SP. One of the program’s guiding principles is students in any section, with any teacher, receive the same curriculum, including assessments which are generated through the Knewton online platform. Research is conducted to compare the success rates of students in self-paced math with that of students in lecture format math courses. The report examines success rates for Self-paced Math students in their next math course, as compared to non-Self-paced Math students. (IIA8-1)

The Math Department began teaching Statway in 2013. As part of the Statway courses, a pre-test and post-test are given to students. The exams are part of a research project conducted by the Carnegie Foundation and are only given in the MATH-094 and MATH-144 courses. Validation of exams, reliability, and test bias are conducted by Carnegie. A longitudinal report is then provided to the College by Carnegie (IIA8-2).

Self Evaluation
The College meets this Standard.

Evidence Standard IIA 8
IIA8-1Self-paced Math Report
IIA8-2Statway Institutional Report
Standard II.A.9.
The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Descriptive Summary
Diablo Valley College awards credit based on student achievement of the course’s stated student learning outcomes and units of credit awarded are consistent with DVC’s policies and accepted norms in higher education.

The official course outline, as approved by the Curriculum Committee, includes the measurable learning outcomes for the course, as well as course content and evaluation methods. Instructors have latitude as to the structure and conduct of their courses, as long as they adhere to the College’s approved course outline as the minimum standard. Credits and grades are awarded based on student attainment of the learning outcomes and other objectives. Course-level student learning outcomes are provided directly to students in the course syllabi. Course-level student learning outcomes are also available to the public on the course outline of record published on the College website.

Course outlines are reviewed regularly by the Curriculum Committee in compliance with Title 5, and this review includes ensuring that the number of units of credit granted is consistent with generally accepted norms in higher education. The Curriculum Committee considers the Carnegie Unit formula as the basis for the assignment of course hours and units, which is supported by Title 5, section 55002.5, further interpreted through guidance in the Program and Course Approval Handbook (PCAH), and described for students in the College Catalog (IIA9-1).

Individual faculty grading policies are described in their course syllabi, which are distributed to students at the beginning of the term. Individual grading policies are reviewed by peer faculty members during the faculty evaluation process to ensure adherence to the official course outline.

The DVC Catalog contains information for students outlining general guidelines about college grades (IIA9-2). More information is provided in DVC Procedure 4001.02, Grades. The procedure describes that grades are based on the faculty’s philosophy, Title 5, and Contra Costa Community College District Governing Board Policy 4001, Standards of Scholarship (IIA9-3).

Articulation with four-year colleges, universities, and other community colleges also ensures that credits are awarded consistent with accepted norms in higher education. As of fall 2019, DVC has articulation agreements with nine campuses of the University of California system and all 23 campuses of the California State University system, as well as articulation with 49 independent colleges and universities.

Diablo Valley College does not offer courses based on clock hours.

Self Evaluation
The College has developed student learning outcomes for courses in the College Catalog and assessment of student learning outcomes is the basis of the award of credit. The College has carefully considered the relationship of the course outline of record, student learning outcomes, course objectives, and award of credit based on application of the Carnegie Unit formula.

**Evidence Standard IIA 9**
IIA9-1Coursework and Study Time per Unit
IIA9-2DVC College Catalog - Grades
IIA9-3DVC Procedure 4001.02, Grades
Standard II.A.10
The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Descriptive Summary
The transfer of credit policy is clearly presented in the DVC Catalog (IIA10-1). Changes to the policy are made through consultation between the Curriculum Committee and the Admissions and Records Office.

When students submit transcripts from other institutions for application to fulfill DVC requirements, admissions and records personnel evaluate transcripts for course equivalency in accordance with the transfer-of-credit policy and based on established evaluation procedures (IIA10-2).

Diablo Valley College has developed 32 associate degrees for transfer (2019-20 Catalog). These degrees are composed of courses that have been approved as part of the California Course Identification Numbering System (C-ID) or meet a general education or major requirement in the CSU system. The C-ID common course identifier facilitates student transfer of coursework. As of September 9, 2019, 251 courses have been submitted to C-ID with 204 courses that have an approved C-ID number. DVC provides students with information about C-ID courses via the Catalog (IIA10-3) and applies the principles as outlined in the Academic Senate Statement on Reciprocity, Course Substitution, and Credit by Exam, August 2012 (IIA10-4).

The College has current articulation agreements with all 23 California State University campuses, nine University of California campuses, and 49 independent colleges and universities. Diablo Valley College participates in the inter-segmental process of articulation with the California State University and University of California system on an annual basis, submitting courses for transferability and inclusion on the CSU General Education Breadth (CSU GE) pattern and the Inter-segmental General Education Transfer Curriculum (IGETC). The DVC articulation officer is a member of the Curriculum Committee and its technical review team (IIA10-5). The articulation officer reviews all new courses and revisions to existing courses and provides the expertise that ensures that eligible new courses are proposed for articulation and that revisions to courses comply with articulation procedures.

Submissions for and review of course-to-course articulation with individual courses with the California State University (CSU) system, the University of California system, and independent institutions are conducted throughout the year with particular emphasis on local area institutions. Articulation agreements are implemented through submission of course outlines to the articulation officer at the individual campuses. The implementation of the California Course Identification Numbering System (C-ID) has resulted in greater numbers of DVC courses being granted articulation with CSU institutions, since these courses do not require campus-specific faculty review, meaning that approval is expedited.
Self Evaluation
DVC has effective procedures for accepting credit from accredited institutions and offers multiple ways of communicating accurate transfer information to students. Current information is available via the Catalog, the counseling center, the transfer center, and their respective web pages. The College relies on both the accreditation status of other institutions and articulation agreements to ensure consistency of learning outcomes between the course credit accepted in transfer and with that of courses offered at DVC.

Evidence IIA.10.

IIA10-1College Catalog – Transfer of Credit and Coursework Policy
IIA10-2Admissions and Records Evaluation Procedures
IIA10-3College Catalog – California Course Identification Number System description
IIA10-4Academic Senate Statement on Reciprocity, Course Substitution, and Credit by Exam
IIA10-5Curriculum Committee Bylaws
Standard II.A.11
The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Descriptive Summary
In 2013, the College adopted its first set of Institutional Learning Outcomes (ILOs) recorded in DVC Procedure 1018.02. The second set of ILOs was approved in 2018 and provides intentional alignment with the Educational Master Plan (IIA11-1). The ILOs provide an overarching framework for academic and student support programs and include communication and collaboration, empathy mindset, growth mindset, information and technology fluency, and solution mindset.

Degree programs include both major requirements and general education coursework. Students complete one of three general education patterns. Each pattern includes coursework that directly addresses communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. The College is in the process of mapping all courses with degree and certificate programs to the ILOs. The District and College purchased the eLumen software system, which will allow a more seamless integration of course outcomes assessments to program, general education, and institutional learning outcomes. The College will convert from a legacy assessment platform (WebSLOs) to the eLumen course assessment module in fall 2020.

In fall 2019, as a baseline for ongoing assessment of ILO mastery based on alignment to course and student services outcomes, the Research, Planning and Evaluation Committee recommended that the March 2019 CCSSE data be used to evaluate student self-assessment of ILO mastery (IIA11-2). This report will provide the foundation for continued evaluation of ILOs using the new eLumen system (IIA11-3).

Self Evaluation
Student learning outcomes are appropriate to the program level and include communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. The College maps courses to institutional learning outcomes.

Evidence Standard IIA 11
IIA11-1DVC Procedure 1018.02
IIA11-2RPEC Minutes 2019-10-23
IIA11-3CCSSE Report January 2020
Standard II.A.12.
The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Descriptive Summary
Diablo Valley College requires that students seeking an associate degree complete a program of general education (GE). DVC offers three different options for students: DVC General Education (local general education pattern), Inter-segmental General Education Transfer Curriculum (IGETC), or California State University-General Education (CSU-GE). The philosophy for general education is stated in the College Catalog. The philosophy statements directly address learning outcomes that include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences (IIA12-1). Catalog descriptions for programs that have a transfer goal clearly advise students that selection of the IGETC or CSU-GE patterns is recommended, as is meeting with program advisors and College counselors to ensure that course requirements for transfer in the major to their institution of choice are met (IIA12-2).

When courses are proposed for inclusion as a general education requirement, the general education subcommittee of the Curriculum Committee meets to review the course student learning outcomes and content to ensure that they are suitable for inclusion in the general education curriculum and map to the criteria for IGETC approval. The general education subcommittee is a standing committee of the Curriculum Committee that provides technical review for proposed courses to be added or deleted from existing DVC general education areas. Recommendations are then made to the Curriculum Committee (IIA12-3).

Self Evaluation
Diablo Valley College requires a component of general education for all academic and vocational degree programs that is based on a carefully considered philosophy that is clearly stated in the Catalog. The College relies on the expertise of its faculty to determine the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. The College meets this Standard.

Evidence Standard IIA 12
IIA12-1College Catalog - General Education Philosophy
IIA12-2Sample Catalog Language – Transfer and Non-Transfer programs
IIA12-3Curriculum Committee Bylaws Section 11.2

Standard II for vetting 2/24/20 page 25
**Standard II.A.13.**

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

**Descriptive Summary**

The 2019-2020 Catalog includes the following: 19 associate in art for transfer (AA-T) degrees, 13 associate in science for transfer degrees (AS-T), 22 associate in arts (AA) degrees, and 50 associate in science (AS) degrees (IIA13-1).

All degree programs offered at DVC meet approval criteria as specified by Education Code and Title 5 regulation. The Course and Program Approval Handbook, published by the state Chancellor’s Office, specifies that all associate degrees require 18 or more units in a major or “area of emphasis.” DVC’s degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. A major may be defined by the lower-division requirements of a specific major in the University of California or California State University system or a minimum of 18 units in a field or related fields selected by the community college. All degree awards conferred by DVC are in compliance with the above standards.

Specialized courses in an area of inquiry or interdisciplinary core are identified as major requirements in the Catalog or Catalog Addendum (IIA13-2) (IIA13-3). Courses are selected for the major based on their support for program learning outcomes or as dictated by the requirements of the Associate Degree for Transfer. Faculty document the alignment of courses to program learning outcomes in a matrix that is included in all new program applications and is subsequently used to assess achievement of program learning outcomes (IIA13-4). Faculty are responsible for evaluating student mastery of key theories and practices within the field of study through student learning outcome and program learning outcome assessment and grading.

**Self Evaluation**

The College meets this Standard.

**Evidence Standard IIA 13**

IIA13-12019-20 Active Degree Programs
IIA13-22019-20 Catalog
IIA13-32019-20 Catalog Addendum
IIA13-4New Program Application form
Standard IIA 14
Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Descriptive Summary
The 2019-20 Catalog lists over 35 career education (CE) programs that offer 57 degrees and 77 certificates that are approved by the state chancellor’s office and an additional 31 certificates that are locally approved (IIA14-1). The College continues to add new degrees and certificates to the Catalog, responding to the demand for relevant and timely training for the workplace.

In order to offer state-approved career education certificates of achievement or degree programs, discipline faculty must complete a rigorous program approval process, based on the requirements of Title 5 regulation, which includes an internal feasibility study to determine the risks and benefits to the College, labor market research, endorsement by an industry Advisory Committee, approval by the College Curriculum Committee and the District educational planning committee, recommendation by the Bay Area Community College Consortium, and Governing Board approval. Faculty may propose certificates of accomplishment under 16 units to satisfy local and labor market demand. Such certificates are approved at the division level and subsequently by the Curriculum Committee and Governing Board and are entered into the Catalog and information management system.

All career education (CE) programs are required to convene an Advisory Board meeting each term. Advisory Board membership consists of industry representatives, faculty, students, and employers. Development and/or review of learning outcomes is an agenda item at the advisory meetings (IIA14-2). The focus of a career education program Advisory Board is to ensure that programs deliver instruction that addresses employment competencies and, when applicable, prepare students for licensure and/or certification by external agencies (IIA14-3). The College has devoted resources to supporting the coordination of Advisory Boards through the Workforce Development Office staff (IIA14-4).

The program review four-year cycle aligns with the requirement for career education (CE) programs to comply with Education Code Section 78016, which calls for a biannual review of CE programs. CE programs complete a program review at least every two years. Two DVC programs require external licensure: Dental Hygiene and Dental Assisting. Both programs have a long history of excellent pass rates (IIA14-5).

Annually, the state chancellor’s office provides Perkins IV Core Indicator Reports that track college performance on the following metrics: course success, completion (credential, certificate, degree or transfer ready), persistence and transfer, employment, nontraditional participation, and nontraditional completion. For 2018-19 (the last year available) college performance for course success, completion, employment, nontraditional participation, and completion all exceeded negotiated levels of performance (IIA-14-6).

Diablo Valley College participates in the statewide Career Education Outcomes Survey (CTEOS) that provides positive information about the DVC CE programs. According to the
survey results, 48.9 percent of former students were “very satisfied” with the education and training they received at DVC and 41.4 percent were “satisfied” for an overall satisfaction rate of 90.3 percent. Forty-eight percent of respondents indicated they had transferred to a four-year institution to pursue a bachelor’s degree. The hourly wage of all respondents increased over 40 percent from their hourly wage before their studies ($17.00) to their hourly wage after completing their studies ($24.00). (IIA14-7)

Assessment of program learning outcomes indicate the extent to which students are mastering competencies determined by the Advisory Committee as essential for the student’s ability to meet workplace requirements. Advisory Committee members are often employers who can provide direct feedback regarding expectations for students’ performance on the job site. Thirty-two career education degree and certificate programs integrate formal work experience (WRKX) educational experiences into their program requirements. Students completing these courses gain direct experience in a work setting; grades and achievement of learning objectives are direct evidence that students are able to demonstrate workplace competencies (IIA14-8) (IIA14-9).

Self Evaluation
The College meets this Standard.

Evidence II.A.14.
IIA14-12019-2020 Active CE Programs DVC
IIA14-2Sample AC agenda
IIA14-3Advisory Board Handbook
IIA14-4Career Education Coordinator Assignments
IIA14-5Dental Programs Pass Rates
IIA14-62018-29 Perkins Core Indicator Report
IIA14-72018 CTEOS Survey Results - DVC
IIA14-8Work Experience Syllabus Summer 2019
Standard IIA 15

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

In the event that a program is discontinued, DVC Procedure 4008.01, Program Revitalization/Discontinuance ensures that students can complete their education in a timely manner with a minimum of disruption (IIA15-1). Every reasonable effort is made to allow students to complete the program or transfer to a related program. Students are identified by declared educational goal as recorded in their student record. Research and outreach is conducted to determine where they are in sequence of study. Counselors and program advisors are notified of the pending program hiatus or discontinuance and students are provided advising assistance with respect to their options. Should the outcome of the revitalization procedure be a decision of program closure, students are notified and advised of the timeline for the phasing out of courses. Every effort is made to ensure that they have the opportunity to complete requirements. Program information is removed from College and District informational materials, including the Catalog, schedule, website, and an advisory is included in the Catalog referring students to a counselor.

When program requirements are significantly changed, students retain rights to previous catalogs in accordance with the Catalog Rights Policy (IIA15-2). All changes to courses and programs are processed by the Curriculum Committee and published in the Catalog or Addendum (IIA15-3) (IIA15-4).

Self Evaluation

The College meets this Standard.

Evidence II.A.15.

IIA15-1DVC Procedure 4008.01, Program Revitalization/Discontinuance
IIA15-2DVC Catalog Rights Policy
IIA15-3DVC College Catalog
IIA15-4DVC College Addendum
Library and Learning Services
II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services (ER 17).

Evidence of Meeting the Standard
Diablo Valley College supports student learning and achievement by providing services and resources in multiple formats that support the information needs of its users. These services support the College’s 2018-2023 Educational Master Plan. The sufficiency of learning support services is evaluated on an on-going basis, via the program review process, usage analysis, and other data (2B1-1).

The library’s mission is to provide a:

- student-centered learning environment with quality library and information services and resources. The Library supports academic excellence by providing intellectual, physical, and electronic access to information, ideas, and services for a diverse community. The Library encourages and facilitates information competency, critical thinking, intellectual independence, and lifelong learning (2B2-2).

The main library is located on the Pleasant Hill Campus. The Dougherty Station Library, a Contra Costa County public library, serves as the branch library on the San Ramon Campus (SRC). Dougherty Station Library is a joint use facility with a part-time library specialist that supports SRC curriculum and students. The partnership agreement between Diablo Valley College and the county library system is spelled out in the “Memorandum of Understanding Between the County of Contra Costa, the City of San Ramon and the Contra Costa Community College District” (2B1-3). Annual amendments to the original agreement are signed by all parties involved. Access to online library resources and services are available 24/7 to all students, including distance education students.

The library at the Pleasant Hill Campus (PHC) is on the second floor of the Library Building. The first floor contains classrooms, computer labs—both public access and classrooms, the College Information Technology Department, and the Community Education program office. The PHC library’s open computer lab, reference desk, reference collection, and study area is called the Information Commons. This area is open to registered students and community members. Computer access is limited to registered students. The library has a computer lab reserved for library instruction. When not in use, it is an open lab for students and is occasionally reserved by teaching faculty for individual class sessions. All library computers have Microsoft Office, web browsers, accessibility software, and other software requested by faculty. The Dougherty Station Library has computers and group study rooms that are available to students.
and to the public. Dougherty Station library computers have Microsoft Office and accessibility software (2B1-4).

The library space is a busy student space. In 2018-2019, the student/patron count was 308,860, and print circulation was 8,229 and reserve checkouts were 9,878 (2B1-13). Reference transactions, technology related questions, and directional questions were 12,768 (2B1-14). In 2018-2019 there were 154 library workshops (2B1-15).

**Computers**

- PHC: Information Commons - 32 computers
- PHC: Standup computer stations – 7
- PHC: L-202 classroom - 34 computers
- PHC: Circulating laptops available for student check-out - 32
- SRC: Dougherty Station library - 44 computers

Accessibility software on all PHC and SRC student computers

- Kurzweil 3000
- ZoomText
- JAWS
- The Ease of Access Center (standard on Windows 10. Includes narrator, magnifier, high contrast, etc.)

**Other Educational Equipment/Software**

- PHC: TI-84+ graphing calculators available for student check-out - 75
- PHC: Cell phone chargers – available for student check-out - 19
- PHC: Scanner for library print materials
- PHC: WIFI printing for personal laptops and mobile phones

The library supports the College curriculum with a collection of approximately 87,000 print books, 200,000 subscription electronic books, 34 print periodical subscriptions, four print newspapers, both local and national, and over 2000 DVDs. With the help of teaching faculty and library technicians, librarians regularly replace and update resources through deselection and collection development (2B1-5).

**Library Collections at a Glance**

<table>
<thead>
<tr>
<th>Holdings in Collection</th>
<th>87,443</th>
<th>Electronic databases</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ebooks</td>
<td>204,817</td>
<td>Full-text database journal titles</td>
<td>352,108</td>
</tr>
<tr>
<td>Streaming video titles</td>
<td>31,838</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print periodicals</td>
<td></td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>Currency of print and ebook collection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over 20 years old as of 2014</td>
<td>&gt;40%</td>
<td>Over 20 years old as of 2020</td>
<td>37%</td>
</tr>
</tbody>
</table>

Standard II for vetting 2/24/20 page 32
Print periodical subscriptions include popular titles for a casual reading collection, while subscription article resources support the academic research needs of students and faculty. Recent additions to subscription databases are Academic Video Online (AVON), U.S. Major Dailies (newspapers), and a New York Times digital subscription for faculty, staff, and students. AVON and New York Times digital were added to increase the number of streaming titles and digital content available to support the College curriculum. In 2017-2018 users viewed 274,025 full text articles in their academic research and writing (2B1-6). The library is committed to a 24/7 accessible collection of ebooks, article databases, and streaming videos collection. These collections are accessible from on campus computers and off campus computers with an internet connection.

With the help of two Student Equity fund grants, the library has made a significant effort to support traditionally underserved students (2B1-7, 2B1-8). The following services were developed to increase library access for underserved students:

- Laptop checkout program. Students may use laptops in the library for up to three hours. In 2018-2019, laptops circulated 1568 times (2B1-9).
- Graphing calculator checkout program. 45 Texas Instruments 84+ graphing calculators are available for semester-long checkouts, allowing students to avoid paying over $100 for a required calculator. 5 graphing calculators are available for 24 hour checkout. Due to the popularity of this program, the library purchased another 30 TI 84+ calculators that began circulating in spring 2019. In both fall 2018 and spring 2019 semesters, all calculators were checked out by the second week of the semester.
- 2-year subscription to QuestionPoint chat service. This service gives students 24/7 access to chat service with academic librarians. DVC librarians answer all chat questions during library open hours.
- 2-year subscription to LibCal, room booking and appointment modules. The room booking module turned the existing analog reservation system at the circulation desk into an online system, which allowed students to reserve study rooms from their computers and smartphones. In fall 2018, the occupancy rate of study room minutes booked divided by study room available minutes was 76% (2B1-10). The appointment module coincided with a new reference appointment program. This program allowed students to easily make 30-minute one-on-one appointments with DVC librarians (2B1-11).
- Targeted marketing campaign. Librarians created print and digital marketing materials and strategically marketed to underserved student populations on campus. Librarians work with Extended Opportunity Program and Services (EOPS) counselors and staff and learning community leads to create print and digital signage for the EOPS office and the PUMA Center study rooms. The PUMA Center houses campus learning communities (2B1-12).

The library website provides services to students in face-to-face and online classes. The library homepage link is included on the navigation pane on the College homepage as well as in the footer of all College webpages. It is prominently displayed in the College mobile application. (2B1-16). Prominently placed links to the library homepage allow easy student access to library online services, which include subject and course guides, study room booking, one-on-one...
appointments with librarians, 24/7 chat with librarians, and Wi-Fi printing. All distance education and face-to-face classes that utilize Canvas have a dedicated library menu button in the navigation section of the main course page taking students to a customized view of library services appropriate to the course (2B1-17). This view includes library services such as Ask a Librarian chat services, study room online booking as well as relevant research guides.

Student learning in the library regularly occurs through standalone library workshops prepared in collaboration with the course instructor and provided by one of the designated teaching librarians. These sessions are scheduled during regular class meeting times and are customized to focus on students’ specific assignments and course learning objectives. Library instruction sessions are designed to develop critical inquiry, information literacy, and research skills in our students. While meeting students at an appropriate academic level, library instruction emphasizes the development of knowledge in rapidly changing physical, social, and cultural settings.

DVC maintains over 40 computer labs throughout the Pleasant Hill Campus and the San Ramon Campus. Most labs have late-model, Windows 10 computers with the standard software base of Microsoft Office 2016, Internet Explorer, and Mozilla (2B1-18). Some labs are open, where students can use computers for class-related work. Labs associated with departments have images that include software that supports the department curriculum. For example, the labs in the Advanced Technology Center contain required computer science applications.

Pay for print release stations are available in most labs. There are cash Add Value machines in four locations: Library, Life Science (LHS-116), Engineering (ET-116), and the Student Union (SU-201). All student computers have a desktop link to an add value via debit/credit card system.

**Tutoring**

DVC provides a wide range of tutoring and Supplemental Instruction to students. Tutoring is offered in twenty-three areas, online tutoring in twenty-nine subjects, and Supplemental Instruction (SI) in English, Math, and STEM programs (1). The tutoring programs range from large labs to small department-specific programs. The College offers multi-subject tutoring through Disability Support Services, Extended Opportunity Programs and Services, Puente, Umoja, MESA, Student Athlete Success Program, and Veterans Services. These learning support services promote the College mission of student success and excellence and promote the 2018-2023 Educational Master Plan.

In fall 2019, in response to surveys of student needs as well as the implementation of AB 705, which transformed the way incoming students placed into transfer-level courses, DVC opened the Academic Support Center (ASC). The ASC creates a hub for tutoring and success. In the ASC, students have access to tutoring across the curriculum with a focus on general education courses and reading, writing, math, and study skills, as well as a connection to the tutoring areas across the College. The ASC makes referrals for more intensive and specialized tutoring in other subjects. The ASC provides students connection to other services across the College, including Counseling, Financial Aid, Disability Support Services, and Extended Opportunity Programs and Services.
The goals of tutoring at DVC are to empower students to become independent learners, and to support students in their educational programs. In DVC’s tutoring centers, students are tutored by peer tutors in subject-specific content as well as in the study skills and soft skills that are necessary to be a successful student. While each tutoring center structures their tutoring to fit the specific needs of the program, all tutoring centers have the same Tutoring Learning Outcomes to foster independent learning and empower student success (2). Students have access to other learning supports in tutoring centers including computers, handouts on study skills and content, current textbooks, and materials that help with learning.

To facilitate College wide collaboration with tutoring, DVC has a faculty tutoring coordinator, a reassigned-time position. The faculty tutoring coordinator plans professional development workshops, coordinates the collection and evaluation of tutoring data including an annual tutoring survey, and communicates information about tutoring to College students, faculty, and staff (14). The tutoring centers at DVC are managed by the tutoring coordinator and staffed by program assistants, student tutors, Instructional Aides (non-student tutors), Instructional Assistants, and instructors (full- and part-time). The larger tutoring centers at DVC are coordinated by Senior Lab Coordinators, who facilitate the hiring, training, scheduling, and oversight of tutors. Smaller, department-specific programs rely on faculty coordinators to coordinate and maintain the tutoring program. To support both faculty and staff tutoring coordinators, the Tutoring Advisory Committee meets twice a month and holds regular tutoring coordinator meetings as well as professional development workshops on best practices in tutoring (3).

DVC offers three tutor-training options for peer tutors. Students in the English tutoring program are required take English 140, a 3-unit tutor-training course that prepares them to work with students in reading and writing across the curriculum (4). While enrolled in the course, students are hired to work in the PHC English tutoring lab as tutors. Students interested in tutoring math at PHC are required to take Math 140, a 1-unit course that prepares them to tutor in the math program (5). Student tutors in other programs are strongly recommended to take Interdisciplinary 140, a tutor-training course for students tutoring across the disciplines (6). All three courses focus on fostering independence and encouraging student empowerment. Tutors receive training and orientation in their discipline-specific areas. The San Ramon Campus offers both informal and formal training for all tutors in both the Reading and Writing and the Science and Math tutoring labs. In the Reading and Writing program, students who are hired as tutors complete a 2- to 3-day mandated training, which covers tutoring theory and practice (7). Across the College, tutors are invited to attend conferences like Northern California Writing Center’s Association and Nor Cal Tutoring Expo, to receive ongoing training (8).

Students enrolled in or affiliated with certain learning communities have access to tutoring focused on their specific needs. Peer tutoring is available for Veterans, athletes, and members of Puente, Umoja, MESA, and PACE learning communities. Students in the Disability Support Services program also have access to Disability Support Services-trained professional tutors (15).

DVC tutoring labs offer both appointment-based tutoring sessions and drop-in tutoring. Most labs operate on a drop-in schedule, with peer tutors available at scheduled hours. In the PHC
English tutoring lab and the SRC Reading and Writing lab, students have the choice of making an appointment for tutoring in addition to drop-in tutoring. The Reading and Writing Lab at SRC also offers an online paper drop-off service for students who are unable to attend a face-to-face tutoring appointment (12). Group tutoring is available in the math lab as well as in the MESA tutoring program.

DVC offers online tutoring via NetTutor to all students, and targets online students and students who cannot attend tutoring sessions on campus due to scheduling conflicts (11). Students have real-time online tutorial sessions with a tutor from 5:00p.m.-8:00a.m. on weekdays and 24-hour access on weekends. Question drop-off or paper-drop off options are available any time for students via NetTutor.

DVC offers supplemental instruction (SI) support students in STEM, English as a Second Language, and English courses. The MESA program offers weekly Supplemental Instruction workshops to students enrolled in specific STEM classes (9). In the English Learning Center, DVC offers Supplemental Instructions to students enrolled in English as a Second Language and basic skills courses as well as to students enrolled in specific sections of other English courses (10). The supplemental instruction leaders (SILs) are trained tutors who work both in the classroom with the classroom instructor and hold study group sessions for students either before or after class. The SILs are regularly evaluated and program coordinators hold trainings and professional development for SILs at the beginning of every semester.13

Analysis and Evaluation
Library and instructional faculty collaborate to maintain Library and Learning support services. Through the program review process and robust assessment program, the library routinely assesses services and the collection. Student learning is supported by access to computer hardware and software. Tutoring is available to all students, at both campuses and online, providing the necessary support for students in their classes. The College consistently evaluates these services and as a response to those evaluations created the ASC Center in 2019.

Library services at the San Ramon Campus via the Dougherty Station Library and county library specialist have fallen short of expectations. The College recognized the need for a dedicated library with a faculty librarian and tutoring center at the San Ramon Campus. Construction began on a new facility in 2019 and hiring of a full-time librarian was completed in Spring 2020.

Evidence II.B.1
2B1-1: program review handbook
2B1-2: screenshot of library mission statement
2B1-3: DVC, city of San Ramon MOU
2B1-4: CC County accessibility software/hardware
2B1-5: deselection lists, Florence email
2B1-6: database usage data
2B1-7: library student equity grant 1
2B1-8: library student equity grant 2
2B1-9: laptop checkout statistics
2B1-10: FA18 study room usage data
2B1-11: 2017-18 ref by apt stats
2B1-12: print marketing materials
2B1-13: gate count stats, 18-19
2B1-14: reference stats, 18-19
2B1-15: instruction stats, 18-19
2B1-16: screenshot of Insite smartphone app
2B1-17: screenshot of library page within Canvas (LibGuides LTI)
2B1-18: screenshot of computer labs page from DVC website

Tutoring:
1. Link to DVC webpage: https://www.dvc.edu/current/tutoring-services/index.html
2. DVC Tutoring Outcomes: https://www.dvc.edu/current/tutoring-services/mission.html
3. TAC Coordinators Meeting Minutes; TAC webpage
   https://www.dvc.edu/about/governance/faculty-senate/committees/tutoring-advisory/index.html
5. DVC Math Lab job announcement:
   https://www.dvc.edu/academics/departments/math/pdfs/MathLabTutorJobAnnouncementFall2019.pdf
6. DVC Tutoring Services Tutoring: https://www.dvc.edu/current/tutoring-services/howtobecomeatutor.html
7. SRC Tutor Training information
8. NorCal Tutor Conference Info:
10. English/ESL Supplemental Instruction:
    https://www.dvc.edu/academics/departments/english/learning-center-tutoring.html#supplemental
11. NetTutor page: https://www.dvc.edu/current/tutoring-services/online-tutoring.html
12. SRC Reading &Writing paper drop off info
13. DVC English Supplemental Instruction training agenda & evaluation information
14. Faculty Tutoring Coordinator job description
15. DVC DSS Tutoring: https://www.dvc.edu/student-services/disability-support-services/index.html
Standard II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support service professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard
Librarians support student learning through ongoing assessment of the library collection and by maintaining regular communication with faculty from both the Pleasant Hill and San Ramon campuses. Librarians make selections for the collection based on communication with faculty, curriculum development information, usage data, and professional reviews, such as those found in the Choice Reviews database. Developing research guides and addressing specific research and reading assignments through library instruction informs the work of building and maintaining the library's collection.

To facilitate relevancy and integration of library services and collections, the library has a standing seat on the Curriculum Committee. The library uses the curriculum proposal and revision process to collaborate with content expert teaching faculty on the library collection. The librarian on the Curriculum Committee funnels new course and degree outlines and revisions of exiting courses and degrees to appropriate librarian department liaisons (2B2-1). All full-time faculty librarians are responsible for maintaining communication with assigned departments and teaching faculty. Liaisons seek advice on new resources for the library collection. Teaching faculty make requests for new resources via email or from the Suggest an Item form on the library website (2B2-2). The library offers professional development credit for faculty that participate in the deselection of the collection.

DVC has a robust collection of textbooks on reserve at both locations. The reserve textbook collection provides multiple copies of the most expensive textbooks, potentially eliminating the need for financially challenged students to purchase these books. Textbooks in this collection are available for three-hour library use checkouts. Maintaining a targeted and useful textbook reserves collection requires collaboration between teaching faculty, librarians, library technicians, the community, and students. The reserve collection is supported largely by funding from the Associated Students of Diablo Valley College (2B2-3). The library has also received donations from community members for the reserve collection.

Criteria exists for textbooks that are added to the reserve collection in order to provide the maximum benefit to students (2B2-4). The criteria are as follows:

- Textbooks that cost more than $100,
- Textbooks that are used in multiple sections and used for more than 12-18 months,
- Textbooks cannot include content for individual students (such as access codes for online content, test prep, etc.).

Librarians and library technicians collaborate with the DVC Book Center and teaching faculty to build the reserve collection. The high cost of student educational materials disproportionately affects underserved student populations. Library staff see the reserve collection as a service that alleviates this financial strain on students and makes it easier for them to succeed academically.
In fall 2018, the library created a learning community textbook lending library through a Developmental Education grant (2B2-5). Students in Puente and Umoja are provided semester-long textbook checkouts for all Umoja and Puente classes. MESA students who participated received semester long textbook checkouts for STEM classes. In spring 2019, the library spent over $18,000 for 315 textbooks for students in learning communities (2B2-6).

Another effort by library faculty and staff to address the high cost of textbooks is the Open Educational Resources (OER) program at the college. Academic libraries are leaders in the growth, development and adoption of OERs, and the DVC library is building on these successes. Beginning in fall 2019, a full-time faculty librarian sits on the grant administration committee for the College’s $100,000 LibreText grant and is the College’s liaison on the State Academic Senate’s OER initiative (2B2-7).

The Pleasant Hill library maintains a print collection of approximately 87,000 titles and 39 academic databases, including three ebook databases. Databases and research assistance via Questionpoint are available to students 24/7 through the library website. The databases contains thousands of full text ebooks, articles from magazines, journals, newspapers, artwork images, streaming videos, and other scholarly content. The library offers interlibrary loan for students, faculty, and staff who require materials that the DVC library does not possess or have access to (2B2-8).

Through a partnership with the Contra Costa County Public Library system and the City of San Ramon, the Dougherty Station Library offers expanded hours to its facility for DVC students and professional assistance by a County librarian (2B2-9). Through this partnership, San Ramon students may request print books and have books delivered to the Dougherty Station Library. A collection of reserve textbooks and materials is available through the Dougherty Station Library.

Using the DVC Library Collection Development Policy, librarians take responsibility for the selection and weeding process in order to maintain an overall collection that supports the curriculum of the College (2B3-10). The materials in the library collection are meant to reflect and support the needs of the multi-ethnic, intersectional DVC student population.

In 2017, librarians created two special collections—a graphic novel and comics collection and an English as a Second Language (ESL) collection. The graphic novel and comics collection was in response to the high circulation rates of these resources. The College has a popular Graphic Novel as Literature course and a comics competition, the O’Keefe Graphic Literature Contest, which have fueled student interest in creating and consuming graphic novels and comics. This collection was moved to a shelf near the front of the library. The ESL special collection was created to be a browsable collection for students taking ESL classes. This collection includes high interest fiction and nonfiction as well as workbooks, textbooks, and reference texts. In 2017, the library received a Developmental Education grant of $5000 for library materials for this collection (2B2-11). Throughout the planning and building of this special collection, librarians worked closely with ESL teaching faculty (2B2-12).
In addition to collections, the library has acquired equipment to facilitate student learning. This includes:

- **Scanner**: allows students to duplicate print library materials. Students can save content to flash drive, cloud storage, mobile phones, and email.
- **Laptops**: 35 laptops were purchased with a Student Equity Committee grant in 2016. Laptops are for 3-hour checkouts in library use only. Laptops are networked with student pay-for-print system.
- **Calculators**: 50 calculators were purchased with a Developmental Education grant in 2018 and 25 calculators were purchased from community donation in 2019. 70 calculators are available for semester-long-checkout, and 5 are available for 24-hour-checkout.
- **Cell phone chargers**: 20 chargers were purchased with the library’s general fund. Chargers have a loan period of 3 hour in-library use only.
- **Wi-Fi printing**: the library piloted a Wi-Fi printing system, which allows students to print from their personal laptops and cell phones. Student can either upload or email documents as attachments to the student pay-for-print system.
- **Two copy machines, one of which prints in color**: in addition to copying, students can load files from a flash drive onto the color copy and make color prints.

**Tutoring**

In DVC’s tutoring programs, faculty and staff across the College play a critical role in supporting student learning. Both campuses offer students a variety of tutoring resources. Tutoring coordinators and other learning support professionals work directly with faculty to continuously maintain and update materials to help students succeed.

Tutoring lab coordinators work in conjunction with faculty to select and maintain all educational materials, including handouts and computer programs. Students have access to computers, educational materials and resources including models, slides, handouts, textbooks, and calculators. Students in the tutor training classes regularly evaluate and recommend materials and resources for use in the tutoring labs (4). Tutoring labs offer white board spaces to allow for collaborative work.

The program review process allows for the continuous review of tutoring programs and collects requests for materials and resources. Departments identifies specific student needs and equity gaps within their areas. The Program Review Committee identifies larger trends across the College in student need and tutoring resource requests (5). In addition to the program review process, the Tutoring Advisory Committee conducts an annual survey of students using the tutoring lab to collect data on program strengths and to identify areas for improvements (6). The Equity, Student Success and Support Program, and Developmental Education Committees help to identify student needs and provide support and funding for materials and equipment that help student learning (3).

**Analysis and Evaluation**
The College’s library collection development program is run collaboratively with teaching faculty and regularly assessed with relevant circulation data. Library faculty and staff build and maintain a library collection that supports the College’s curriculum and students’ research needs.

Learning support professionals across the College coordinate with faculty in their disciplines, as well as with the Tutoring Advisory Committee, to ensure student needs are evaluated and provide the necessary supports and interventions to promote student success. The program review process helps to identify student need within the College and allocates resources to support student learning and success.

**Evidence II.B.2.**

2B2-1: YearUp email from FE to lib faculty
2B2-2: screenshot of book request form
2B2-3: ASDVC agenda item email from Todd Farr
2B2-4: spreadsheet with textbook purchases, 17-18
2B2-5: Dev ed grant proposal, textbook lending library
2B2-6: textbook lending library purchases spreadsheet
2B2-7: agenda/minutes from grant admin meeting
2B2-8: ILL webpage screenshot
2B2-9: joint library MOU
2B2-10: DVC library CD policy
2B2-11: Dev ed grant for ESL materials
2B2-12: Email, ESL dept. mtg. announcement

**Tutoring:**

1. DVC English Canvas page: [https://dvc.instructure.com/courses/25273](https://dvc.instructure.com/courses/25273)
2. DVC math lab web page: [https://www.dvc.edu/academics/departments/math/mathlab.html](https://www.dvc.edu/academics/departments/math/mathlab.html)
3. Dev Ed committee funding information
4. INTD 140 final project information
5. Program Review Committee April minutes
6. TAC survey 2019
II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluation as a basis for improvement.

Evidence of Meeting the Standard
The Diablo Valley College library uses a variety of methods to evaluate their effectiveness in meeting student learning needs. The results of these evaluations are used to make improvements to library services and the Library Technology program. The library regularly assesses its services, courses, materials, Career Education program, and equipment through the program review process and student learning outcome course and program assessments (2B3-1). Librarians regularly assess the collections of print books, ebooks, and textbooks to deselect obsolete materials and purchase new materials that support curriculum and student needs and requests (2B3-2).

Statistical analysis of the collection through circulation numbers and subject representation across the curriculum is conducted by librarians. In fall 2017, library staff created a new collection development funding model based on circulation statistics (2B3-3). Database and ebook usage statistics, individual library service assessments, and faculty and student satisfaction surveys are part of the library’s assessment activities (2B3-4).

The library assesses its services and materials by collecting data from faculty, staff, and students. The library regularly assessed student satisfaction through student surveys but stopped the use of surveys after 2014-2015, when librarians developed library student learning outcomes which directed library assessment. In 2017-2018, librarians formulated new student learning outcomes developed from the ACRL Standards for Libraries in Higher Education (2B3-5). Librarians edited the ACRL standards to be student centered and adopted the respective performance indicators as assessment guidelines.

Library faculty meet regularly to assess student learning outcome (SLO) data. For example, the library assessed its space student learning outcome: Students interact with ideas in both physical and virtual library environments to expand learning and facilitate the creation of new knowledge. Librarians recognized that this SLO supports the 2018-2023 Educational Master Plan through the RP Group’s Student Success Factors; library space contributes to students being directed, focused, nurtured, and connected. Librarians then used a performance indicator to direct assessments: The library’s physical space features connectivity and up-to-date, adequate, well-maintained equipment, and furnishings.

Evaluation of other services is ongoing in the library. For example:

- Laptop survey (2B3-6): The library has 35 laptops available for check-out. Laptops can be checked out for three hours and must stay inside the library. In order to use this service, students need to sign a contract once an academic year. Students who signed laptop agreements were sent a survey that measured general satisfaction as well as motivations—how they discovered the service and why they needed the service. The survey showed that most students learned about the program from library signage within
the facility. Library staff began to market the laptop checkout program on campus LCD monitors, in email blasts to faculty, and through print marketing (bookmarks and postcards) (2B3-7).

- Calculator survey (2B-8): The library has 75 graphic calculators available for checkout. All students who checked out a graphing calculator for the semester were sent a survey measuring general satisfaction and student motivation. Students were overwhelmingly positive about the service, and 79% of respondents said that without the program, the full cost of the calculator would be a financial hardship. Most respondents learned about the program from instructors and peers. Because of the positive survey responses, the library added 75 new calculators.

- Study room usage (2B-9): Usage statistics demonstrate high demand for this service. This performance indicator led to discussions about technology and furniture in the study rooms. Currently, none of the study rooms have computers or large LCD screens so students must check out a laptop or bring their own. In consultation with the Distance Education Coordinator and the College’s instructional technologist the librarians wrote a program review proposal to add computers, LCD screens, and replace chalk boards with white board in the study rooms.

- Workshop evaluations (2B3-10): Assessments of workshops are mapped to the ACRL Framework (2B3-10). At the end of one-shot workshops, librarians direct students to the Workshop Assessment link on the library homepage (2B3-11), and ask them to complete the assessment. The library instruction team meets every other week and routinely evaluates the results of the evaluations (2B3-12).

Library Technology learning outcomes are determined points of achievement used to measure student learning of key content of courses, programs, and services. Learning outcomes are systematically assessed on a predefined schedule for each course, program, and service. The assessment processes are designed to ensure currency, focus instructional strategies, and facilitate authentic measurement of student learning (2B3-13).

**Tutoring**

Since 2012, the Tutoring Advisory Committee (TAC) has surveyed students who utilize tutoring services across the College. This annual survey is used to assess the effectiveness of tutoring (1). The TAC shares the survey results with the individual tutoring areas, as well as with the Academic Senate Council (8). In spring 2018, the TAC, through the Academic Senate, created tutoring learning outcomes for all tutoring centers across the College (2). The annual tutoring survey is aligned with these outcomes, and helps assess the way the College, as well as the individual areas, meets the stated learning outcomes.

Based on the annual survey results, the Tutoring Advisory Committee (TAC) makes recommendations to tutoring programs with the goal of better meeting student needs. Departments use this information in their annual and comprehensive program reviews to request resource allocations (9). As a result, tutoring programs increased evening, weekend, and online hours based on student need as evidenced in the survey (3). In addition to the TAC survey,
individual tutoring programs conduct internal evaluations to assess their programs and make changes based on this data (4).

The Tutoring Advisory Committee (TAC) in coordination with the Distance Education Committee, regularly reviews and evaluates online tutoring sessions from NetTutor to assess the efficacy of online tutoring services (5). The TAC advises tutoring coordinators on data analysis and holds training on using the DVC student tracking system (SARS) to help with data collection (6). As a result of this training, tutoring labs were able to collect and analyze data about students using tutoring areas (7).

**Analysis and Evaluation**

Librarians use ACRL standards and frameworks to create learning outcomes for library services and the outcomes are regularly assessed. Results of those assessments have inspired program improvements. The library collection is regularly evaluated, and all new library services are added to its comprehensive assessment program. The results are used to add new services, make improvements to services, or end services.

DVC evaluates tutoring programs through an annual TAC tutoring survey of student usage and assesses the tutoring student learning outcomes across all tutoring areas. Tutoring programs use information from the survey, as well as tutoring usage data, to identify gaps in service and student needs. Tutoring programs, through the program review process, request resource allocations based on this information in order to implement improvements.

**Evidence II.B.3.**

- 2B3-1, program review handbook
- 2B3-2, circulation report by subject areas, 2017-18
- 2B3-3, *find email, meeting minutes, final doc
- 2B3-4, screenshot of assessment webpage
- 2B3-5, laptop survey executive summary
- 2B3-6, print marketing (bookmarks, postcards, etc.)
- 2B3-7, calculator survey executive summary
- 2B3-8, *demographic data report from district
- 2B4-9, *reports, data from workshop assessments
- 2B4-10, faculty survey executive summary
- 2B4-11, library faculty meeting about faculty survey

1. TAC survey 2019
2. TAC Learning Outcomes & ASC minutes spring 2018
3. TAC 2017 survey and TAC minutes
4. English tutoring survey
5. TAC minutes spring 2018 and DE minutes Spring 2019
6. TAC minutes spring 2019
7. Veterans Alliance minutes May 2019
8. TAC report to ASC
9. IUPR Resource Allocation requests (English/Math/Speech)
Standard II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Evidence of Meeting the Standard
The DVC library and tutoring program have five formal agreements:

1. Memorandum of Understanding (MOU) Between the County of Contra Costa, the City of San Ramon and the Contra Costa Community College District
2. Cooperative buying agreement with Community College League and Council of Chief Librarians
3. Resource sharing with district libraries
4. Participation Agreement, Ex Libris
5. NetTutor

The agreements are documented, serve their intended purposes, and are regularly evaluated for effectiveness.

Memorandum of Understanding for Joint-Use
At the San Ramon Campus, the College provides funding through a joint-use agreement for the Contra Costa County’s Dougherty Station Library (DSL) to employ a 0.5 FTE library specialist (2B4-1). This specialist assists the College community by providing library instruction, collaborating with faculty members, and participating in College activities. This College-provided funding secures an additional 13 hours a week to the DSL to support a 50 hour a week schedule more responsive to the College schedule and needs.

The College, the Contra Costa County Libraries, and the City of San Ramon collaborate to support student and faculty’s learning and information needs at the Dougherty Station Library. The services are operated by the County Libraries with supplemental funding from the College and the City of San Ramon according to the agreements outlined in the Memorandum of Understanding. A Joint Use Library Advisory Committee (JULAC), with representatives from all parties, meets regularly to develop ongoing recommendations for its operation for the benefit of all parties. The JULAC advises the San Ramon senior branch librarian in the operation, mission, objectives, structure, and other aspects of the operation of the Dougherty Station Library.

A librarian specialist has specific responsibilities to the College spelled out in the MOU in order to assure support for the College information and learning needs. The Pleasant Hill Campus librarians work closely with the San Ramon Campus (SRC) librarian specialists with the goal of providing equal access to resources and learning support for SRC students and faculty. This arrangement has not been an adequate solution for SRC faculty and students. To evaluate the effectiveness of the service, a 2017 survey of SRC was conducted which showed a need for a
faculty librarian and a dedicated library space on the campus (2B4-2). In response, as part of the Measure E bond building projects, a new SRC library/tutoring center is being built and in Spring 2020 the College hired a dedicated faculty librarian for that location. The Pleasant Hill Campus faculty librarians collaborated on the new library design with the San Ramon Campus administration and faculty (2B4-3).

**Cooperative Buying Agreement**
DVC belongs to the Community College Library Consortium through the Council of Chief Librarians. The consortium’s charge is to “explore ways in which the resources of the community college libraries could be maximized through cooperative ventures for electronic resources, databases and information” (2B4-4). Librarians use the Electronic Access and Reviews Committee’s database reviews in conjunction with faculty input, College curriculum, and database statistics when making decisions about adding or removing electronic databases from the collection. Library databases and software as a service are purchased through the consortium.

**District Resource Sharing**
DVC is a member of a three-college district. Students, faculty, and staff may request items from any of the District college libraries and have them delivered to their college library through inter-campus mail. In 2015, DVC and Contra Costa Community College (CCC) collaborated on a district innovation grant to offer a 24/7 chat service to answer student questions (2B4-5). After a successful grant funded three years of service, DVC and CCC renewed the service in fall 2018.

**Participation Agreement, Ex Libris**
In fall 2018, the District entered into a statewide agreement with the California Community College Chancellor’s Office to migrate all three college libraries to Ex Libris, a library services platform (2B4-6). Ex Libris’ cloud-based software Alma is used by library staff to catalog, display, and circulate resources. Primo is the public facing discovery layer that allows users to search the library’s local print collection and online resources from one search box. Alma and Primo replaced Sierra, an integrated library service from Innovative Interfaces and EDS, a discovery service by EBSCO.

These services provide student usage data that help librarians make decisions about additions and deletions to the collection. This data is added to the California Community College Chancellor’s Office Annual Data Survey. The library benefits from a statewide agreement with EBSCO, which allows free access to a collection of databases, and to some products at a discounted price (2B4-7). This database collection is the main source of peer-reviewed journals for student, faculty, and staff research. Through EBSCO, the library currently subscribes to over 204,000 ebooks as well as 33 print and over 350,000 online periodicals.

**NetTutor**
In December 2017, DVC contracted with NetTutor, an outside tutoring vendor associated with the California Online Education Initiative), to provide students with access to tutoring services at night and on the weekend, and to accommodate our distance education and working students (1). The free online tutoring is provided to students via the Canvas leaning management system (2).
DVC provides training videos and access information on the online tutoring website for students and faculty.

All NetTutor sessions are recorded and available to the faculty tutoring coordinator and the dean of library, educational technology, and learning support. Any issues that arise are addressed with NetTutor representatives (3). In spring 2018, the Tutoring Advisory Committee (TAC) reviewed a random selection of NetTutor sessions in math and English in order to assess the quality of tutoring (4). In spring 2019, the Distance Education Committee reviewed a random selection of NetTutor sessions to ensure the program met the needs of distance education students (5). The TAC includes NetTutor in its annual survey of tutoring programs, and NetTutor provides DVC with student satisfaction surveys (6). NetTutor usage is evaluated to identify gaps in student engagement and success (7).

**Analysis and Evaluation**
The college collaborates with five other sources to provide learning support for students. All five are regularly evaluated and are adequate for the needs of the College.

Library services at the San Ramon Campus via the Dougherty Station Library and county library specialist have fallen short of expectations. The College recognized the need for a dedicated library with a faculty librarian and tutoring center at the San Ramon Campus. Construction began on a new facility in 2019 and hiring of a full-time librarian was completed in Spring 2020.

**Evidence II.B.4.**
2B4-1: DVC/San Ramon MOU
2B4-2: faculty survey executive summary
2B4-3: email thread – SRC library design collaboration
2B4-4: CCLEAR committee charge screenshot
2B4-5: District innovation grant proposal
2B4-6: LSP agreement (still need official agreement)
2B4-7: EBSCO state-wide agreement with chancellor’s office

**Tutoring:**
1. DVC NetTutor contract
2. DVC NetTutor website: https://www.dvc.edu/current/tutoring-services/online-tutoring.html
3. NetTutor meeting/email
4. TAC spring 2018 minutes
5. DE spring 2019 minutes/Math Department workshop minutes May 2019
6. 2019 TAC survey
7. NetTutor Usage information; Email Katy/Becky/Rick May 2019
Student Services
II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard
Diablo Valley College regularly evaluates the quality of its student support services to ensure that, regardless of location or means of delivery, the services support student learning and accomplish the institutional mission. The College utilizes the program review process, student evaluations of services, student learning outcome assessment, and comprehensive student services audits to evaluate support services and support the College’s mission.

Methods of Evaluation
Program Review
Support services at both campuses are evaluated regularly through the student services program review process (Program Review template). Program reviews are conducted annually, with a comprehensive review of each service completed every three years (evidence: ProgramReviewHandbook.pdf - schedule on page 5). During the program review process, service areas review data and student surveys to evaluate the quality of programs (PR Financial Aid, PR Counseling). Student service units reflect on how their area meets the mission of the College and the 2018-2023 Educational Master Plan (PR template). Program reviews include reflection on major accomplishments or changes to units, challenges programs have faced, and strategies to improve student equity (PR template). Program reviews go through a validation process and are tied to resource allocation. The validation process includes feedback from different student service units, which is a space for valuable information sharing and dialogue.

Learning Outcomes Assessment
Each student services area creates and evaluates student learning outcomes (SLOs) based on students’ interaction with the area. SLOs for every area include a program goal statement, methods of assessment, analysis of data, and action plans (SLO template). Methods of assessment of learning outcomes vary depending on the program and service evaluated. Typical assessments for student service areas include student surveys, tracking usage of services data, and tracking student progress. SLOs are evaluated annually and results are used to make improvements to services and programs to better support student learning.

Comprehensive Audit
The College offers many services online to serve distance education as well as students on-campus. Online services include admissions, orientation, counseling appointments, tutoring, assessment, and more. A comprehensive evaluation of student services was conducted in 2017-2018 to assess services available to students taking online courses (evidence: GP Student Services spreadsheet). During this evaluation, Financial Aid and the Transfer Center were identified as areas that required students to submit documents in person, or to attend in person appointments. As a response, Financial Aid moved information and forms online and added imbedded videos to their webpage to assist students with the application process. Transfer Services increased the availability of information and services online and now offers online
appointments with select college transfer representatives and provides workshops that can be attended via Zoom (EVIDENCE). Since DVC joined the California Virtual Campus-Online Education Initiative in August 2018, several service areas have expanded online student services, including online counseling appointments.

**Analysis and Evaluation**

Student service areas conduct annual reviews of program and service offerings and make improvements based on the collected data. The College ensures students at both campuses and in distance education have access to services. Improvements to online services to better support students have been made in response to program review, student learning outcome assessments, and audits.
II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard
Diablo Valley College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Student support services regularly conduct student learning outcomes assessment (SLO template) for units at both the Pleasant Hill and San Ramon campuses. Student service learning outcomes are assessed annually and reported in the program review process (PR annual update and comprehensive). Students complete surveys to evaluate the learning outcomes of their interactions with student services departments and programs (evidence some examples of slos). The results are used to improve both face-to-face and online services and programs to enhance student learning. The following programs exemplify the use of assessment data to continuously improve student support programs and services.

In 2017-2018, a Student Life Office learning outcome identified the need to serve as an advocate for marginalized populations on campus (SLO form 2017,2018). To address this learning outcome, Student Life, in cooperation with the Associated Students of DVC, opened a College Food Pantry at the Pleasant Hill Campus to serve student food insecurity and contribute to students’ academic success. In 2018-2019, the Food Pantry served 444 students at the Pleasant Hill Campus (SLO data). The program expanded to the San Ramon Campus in fall 2019, during which it served 24 students in San Ramon. The Student Life Office continues to assess the Food Pantry and its effectiveness in serving students.

A second learning outcome from Student Life assessed students’ ability to successfully plan, develop, and implement activities using the activities proposal and request process. Through analysis of student usage in the process, the Student Life Office concluded that the processing of club paperwork and events was cumbersome for students. As a result, the department implemented an online service for event forms, DVCsync (evidence: PowerPoints, timelines, workshop flyer, info flyer, etc.). Successful implementation of activities increased from 74.4% to 91.3% after DVCsync was instituted (SLO data 2016, 2017, 2018).

In the Financial Aid Office, data is gathered and assessed through entry and exit surveys to ensure that learning outcomes are met (SLO Financial Aid). For example, the 2017-2018 student survey results showed the need to educate students about the Satisfactory Academic Progress (SAP) policy. A program was launched in fall 2018 requiring students on financial aid suspension status to complete an SAP online workshop (Evidence: Financial Aid folder) In reviewing the data after one year, the Financial Aid Office discovered students did not completely understand the expectations of the program. The Financial Aid Office made revisions to clarify the SAP forms and process and provided additional information on the College website.

Extended Opportunity Programs and Services (EOPS) utilizes surveys and conducts student focus groups to assess program services. An ongoing learning outcome in EOPS assessed if...
incoming students could identify program requirements after completing an orientation. In fall 2018, EOPS utilized paper quizzes consisting of questions addressing five semester requirements for the program. Students correctly answered 90% or more for most questions (SLO results). In an effort to continuously improve and provide a more engaging experience for students, in spring 2019, EOPS moved the format to an online format from a paper quiz (Kahoot Q1 screenshot). Additional program questions were added and assessment results showed students’ understanding of the program dropped to 67% (EOPS Orientation Quiz, 2017-2018). EOPS analyzed these results and felt that some of the questions asked in the new format were tricky for students and not properly testing their knowledge. EOPS plans to modify the online questions for a future semester to gauge understanding of program requirements and test the effectiveness of delivery of information.

Analysis and Evaluation
Student Learning Outcomes are assessed by all units on an annual basis. San Ramon students are assessed and combined with the results from Pleasant Hill to improve services on both campuses. Findings inform unit decision making regarding services provided and areas that need to be strengthened. Student service areas continuously improve their services based on the findings of their assessments.

Evidence II.C.2.
II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard
DVC provides all students equitable access to student services at both the Pleasant Hill and San Ramon Campuses and online. Students have access to appropriate, comprehensive and reliable student services including:

- Admissions and Records
- Assessment
- CalWORKs
- Career and Employment Services
- Cooperative Work Experience
- Counseling
- Disability Support Services
- Educational Talent Search
- Extended Opportunity Programs and Services
- Financial Aid
- International Student Office
- Outreach/Relations with Schools
- Scholarship Office
- Student Life Office
- Transfer Services
- Veterans Office
- Welcome Center

Admissions and Records assures students' equitable access to services, regardless of location or delivery method, by providing a full range of services to students in person at the Admissions counters and by phone during regular business hours. Students can fax, email, or mail requests and inquiries 24/7 and the staff responds during regular business hours. Pleasant Hill Campus hours of operation are 8:00a.m.-5:00p.m., with extended hours on Tuesdays (Evidence: Office Hours). To better serve evening students, services are open for extended hours during peak periods. The San Ramon Campus is open until 6:30 p.m. Monday-Thursday and is open on Fridays during peak registration periods.

San Ramon Campus
The College provides equitable services to students enrolled at the San Ramon Campus (SRC). At SRC, there is a dedicated Admissions and Records (A&R) Office, which accepts documents for Extended Opportunity Programs and Services (EOPS) and Financial Aid. A&R staff was increased from three to four to better support the campus. Counseling is available for all students, including specific counseling for Veterans, CalWORKS, EOPS, foster youth, and disabled students (CS- confirm Evidence: Email – Remote Appointment Accommodations – 2018).
The San Ramon Campus (SRC) employs a full-time student services program coordinator who oversees events, student clubs, and acts as a proctor for assessments, make-up exams, and Disability Support Services testing. Workshops for students are held at SRC by staff members from the Financial Aid Office and the Scholarship Office (evid). Students are notified of service availability via email, the San Ramon Campus website, signage on Campus, and social media (Evidence: SRC folder). The Transfer and Career Center provides online appointments with college representatives, transfer workshops, and career services to students at SRC (evidence Welcome Services folder).

**Online Services**
The College provides equitable services to students online. Students, regardless of location, have access to services such as the online application via CCCApply, course schedules, and registration. Students can access email, the Canvas learning management system, and other services through the College’s portal. Students can submit transcript requests and graduation petitions online and student veterans can submit online requests for enrollment certification (Evidence: enrollment certification).

Welcome Services provides an online orientation available to students 24/7 in both English and Spanish. Students receive an e-mail notifying them of this important enrollment step immediately after applying to the College (Evidence: Online Orientation email). The online orientation provides information to students as outlined in Title 5, as well as information on college life and opportunities for campus involvement. Welcome Services provides documents, both online and in print, with step-by-step directions for completing online processes, such as purchasing a parking permit, applying to the College, and adding classes to an educational plan (Evidence: insert screen shot [https://www.dvc.edu/welcomeservices](https://www.dvc.edu/welcomeservices)). Potential and current students that have questions can ask for assistance via phone, e-mail, or in person (Evidence: Contact Us page [https://www.dvc.edu/enrollment/welcome/index.html#contact-us](https://www.dvc.edu/enrollment/welcome/index.html#contact-us)).

Counseling appointments can be scheduled online through the DVC website for both campuses. Students can meet with a counselor by phone, by Skype, by Zoom, or they can email questions to counselors. Since 2011, the Counseling Department has offered some online counseling and it has worked to continuously improve its offerings (evidence Counseling folder). Resources for students are available on the Counseling Canvas page and include transfer forms, IGETC documents, and CSU/UC guides for application. As part of the College’s collaboration with the California Virtual Campus – Online Education Initiative, beginning fall 2020, online counseling services via Cranium Café will be available to students registered in any course, whether online, hybrid, or face-to-face (evidence Counseling folder).

The College offers COUNS 95, Educational Planning, at both campuses and in an online format. Face-to-face courses are offered in the evening and on weekends.

Through the California Virtual Campus-Online Education Initiative (CVC-OEI), DVC received access to NetTutor, providing online 24-hour access to tutoring through Canvas. Disability Support Services has assisted with ensuring that CVC-OEI online services are accessible for students with disabilities by providing information and guidance to the Distance Education Committee, the body largely responsible for implementing the CVC-OEI at the College.
The Distance Education Committee is evaluating online proctoring software for its use in online exams, as part of the CVC-OEI project.

Disability Support Services (DSS) strives to provide an equitable experience to students accessing services online and in-person on both campuses. Forms for DSS services are available on the College website including the application for services, alternate media contract, disability verification form, mobility services contract, and notetaking services contract (Evidence: DSS folder). DSS students taking exams online via the Canvas learning management system are granted extended time by their instructor.

Students interested in employment opportunities can create an account through the Career and Employment and Transfer Center website with College Central Network (CCN) (Evidence: CET folder). Through CCN, students can create a resume, search and apply for jobs and internship opportunities that have been posted by potential employers, both on and off campus. Students can have appointments with a career counselor face-to-face, by phone, by Skype, or via email. Beginning spring 2019, online video-chat appointments with college transfer representatives are available (Evidence: CET folder).

In fall 2018, Extended Opportunity Programs and Services (EOPS) developed and implemented an online application available to students 24/7 (Evidence: EOPS Spring 2019 EOPS New Student App snapshot) The increased accessibility of the EOPS application resulted in a marked increase in applications from 453 paper applications received in fall 2017 to 640 online applications in fall 2018. For students who are unable to travel to campus, EOPS provides orientations and peer advisor visits via telephone.

Financial aid services and information are available on multiple platforms to ensure that the financial aid process is equitable for all students. The Financial Aid website provides students with information on paying for college, how to apply, scholarships, payment schedules, policies, tutorials, workshops, frequently asked questions, as well as contact information and office hours. Many of these areas include embedded videos to further clarify the financial aid processes (Evidence: Financial Aid Folder https://www.dvc.edu/student-services/financial-aid/index.html. Students can log on to the College’s portal and access Financial Aid self-service. The portal provides students with information on their Financial Aid status, loan history, Pell lifetime eligibility used, Financial Aid Office contact information, and other helpful resources (evidence).

The Scholarship Office administers the DVC scholarship program and works with community organizations to promote external scholarships and to recognize recipients. The Scholarship Office maintains listings of current scholarship opportunities in both online and print formats, provides students with information regarding search methods, and assists students in the application process (Evidence: Scholarship folder https://www.dvc.edu/student-services/financial-aid/scholarships/apply-scholarships.html).

The Assessment Center is transitioning to a primarily online process, given the implementation of AB 705 for English, English as a Second Language, and math placements. Students that graduated from a U.S. accredited high school within the past ten years use the online placement
tool, which is available 24/7 and uploads to the student information system every two hours. In spring 2019, the Assessment Center added guided self-placement via the College website as an option for online placement for students that did not graduate from a US accredited high school, attended adult school and do not have a traditional transcript, completed a GED, earned a high school proficiency certificate, or have been out of high school for more than ten years. Chemistry assessments are conducted in person at both campuses, and students can schedule appointments online to take these assessments. A list of the monthly assessment offered is available online to assist with planning (Evidence: screen shot https://www.dvc.edu/enrollment/assessment/pdfs/assessment-testing-schedule.pdf).

The International Student Office (ISO) provides a comprehensive program of support services to meet the educational, employment, and social integration needs of international students at DVC. The ISO provides regular information and updates that are available to students online, in hard copy, as well as through alternate media upon request.

The Veteran Services department assures equitable access, by providing resources and information online via DVC Veteran webpage (Evidence: screen shot of Veterans home page) Veteran Services is also available to answer veteran related question via telephone and email when office hours are closed.

In order to provide better access to Student Life forms and procedures, the Student Life Office implemented DVCsync, an online software management system. DVCsync is an organization platform for clubs and includes online club renewal forms, new club application submissions, event requests, funding requests, document storage, and online communication. A DVCsync tile is posted on the student portal, in the Canvas learning management system, and as a link located on the Student Life DVC web page (Evidence: screen shots in Student Life folder). Club forms, handbooks, and frequently asked questions are posted on both DVCsync and the DVC Student Life web pages. Student Life posts events on the College’s website calendar and contributes to the Communications and Marketing Department’s monthly email communication, eConnect, distributed to currently enrolled students (Evidence: screen shots in Student Life Folder). The Associated Students of DVC Inter-Club Council meets weekly at the Pleasant Hill campus and uses teleconferencing to include San Ramon campus students.

**Analysis and Evaluation**

Student services are provided to all students at both the Pleasant Hill and San Ramon Campuses and online. There is a broad range of services available, which equitably meet student needs. The College has worked to ensure that services can be conducted online, to serve students who are unable to physically come to one of the campuses during business hours.

**Evidence II.C.3.**
II.C.4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard
The College’s athletic and co-curricular programs, such as the student newspaper, clubs, and the speech and debate team, expand the social and cultural dimensions of the educational experience of students. The programs support the College mission and are conducted with integrity. The College has policies and procedures which control the finances for these programs. All students who participate must follow the District Student Services Procedure 3027, Student Code of Conduct (evidence procedure in athletics folder).

Athletics
Diablo Valley College’s Athletic Department hosts 17 intercollegiate programs that are integrated within the campus core mission of increasing student success. The DVC Athletic Mission Statement matches the College’s priorities of providing equitable opportunities, creating a diversified learning environment that includes both traditional and activity-based curricula, and setting an academic foundation that supports student achievement (Evidence: athletic mission statement, Athletics folder). Students learn skills that enhance their educational experience such as teamwork, cooperative learning, sportsmanship, and foundations for a good work ethic through sport.

Approximately 350 student athletes participate annually on an athletic team. Athletes are required to be full time students enrolled in 12 or more units, maintain a 2.0 GPA, follow a comprehensive educational plan, and must show movement toward completion and potentially transfer. The College supports these efforts with a full-time athletic academic counselor, a Student Athlete Success Team, which is comprised of a program coordinator and tutors, the availability of twelve hours of study hall per week, and free online tutoring in the evenings and weekends (Evidence: Athletics folder).

The California Community College Athletic Association (CCCAA) is the governing body over all community college athletics in California. Diablo Valley College is a self-regulating entity that follows all CCCAA eligibility standards and complies with its rules and policies. All personnel who work within the Athletic Department undergo annual training on the CCCAA constitution, rules, and regulations to be allowed to work with any student athlete. Student athletes must complete eligibility workshops before they can compete. The Admissions and Records Office oversees all athletic eligibility clearance and submits final reporting to the conference commissioner and the CCCAA. Every five years the conference conducts a program review to ensure each institution is meeting their obligations as members of the CCCAA. The last program review was completed in 2015 (Evidence: Athletics folder).

Diablo Valley College supports and funds the infrastructure required to run and maintain each athletic team. Coaching salaries, team travel, equipment, supplies, student athlete meal money, officials, and event staff management are operations funded by the College. Complete staffing of
support personnel such as athletic trainers, equipment managers and administrators are provided by the institution (Evidence: Athletics folder).

**Student Life**
The Student Life Office offers co-curricular activities and events. The Student Life Office manages the operations and usage of the Student Union Building, advises the Associated Students of DVC student government, and supports the extensive student club program. Student Life provides activities and workshops that address College safety, provide educational support, and on topics of special interest to students (Evidence: workshop evidence and data folders).

To support the social and physical needs of students, in March 2018, the Associated Students of DVC in collaboration with Student Life Office designated a space in the Student Union to open a Food Pantry. The goal was to address the national and local research studies data on food insecurity experienced by students. To support these efforts, the College received grants from the State Chancellor’s Office, the Community Health Fund, Wells Fargo, and Safeway. Food and financial support are provided through a partnership with the Bay Area Food Bank collaborative (Evidence: grant award emails). A Food Pantry at the San Ramon Campus began in 2019. Since its inception, the Food Pantry program has served 722 students in total.

The Student Life Office supports the cultural and social needs of students through programming and activities in the Multi-Cultural Center, located in the Student Union Building. The Center hosts campus wide student leadership development opportunities, Heritage and Awareness months, and Title IX student education (Evidence: emails and flyers). Student Life has partnered with the Alzheimer's Association, Latino Outreach, Latino Chamber of Commerce, Rainbow Community Center, American Foundation for Suicide Prevention, Women’s League of Voters, NAMI of Contra Costa, and an Oakland based Native Drumming group for programming (Evidence: emails and flyers).

The College has clear procedures for monitoring and control of Student Life funds. Both the student Inter-Club Council (ICC) and the Associated Students of DVC (ASDVC) have prescribed processes for requesting funds detailed in their governing documents (ASDVC budget code and ICC bylaws). All expenditures require justifying documentation and signatures from the ASDVC president, ASDVC controller, and the Student Life Program Manager (Evidence: signed check request). All supporting documents and approvals are in accordance with College fiscal policy and follow California Education Code standards. In Fall 2019, DVCsync added an online finance module to provide transparency of funds available, public posting of all transactions, and an electronic fund request process (evidence: PowerPoint, flyers, emails). Revenue is generated from student fees: $5 activity and $2 representation for both fall and spring terms.

Fiscal Crisis Management Assistance Team (FCMAT) training is held every two years for club advisors, Student Life staff, and Business Officer personnel (Evidence: Fall 2016 and 2018 emails, flyers, and sign in sheet). Associated Students of DVC leaders and Inter-Club Council finance officers attended FCMAT training in Fall 2019 at the California Community College Student Affairs Association Student Leadership Conference (Evidence: follow up email to
students). Finance trainings were held for student club treasurers and presidents during Inter-Club Council meetings (Evidence: flyers and PowerPoint).

The Student Life Office works cooperatively with the Associated Students of DVC to manage the Student Union building. As outlined in state law, the student government determines the appropriate use of the building and any funds. DVC Procedure 6001.05, Student Union Use and Scheduling, outlines the process for use requests (evidence procedure in Student Life folder). Requests are submitted through an online form (evidence request form in Student Life folder). Requests for reserving space in the Student Union are reviewed by the ASDVC Student Union Building Committee for approval (emailed Todd Farr for minutes 2/22).

**Instructional Co-Curricular Activities**

The College offers a variety of co-curricular activities, tied to instructional departments. For example, students can participate in producing the student newspaper, in drama performances, music groups, in Model United Nations, and on the speech and debate team. All the activities provide social and cultural enhancement to students. Control of the finances for these activities is done by the instructional unit and all expenditures go through regular College business processes. Expenditures require documentation and approval from a manager and from the Business Office.

**Analysis and Evaluation**

Through athletics, student life, and instructional co-curricular activities, DVC students can choose to enhance their education in many ways. Students who participate agree to adhere to the Student Code of Conduct. Systems are in place and are followed for control the finances for each of the activities.

**Evidence II.C.4.**
II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard
Diablo Valley College provides comprehensive academic and career counseling at both campuses, as well as personal counseling for issues affecting students’ educations. Students have access to drop-in counseling in the Counseling Offices and in the Career and Transfer Center. Students can schedule 30-minute appointments. One-hour appointments are available for Veterans, students on dismissal, and students appealing the maximum time frame for financial aid.

Services are provided in the Student Services Center at the Pleasant Hill Campus and the West Building at the San Ramon Campus. Students in MESA, Puente, Umoja, or Veterans may see a counselor in the Puente Umoja Mesa Achievement (PUMA) Center. Students are encouraged to see a counselor to check in and update their education plans at least once a semester, before adding/dropping classes, and whenever they have a question.

During counseling appointments, counselors help students with career-related questions and assist students in identifying potential transfer institution programs, requirements, processes, and inform students of relevant timelines for applications for graduation, transfer, or scholarship. Counselors review evaluations of coursework from other institutions with students and create education plans to help students reach their certificate, degree, transfer and career goals. Counselors assist students in the Career and Transfer Center with transfer and employment applications, resume and cover letter reviews, and provide workshops on transfer programs and processes.

In addition to academic and career counseling, counselors meet with students who are experiencing personal crises that are impacting their education. Students in crisis are seen immediately. Beginning in summer 2016, students not in crisis but who need additional support can schedule a 30-minute appointment with a wellness counselor, interns from the Counseling program at John F. Kennedy University (JFKU), or counselors from the Rainbow Center Coalition (RCC) (EVIDENCE). Students enrolled in six units or more can access the Confidential Student Assistance program, which provides up to five free sessions of personal counseling per issue at no charge to the student. Counseling is available by phone through the Confidential Student Assistance program 24/7, which allows online students equal access to services (Confidential Student Assistance Program Screenshot – Evidence).

Students who exhibit troubling or concerning behaviors can be referred to the Campus Assessment Response and Evaluation (CARE) team. After a referral, students may be matched with a Disability Support Services (DSS) counselor, if appropriate. If the student referred is already a student registered with DSS, a counselor will contact the student to schedule an appointment.

Standard II for vetting 2/24/20 page 59
Students can see counselors who specialize in working with student athletes, students with disabilities, first generation and under-represented students (EOPS), international students, Puente, Umoja, and Veteran students. Some programs, such as EOPS and Umoja, require students to complete a minimum number of counseling appointments each semester. To serve online students and students who cannot attend on-campus appointments, counselors provide drop-in counseling via Skype, phone appointments (full 30-60 minutes), and answer academic related questions via email. (see https://www.dvc.edu/enrollment/counseling/eservices.html). Online counseling is offered via Cranium Café as part of the California Virtual Campus-Online Education Initiative as of fall 2020 (Scheduling a Counseling Appointment Screenshots – Evidence). Cranium Café has document sharing capability, and a virtual “lobby” where students can access important information while they wait to meet with a counselor (Evidence: http://cvc.edu/cvc-oei-student-experience/counseling-for-online-students/).

Counselors teach a variety of courses to help orient new students to the College, its educational offerings, and certificate, degree and transfer pathways as well support students’ success in college and careers. New students with less than 12 units are strongly encouraged to take COUNS-095, Educational Planning, prior to beginning courses. Counselors teach COUNS-120, Student Success, a 3-unit course that is both UC/CSU transferable. The course teaches students about College programs and services, degree and transfer requirements, and important deadlines and processes. COUNS-100, New Student Success Strategies, a 1-unit course, is part of the FYE program and provides first semester students critical strategies and information for success. COUNS-130, Transfer Planning, is a 1.5-unit course that assists transfer-bound students in key considerations, resources, and processes to research, and prepare a plan for transfer.

Newly hired counselors participate in a department led training prior to counseling students to teach them counseling-related processes and procedures specific to the College, software and other technology used, and department policies. One hour of articulation information and training are required of tenure-track counseling faculty each week during fall and spring semesters. The training is open to part-time counseling faculty. Funds are available to attend transfer-focused counseling conferences sponsored by the California State University, University of California, and other institutions.

**Disability Support Services (DSS)**

On the Pleasant Hill campus, DVC employs two full-time and one part-time counselors who are dedicated to working exclusively with Disability Support Services (DSS) students. On the San Ramon campus, one counselor dedicates 50 percent of their load to working with DSS students. Students are required to meet with a counselor upon entry into DSS to determine which services are most appropriate. DSS counselors are available to provide guidance in disability management, academic advising, personal counseling, and career counseling. Students are encouraged to meet with their DSS counselor at least once a semester but may meet more frequently if desired. Drop-in counseling is available to assist students with brief questions (Evidence: https://www.dvc.edu/student-services/disability-support-services/dss-student-handbook/program-services/counseling.html).
In days immediately preceding registration periods, DSS counseling appointment slots are increased to allow students more access to course selection assistance and educational planning. During DSS counseling appointments, students are given a referral form which outlines who they should contact for specific services within DSS by phone or email (Evidence: Referral form). Courtesy reminder emails and postcards of priority registration dates are sent out to DSS students several weeks beforehand, which include a reminder about meeting with a DSS counselor to update educational plans (Evidence: Priority Registration Postcard).

Disability Support Services (DSS) counselors perform many outreach activities to prospective DSS students who are about to graduate high school. At these events, information is given about DSS services and how to apply. Potential students are guided step-by-step through the application and disability verification process (Evidence: Getting Started checklist). Students who are matriculated at the College and who wish to pursue DSS services are given a Verification Checklist to help guide them through the process. This includes information about how to schedule an appointment with a DSS counselor (Evidence: Verification checklist).

Extended Opportunity Programs and Services (EOPS), CalWORKS, START
Counseling and academic advising are foundational components of EOPS, CalWORKs, and START. Each program has dedicated counselors to meet the needs of the specific student populations. To enter the programs, students must submit a program application, attend a program orientation, and meet with a counselor. EOPS students must meet with a counselor to create an educational plan (Evidence: EOPS educational plan intake form). As part of the county requirements to receive CalWORKs county aid, students enrolled at DVC as part of the welfare-to-work plan must meet with a counselor to complete an educational plan for their selected educational goal. EOPS and START require students to sign a Mutual Responsibility Contract, which outlines the expectations for student participation and the benefits and services the program will provide to them.

EOPS requires students to complete two counseling appointments with an EOPS counselor each semester. During these counseling appointments, students may receive academic advising, discuss career and major goals, plan for transfer, or discuss personal matters beyond educational and career advising.

START is a support program designed to increase access, retention, and graduation rates for current or former foster youth at DVC. All incoming START students meet with a program coordinator as part of an initial intake appointment (Evidence: START Intake Form and START Intake Checklist). Intake steps include submitting a program application, attending a program orientation, and meeting with a counselor. Benefits and services for the program are provided to students. The students must complete semester check-ins with the START Program Coordinator to discuss course progress and plan for the future semester (Evidence: START End of Semester Check-In Form).

International Students
There are 1.5 full-time counselors dedicated to support international students. Counselors provide academic, career, and personal counseling services (Attachment: Enrollment Services Web Pages). The International Student Office provides ongoing support to international students.
including a required check-in orientation upon acceptance to the College, resources for transfer, and other matters relevant to international students.

**Learning Communities**
Designated counselors are available to students in the MESA, PACE, Puente, and Umoja learning communities. In PACE, Puente, and Umoja, counselors meet with students during an initial intake appointment following application to the program to review the learning community requirements, discuss student’s career and educational goals, and to create an education plan to meet the student’s goals that incorporates the learning community courses. MESA students are required to have a comprehensive educational plan on file and every semester, students are contacted to develop and/or update their plans (DVC MESA RFA 2017-18 – Evidence). Students in PACE, Puente, and Umoja are informed about important deadlines and processes. Students in all learning communities continue to meet with their designated program counselors and are informed about academic and transfer requirements, important deadlines, and support services related to their particular needs.

**Veterans**
The Veteran’s Services Office is open additional hours during the first two days of priority registration to assist veterans with registration and other veteran’s services related issues, concerns, and questions. Counseling drop-in appointments are available to Veterans in the Enrollment Lab on priority registration dates and in the PUMA Center. Veteran’s Services hosts workshops for students covering various benefits such as, financial aid, veteran’s benefits, education planning, and other campus resources.

**Welcome Services**
Welcome Services maintains an online orientation available to students 24/7 in both English and Spanish. Students are notified via email about the orientation immediately after applying to the College (evidence - Online Orientation email). The online orientation provides information to students as outlined in Title 5, as well as information on college life and opportunities for campus involvement.

**Viking Day and Welcome Day**
Graduating high school seniors that have completed the Student Success and Support Programs steps to enroll are invited to Viking Day at the College. Viking Day offers students the opportunity to meet their classmates, see the campus, learn more about programs and services, and complete any missing steps of the enrollment process, including a mini educational plan session lead by Counselors. It has been held in May for many years on the Pleasant Hill Campus. Beginning in Spring 2020, a Viking Day will also be held on the San Ramon Campus.

Incoming students are invited to attend Welcome Day, which is held the week before classes on both campuses in the fall and at the Pleasant Hill Campus in the spring term. During this event, new students attend workshops about how to determine their career goals, access technology on campus, and learn about the array of services at the College (evidence Welcome Day programs in Welcome Day folder). Students have the opportunity to meet with faculty in their academic area of interest and to connect with other new students. Attendance at Welcome Days has
markedly increased, such that in fall 2019 the College expanded to three separate days and 792 students attended.

**Analysis and Evaluation**
The institution provides counseling and/or academic advising programs to support student development and success in both online and in-person formats. Students are oriented to degree, certificate and transfer requirements, as well as services available on campus through an online orientation, Welcome Day, workshops, through individual appointments with counselors, Counseling and Career classes, and in classroom presentations. Information about important deadlines are in the *Catalog*, posted on the DVC website, on students’ portal landing page, through email blasts sent to students monthly and through a Canvas learning management system Student Support Services page.

Counselors dedicated to specific groups of students, such as Veteran students or students in the Extended Opportunity Programs and Services program, are available to meet any particular needs of those students and to inform them about available services.

Faculty are prepared for their roles in counseling and advising. Counselors participate in trainings specific to the Counseling Department, in mandatory weekly articulation meetings, professional development training during fall and spring semesters, and in professional conferences.

**Evidence II.C.5.**
II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard
Students are eligible for admission to Diablo Valley College if they have graduated from a regionally accredited high school, are at least 18 years old and no longer in high school, or have passed the State of California Certificate of Proficiency Test (CHSPE) or the General Education Development Test (GED). High school students who will be attending DVC prior to graduation from high school are considered concurrently enrolled. These students need special permission from a parent and their high school principal or designee to attend DVC. High school students are exempt from enrollment fees, but will be charged student union and materials fees (https://www.dvc.edu/enrollment/admissions-records/highschool.html). Admission policies and procedures are identified in the Catalog (evidence IIC – A&R – 2019-2020-college-catalog admissions requirements). The Catalog is available for purchase at both campuses in the Book Centers, and from the website (evidence IIC – A&R – 2019-2020-college-catalog webpage).

The Office of Admissions and Records is responsible for implementing the following policies and procedures to ensure that students meet the minimum qualifications for admission:

- Registration date priority, particularly for Disability Support Services (DSS) students, student veterans, homeless youth, foster youth, and Extended Opportunity Programs and Services students
- Assessment clearance (for areas outside the jurisdiction of the Assessment Center)
- Prerequisite equivalencies
- Resident and nonresident determinations
- Graduation verification for local degrees, transfer degrees, and certificates

Admissions and Records strictly and consistently adheres to admissions-related policies and procedures to ensure institutional academic integrity. In doing so, the College ensures that students enroll in courses appropriate for their level and that students are well-prepared to meet their educational goals.

The Counseling Department provides students with support and guidance to choose an educational goal and to complete their certificate, degree, and transfer plans. Counseling faculty teach Career and Life Planning (CARER 110), Career Assessment (CARER 120), Career and Major Exploration (CARER 130), and Transfer Planning (COUNS 130), which provide students an in-depth exploration of career, major and transfer pathways. The Career and Transfer Center offers workshops on how to apply for Transfer Admission Guarantees, California State University and University of California, writing Personal Insight Question responses, and applying using the Common Application.

The Catalog includes information on course requirements for all degrees and certificates (evidence Catalog). Planned schedules for when courses will be offered, graphics of program requirements, and term-by-term recommend course sequence maps are available on the website
for all programs (evidence – IIC Program course sequence and two year plan.pdf and https://www.dvc.edu/academics/programs.html). These tools were designed to help students accurately plan the courses needed to complete program requirements in a timely manner. The tools are updated every semester.

Adult Education created marketing materials which provide information on courses offered at adult schools that can be taken prior to or concurrently with enrollment at the College so students can clearly see a pathway to completion. The materials are specific to career technical education programs such as Early Child Development, Pre-Apprenticeship, and Business Information Worker. More pathways from adult school to community colleges are being developed.

International student admissions policies are aligned districtwide. Updates were made to the admission policies in the areas of English proficiency and secondary high school level graduation in September 2019 to create this alignment (Evidence: International Student Information Pages). International students complete a paper copy of the admissions application and then submit all required documents. An online admissions application is being created through CCCApply and the target date for implementation is Fall 2020. The online admission application will mirror the admissions application that domestic students complete when applying to DVC (Evidence: ISO Admissions Application Packet).

Analysis and Evaluation
The College adopts and adheres to consistent admission policies to ensure that all students are provided with the same opportunities. The College publishes these policies in the Catalog and in the Schedule of Classes, which are available online and in print.

Information about program requirements can be found in the Catalog and on the website. As part of the College’s Guided Pathways work, the graphic program requirement maps and term-by-term recommended course sequence maps provide valuable information for students.
II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard
The passage of AB705 brought placement changes to the College. Beginning in fall 2019, the Assessment Center no longer offers standardized English and math assessment testing. Students were notified of these changes through a variety of messaging systems, including e-mail, the College website, posters, handouts, announcements in classes, and the College eConnect newsletter. The Assessment Center continues to offer standardized testing for chemistry students with the California Chemistry Diagnostic Test and for English as a Second Language (ESL) students using Accuplacer. Beginning in summer 2020, ESL students will use guided self-placement instead of Accuplacer.

The Assessment Center validates assessment instruments as outlined by the State Chancellors office, although the validation processes has been on hiatus since Common Assessment piloting and AB 705 implementation. The College is in the process of validating the instrument used to place students into chemistry courses. This validation is a combined effort between chemistry faculty, Assessment Center staff, and District Research (evidence).

The Assessment Center website houses the online placement tool that determines the correct placement for English, English as a Second Language, and math courses. Initially piloted in 2016 by incoming high school seniors, the tool has since been refined, and opened to all incoming students beginning in 2018. The online placement tool shows the student their placement results immediately. The results are uploaded into the student information system every two hours. In spring 2019, the College added a guided self-placement option for students that did not graduate from a US accredited high school, attended adult school and do not have a traditional transcript, completed a GED, earned a high school proficiency certificate, or have been out of high school for more than ten years.

The online placement tool (www.dvc.edu/assessment) use a decision matrix recommended by the RP Group for both English and math placements, based on high school courses completed, grades received, and cumulative high school grade point average. During the transition to the online placement tool, the Assessment Center, in conjunction with counseling, English faculty, and math faculty, offered drop-in sessions to students to assist with placement (evidence – IIC – Assessment – Assessment drop in hours email.pdf and assessment drop in hours postcard.pdf). In fall 2019, the online placement tool was evaluated by the Student Success and Support Programs team (evidence). The team clarified the course options presented to students when using the placement tool. Math courses, in particular, were challenging for placement and the new options should help students determine the correct course. The team is considering combining the existing tools for high school graduates within the past ten years, those out for more than ten years, or students who didn’t graduate from a US accredited high school. The team will continue to evaluate the online placement tool.

The International Students’ Office (ISO) office ensures that English proficiency measures are used to evaluate incoming students’ potential for success. Three exams are used: the Test of English as a Foreign Language (TOEFL), the International English Language Testing System

Standard II for vetting 2/24/20 page 66
(IELTS), and the International Test of English Proficiency (ITEP) (evidence ISO office screenshot in International folder). The ISO office is responsible for ensuring the validity of exams and replacing them if there is evidence that the test has been compromised.

DSS approves extended time on assessment exams in written form to the Assessment Center or the DSS Office will proctor assessments for DSS students needing additional accommodations (Evidence: Assessment Accommodation Form).

**Analysis and Evaluation**
The College continually assesses and improves its placement processes.
II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard
Admissions and Records
The Family Educational Rights and Privacy Act (FERPA) of 1974 provides comprehensive privacy protection for all educational records of both current and former students at institutions receiving U.S. Department of Education funding. Admissions and Records is responsible for permanently storing and securely maintaining students’ confidential education records in compliance with FERPA. FERPA compliance is one of the first trainings new employees receive (PowerPoint of spring new employee agenda, and FERPA training in Admissions and Records evidence folder).


The College adheres to FERPA student privacy policies by doing the following:
- A valid photo ID is required before information about a student’s educational record is shared, verbally or in writing, with the student.
- Written consent from the student is required before educational records can be released to a third party, including a parent.
- Admissions and Records sends email notifications to students’ secure student email account, which can only be accessed by the student.
- Every employee’s computer is password protected according to Business Procedure 10.06, Acceptable Technology Use (evidence fin10_06 in A&R folder).
- Employees are advised to lock their computers when leaving their workstations and to leave their desks clear of student records or information.
- Access to Colleague, the College’s comprehensive database of student records and information, is limited to employees with a legitimate need for access to student records.
- Access to OnBase, a separate database of scanned records such as students’ transcripts from other institutions, is limited to employees with a legitimate need.
- The Admissions and Records Office is locked 24/7. Students are not allowed entry to the space. Staff enter the office with electronic key cards.
- Admissions safeguards records and adheres to the District’s Administrative Procedure 1900.01, Destruction of District Records, (evidence AP1900 in A&R folder).
- Conduct officers and administrators with a legitimate need access information on a secure server (need evidence).

(U.S. Dept. of Education link)
https://www.dvc.edu/communication/policies/student-rights/privacy.html
(Above link is from DVC website describing Privacy policies.)

Standard II for vetting 2/24/20 page 68
Disability Support Services Office
Disability Support Services considers the confidentiality and security of records to be of the utmost importance and FERPA guidelines for records management are followed at all times. Students are in control of what information is shared with others and are required to sign a “Consent for Release of Information” which explicitly states what information is being shared, by whom, and with whom. The completed form is kept on file and referred to whenever an information request is received (Evidence: Consent for Release or Discussion of Information). Students can access the Consent for Release or Discussion of Information form on the College’s DSS website (screenshot of form in evidence folder). (Evidence: https://www.dvc.edu/student-services/disability-support-services/forms.html).

All files containing student information are securely stored in the Disability Support Services (DSS) office in an area accessible only by staff. File cabinets are locked nightly when not in use. All files are digitally scanned to create a backup file and securely stored on a hard drive that only authorized personnel can access.

Financial Aid Office
Documents submitted to the Financial Aid Office are retained, in original format, for a minimum of three years from the end of the current award year in accordance with federal guidelines. Documents are scanned and indexed into a secure backup system to ensure availability (OnB-evidence). In accordance with FERPA regulations, the Financial Aid Office does not release student records or information without the student being present with a government identification or written consent (FERPA-evidence).

International Student Office
International student records are uploaded and indexed into an online document retrieval system and archived to the student’s academic file. Student records are retrievable only by authorized staff using their log-in credentials (Evidence: OnBase Document Retrieval System).

Scholarship Office
The Scholarship Office maintains student records permanently, securely, and confidentially. All files containing student information are stored in locked file cabinets accessible only by key holders. The door to the Scholarship Office is locked during the day when not in use and at night. External scholarship checks are copied prior to delivery to the Cashier’s Office, and the copies are scanned into a secure system.

TRiO Programs Office (Educational Talent Search and Upward Bound)
The TRiO Programs maintain student records for three years after each grant cycle in accordance with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) 200.333. Since 1999, electronic student records entered into a database have been maintained securely and confidentially on a server (evidence TRIO – ETS Blumen auto backups.png). Student paper records are stored in a locked file cabinet in a locked room and only the Program Director and Administrative Assistant have access to the files. Records are purged by hiring a professional shredding company to destroy records on site under the supervision of the TRiO manager. The TRiO program intake application notifies
parents and students of the protection of their confidential information (Uniform Guidance 200.333 in evidence folder).

**Veteran’s Services Office**
The Veteran’s Service Office maintains student’s records permanently, securely, and confidentially by storing records in a locked cabinet that only can be accessed by staff. Records are scanned to a secure server and before scanning files, staff cover or remove sensitive information such as social security numbers. In the process of liquidating paper files, student records are scanned online for permanent retention. Each student may view their own records by providing a picture ID. Students must provide written consent to Admissions and Records for others to view their records.

**District Information Technology Office**
College student records held within the Enterprise Resource Planning (ERP) system are securely maintained at the District with a disaster recovery plan in place along with near real-time on-site and off-site data replication. Access to the ERP is only granted with a formal request from a manager and approval by the College’s dean of counseling and enrollment services.

**Analysis and Evaluation**
The College is committed to securing and properly maintaining student records, whether they are stored electronically or on paper. The student privacy policy is in effect and followed. Students are informed of their right to privacy by student service units and in the *Catalog*. Employees are trained on proper privacy procedures.
Conclusions on Standard II.C. Student Support Services

[insert response]

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]
Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A.1. Human Resources

The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Diablo Valley College follows the Contra Costa Community College District’s Uniform Employment Selection Guide in the hiring of all College personnel (Evidence IIIA.1 [1]). Hiring procedures are detailed in the College’s Human Resources Procedure 10.10, Recruitment and Selection, and in Governing Board Policy 2004, Selection, Retention, and Termination of District Employees (evidence the procedures). The Uniform Employment Selection Guide is published on the Human Resources Department’s page of the District’s website (Evidence IIIA.1 [2]). The selection process requires an evaluation of the applicant’s skills, knowledge, abilities, and personal characteristics needed to successfully perform the job in question. The process consists of the following components:

- Developing the Applicant Pool: Preparing the job announcement and supplemental job information questionnaire, advertising the position, and aiming to create an applicant pool broadly representative of the diversity of the relevant labor market.
- Preliminary Evaluation: A paper screening process that involves screening for minimum qualifications and rating the remaining applications.
- Screening Interview: A structured personal interview conducted by a committee, of the most qualified applicants remaining. The most qualified applicants are recommended for further consideration within the selection process.
- Hiring Interview: The final, or hiring interview, is an in-depth evaluation of the final applicants to determine who will be considered for the position.
- The Final Phase: The final phase consists of checking job references, summarizing the outcome of the total selection process, and making an offer of employment to an applicant.

Programs and departments that are seeking new, replacement, or temporary positions use the College’s Program Review Process to identify needs. The requested positions must be aligned with the Mission, Goals, and 2018-2023 Educational Master Plan of the College (Evidence
III A.1 [6]). Documentation of needs may include evidence that details current program expansion, new program development, and/or identification of new needs that require additional resources. Job descriptions include a requirement that applicants demonstrate sensitivity to, and experience in working with diverse racial, ethnic, gender, socioeconomic, disabled and cultural populations; and a commitment to supporting policies that respect and consider the diversity of the student population (Evidence III A.1 [7] Add Fall 2019 new language to Boilerplate Job Descriptions as evidence here).

For all classified and management vacancies, the hiring manager conducts a review of each critical job duty and the relative importance of the knowledge, skills, abilities, and personal characteristics associated with successful performance. The position’s minimum qualifications include education, experience requirements, essential functions, duties and responsibilities of the position, and the requisite skills, knowledge, and abilities required. Minimum qualifications for faculty positions are set by the state Chancellor’s Office (Evidence III A.1 [3]) and are followed by the College in creating job descriptions and establishing criteria for the evaluation of candidates. The hiring procedures for all full-time and part-time faculty are stated in the United Faculty Contract, Article 6.4.3 (Evidence III A.1 [4]) which is available on the United Faculty website (Evidence III A.1 [5]) and on the District’s human resources webpage (Evidence III A.1 [2]).

All job descriptions are reviewed by the District Human Resources Office to ensure that they contain accurate minimum qualifications and reflect the mission and objectives of the District and the College. All descriptions are then forwarded for review and approval by the District Governing Board and the chancellor, who consider how the requested position will support the District’s ability to achieve its goals. This review ensures that the College is not only considering the single campus which is requesting the position but is considering the organizational needs of the District as a whole.

Job announcements are created from existing templates by job classifications [Evidence III A.5]. If the review process of the position verifies that it cannot be appropriately described using the current job classifications, a new classification can be created, or the existing description can be revised. In these cases, the request is discussed with the District’s chief human resources officer. Revision of classified unit positions require the classified staff union, Local 1’s, approval. All faculty and classified job announcements are publicly posted on the College’s website and advertised in numerous sites and through social media to assist with outreach and development of diverse applicant pools (evidence from district here). The District Human Resources Office conducts the initial screening to determine that applicants have complete applications, degrees from an accredited institution, and minimum qualifications are met.

The College’s probationary evaluation processes, annual professional development opportunities and mandatory trainings, as well as the regularly performed evaluations across all employee groups assure that administrators, faculty, and staff maintain appropriate training and professional proficiency to support the integrity and quality of the college’s programs and services.

Analysis and Evaluation

Standard III for Vetting 2/3/30 page 2
The College has clear procedures which are consistently followed for hiring of all types of personnel. Job descriptions are related to the duties of the position and are vetted to guarantee the positions are tied to the mission of the college. Employees must meet minimum qualifications for their positions and those minimum qualifications are publicly stated.

**Evidence III.A.1.**
III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard
Diablo Valley College employs both full-time and part-time faculty to meet the instructional and counseling needs of its students. Qualifications for both categories of faculty require appropriate degrees, professional and discipline expertise, teaching skills, scholarly activities, and potential to contribute to the mission of the college.

Full-time faculty
A rigorous hiring process ensures the recruitment and hiring of faculty with discipline expertise, teaching excellence, commitment to diversity, and the potential to contribute to the mission of the institution.

The full-time hiring process is described in Appendix A1 of the Contra Costa Community College District’s Uniform Employment Selection Guide (Evidence IIIA.2 [2]). Participation of discipline faculty in the recruitment, paper screening, and interviewing processes ensures new faculty possess knowledge of the subject matter and have the essential skills described in the job announcement. When needed, the college invites industry experts to participate in hiring processes.

Hiring training workshops are held throughout the academic year to ensure that all participating faculty and managers are current with policies and procedures in the College’s hiring process. These policies and procedures are found in the Uniform Employment Selection Guide and the United Faculty Contract and are available in the DVC Combined Hiring Workshop Booklet (Evidence IIIA.2 [3]). In order to serve on a hiring committee, full-time faculty are required to attend a training workshop every two years to stay current with policies and procedures. A component of the training requires a diversity hiring training workshop once every two years that addresses potential unconscious bias in the hiring process and ways to avoid potentially discriminatory practices (Evidence IIIA.2 [4]). Oversight of the hiring process itself, updates of the training workshops, and records of completion of the training are held by the Office of the Vice President of Instruction.

During the hiring process, a list of desirable job skills and expertise is developed by the department along with supplemental application questions, interview questions, and rubrics that will be used as the criteria in the evaluation of applications. The criteria include discipline expertise, effective teaching, and the potential to contribute to the College’s mission and goals. The vice president of instruction, who serves as the representative for the District, approves all questions and rubrics. Composition of hiring committees is created with intentionality and departments are encouraged to seek committee members from outside their discipline area to achieve a diversity of perspectives. The paper screening and interview committees are required to be composed of entirely different members (Evidence IIIA.1 [1], Appendix A-2, Box8).

Standard III for Vetting 2/3/30 page 4
To ensure that applicants selected for an interview have subject matter expertise and possess the requisite skills for the service to be performed (including, as appropriate, experience teaching online), the identified candidates may be required to demonstrate effective teaching through an exercise designed by the committee and deemed appropriate for the discipline, such as delivering a teaching demonstration during the interview or conducting a full class session with students. Each interview committee asks at least one question designed to demonstrate that the candidate brings diversity awareness and values cultural humility, to meet the needs of the College’s diverse population of students. During the final phase of the process, the vice president of instruction and the president conduct extensive reference checks on the final applicants, as outlined in District Human Resources Procedure 1010.04, Telephone Preemployment Reference Check (evidence the procedure). When hiring counseling faculty, the vice president of student services participates in the final interview with the president and conducts reference checks.

Among the duties and responsibilities of faculty stated in faculty job announcements, is the development and implementation of student learning outcomes assessment processes for courses and programs, collaborating in the development and revision of curriculum, and participation in the Program Review processes (Evidence III.A.2 [1]).

**Part-time faculty**

In hiring part-time faculty, departments carefully draft job announcements to bring in applicants with discipline expertise, who possess excellence in teaching, and who recognize the value of diversity. Although the role of the part-time faculty at the college is much more limited than that of full-time faculty, part-time faculty are a vibrant part of the institution. They actively participate in the assessment of learning cycles through the departmental student learning outcome conversations, inform review of the curriculum when their expertise is needed, and bring valuable industry experience to the college. They are invited to participate in professional development opportunities to further their teaching skills and are regularly given feedback on their teaching through the evaluation process.

**Analysis and Evaluation**

When hiring full and part-time faculty, the College clearly articulates within the job description the qualifications required for the position. Faculty are required to have subject matter expertise and requisite teaching skills. Full and part-time faculty contribute to the institution within the curriculum and learning assessment processes.

**Evidence III.A.2.**
III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard
The College ensures that administrators and other employees responsible for educational programs and services possess qualifications to sustain institutional effectiveness and academic quality of the programs they oversee. The Management, Supervisory and Confidential Employee Personnel Manual, Section 3.14, instructs that the recruitment and selection of these employee groups shall be conducted in accordance with the Contra Costa Community College District’s Uniform Employment Selection Guide (evidence section 3.14).

Job descriptions are developed to accurately reflect the duties and responsibilities of each position and contain minimum qualifications. Academic administrators must meet the minimum qualifications set forth in California Education Code §53420 (Evidence IIIA.3[1]) of possessing a master’s degree and at least one year of administrative experience, and the College often sets minimum qualifications that exceed those legal requirements. Most administrative positions require three years of formal training or leadership experience related to the assignment (Evidence IIIA.3[5]). The minimum qualifications for all non-faculty positions are set forth in the official District job descriptions (Evidence IIIA.3[2]). These include minimum qualifications dictated by legal requirements, such as the need for certain approved credentials and licenses. If the review process of the position verifies that it cannot be appropriately described using the current job classifications, a new classification can be created, or the existing description can be revised (Evidence IIIA.3[3]).

In addition to clearly outlined job responsibilities and minimum qualifications, all job announcements include desirable qualifications which communicate the knowledge, skills, abilities, and personal characteristics needed to perform the tasks, duties, and responsibilities of the position. All desirable qualifications for non-faculty positions are developed by the hiring manager and approved by the College president.

Once employed, the College ensures that its employees maintain strong qualifications to sustain institutional effectiveness and academic quality by providing a variety of resources that include training, orientations, and professional development workshops. The College annually sends teams of instructional managers, faculty, and staff to conferences and trainings, such as the Academic Senate for California Community Colleges Curriculum Institute, the Research and Planning Student Success Conference, the Center for Urban Education Equity-Minded Teaching Institute, and Guided Pathways Institutional Effectiveness Partnership Initiative workshops. Two and four-week courses are offered in support of faculty using the online course management system in their face-to-face, hybrid, or online classes (Evidence IIIA.3[7]). Other workshops such as “Transforming White Privilege”, or “Creating a Sense of Belonging Within Student Services” are offered for faculty, staff, and administrators (Evidence IIIA.3[7]). To ensure academic quality of online and hybrid courses offered at the College, faculty teaching online courses are encouraged to follow best practices, participate in professional development opportunities, and use the peer mentorship program through the California Virtual Campus Online Education Initiative (Evidence IIIA.3[6]).
Analysis and Evaluation
All job descriptions include job responsibilities and minimum qualifications, which require employees to possess the ability to accomplish their work assignment. The college offers ample professional development opportunities for all employees, which allows them to grow their skills to continuously sustain institutional effectiveness.

Evidence III.A.3.
III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard
Diablo Valley College hires candidates who hold degrees that are accredited from U.S. accrediting agencies or are recognized by U.S. agencies. The Human Resources Offices at the College and the District review foreign degrees in accordance with the California Code of Regulations, Title 5, sections 53400-53430, which state that all faculty, administrators, and other employees working in the community college system must possess degrees and/or credits from accredited institutions. Human Resources verifies that official transcripts are from an accredited institution.

The process of verifying transcripts from outside of the U.S. requirements is clearly stated on all job announcements. The College requires that all foreign degrees and credits not covered by the six regional accrediting agencies recognized by the Council for Higher Education Accreditation and the United States Secretary of Education, must be formally evaluated by an agency of the National Association of Credential Evaluation Services. This requirement is included in the United Faculty Contract, Article 20.3.1.3.2 (Evidence III.A.4.[3]) (Evidence III.A.4.[4]). The candidate bears the responsibility of documenting equivalency to accredited United States institutions and any costs associated with obtaining the evaluation. The resulting evaluation must meet the required minimum qualifications for the position (Evidence III.A.4.[1]), Evidence III.A.4.[2]).

In the rare case where an applicant uses a credential evaluation service different from the National Association of Credential Evaluation Services, the District Faculty Senate Coordinating Council investigates the information related to the transcription company, whether the transcription service does a course by course transcription, and if there is adequate documentation and evidence, in order to make a determination of the validity of the degree.

Analysis and Evaluation
The College has a well-defined process for ensuring that degrees held by members of its faculty, staff, and administration are from accredited institutions recognized by U.S. accrediting agencies or are recognized by U.S. agencies.

Evidence III.A.4.
III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard
All personnel are evaluated systematically and at regular intervals. Criteria used for the evaluation and timelines vary according to the negotiated agreement with each constituency’s collective bargaining unit. The evaluation process for all constituent groups emphasizes continuous improvement in knowledge and skills as well as recognizing areas of strength and success.

Managers and Supervisors
The criteria for evaluating managers and supervisors, timelines for evaluations, and descriptions of all processes involved are in Section 6.2 of the Contra Costa Community College District’s Management, Supervisory and Confidential Employees Personnel Manual (III.A.5-x).

Managers who are on probation follow an evaluation timeline that includes meetings between the evaluator and manager in the first, sixth, eighth, ninth, and tenth months of the first year of employment (III.A.5-xxx Academic and Classified Manager/Supervisor Evaluation Cycle-At-A-Glance). The evaluation process includes goal-setting which aligns with the District and College goals, using the goal/objective worksheet (III.A.5-xxx worksheet), a behavioral skills survey distributed to a comprehensive list of faculty, staff, and managers, a self-evaluation report, and a final meeting with the evaluator who is typically the next higher-level manager. After the one-year probationary period, the manager moves to the regular cycle.

The regular manager evaluation cycle is a four-year process that emphasizes goal setting, review, feedback, and continuous improvement. Year one includes the creation or finalizing of goals, a goal-review meeting with the evaluator to report on progress made towards the stated goals, and a determination if revision to those goals is necessary. The previous year’s final evaluation is sent to the District Office by July 15th for review by the chancellor. Year two involves the manager’s self-evaluation, the completion of the behavioral skills summary form and a planning conference to set goals for the next two-year cycle. Year three includes meetings to assess the progress made toward achieving the goals that have been set and year four is dedicated to a comprehensive evaluation which includes surveys for feedback on the manager’s performance and skill set. A faculty liaison is selected to review the survey responses from faculty and to write the faculty evaluation summary portion of the Final Evaluation Report. After the evaluatee completes a self-evaluation and the evaluator completes the Final Evaluation Report, they meet to discuss the results and progress towards the stated goals. The evaluator then completes the Certification of Service for Academic Managers/Supervisors and the final evaluation is forwarded to the next higher-level manager.

The District Human Resources Department compiles a list of managers who are due for evaluation, provides it to the College President’s Office, and receives the completed evaluations.
The President’s Office maintains a spreadsheet of management evaluations and tracks in-progress and completed evaluations (III.A.5 – spreadsheet of evals).

In reviewing the College’s consistency in conducting manager evaluations it was revealed that while the College is doing a good job with the self-evaluation required in years one and three, it is not as consistent in administering the behavior skills survey and processing those results, due in part to the assessment tool being lengthy and somewhat cumbersome. This gap in evaluation completion was more prevalent with instructional deans. Student services deans and managers have been evaluated more consistently. In response to this information, in Spring 2020 the vice president of instruction established a cycle of evaluation for all instructional and senior deans to catch up on the backlog. Three deans were evaluated in Spring 2020, three deans will be completed in 2021, and the final two will be completed in 2022.

The process and timeline for the evaluation of confidential employees is detailed in Sections 6.7-6.15 of the Management, Supervisory and Confidential Employees Personnel Manual (evidence the manual). Confidential employees on probation are evaluated in their third, sixth, and eleventh months of service. After the one-year probationary period, they are evaluated annually. The annual process includes goal setting, meeting with the employees’ immediate supervisor, and the employee has the option of completing a Career Development Plan.

Evaluation of the College president is initiated by the District Chancellor’s Office and is tracked by the District Human Resources Department. District Human Resources provides a spreadsheet indicating what type of evaluation is due each year to the Chancellor’s Office (III.A.5 -email from Chancellor regarding President Lamb’s evaluation).

**Faculty**

The process and timeline for evaluating full-time and part-time faculty is published in the United Faculty Contract (evidence UF Contract-Article 17). The process is comprehensive and includes the evaluation of faculty teaching in online, hybrid, and face-to-face modalities. The contract includes specific procedures for evaluating counselors, librarians, and learning disabilities specialists (III.A.5-x). Faculty who serve on evaluation committees are required to be trained by a United Faculty member on the forms, process, and intent of the evaluation procedure every three years to ensure consistency in the execution of the evaluation process as well as maintain the focus on improvement in faculty teaching (evidence needed from UF – list of faculty noting training dates).

The evaluation process is a negotiated item and was revised in 2019. All forms and descriptions of the process are available on the United Faculty website (III.A.5-x screen shot of UF website). All faculty, whether full-time tenured, probationary, or part-time are evaluated through classroom observation, student surveys, and a self-evaluation report.

In face-to-face classes, student surveys are conducted in the classroom. In Spring 2019, the District implemented an online product to evaluate faculty teaching 100% online courses. The goal was to increase the participation of online students in the evaluation process. The Instruction Office activates the survey tool for the course sections being evaluated during a designated period and students in those sections are notified via an email link directing them to
the third-party site to take the evaluation survey. Beginning in Spring 2020, face-to-face instructors may choose if they want their student evaluations done on paper in the classroom or through the online tool. The Instruction Office provides the evaluation committee with the results of the student surveys, whether conducted online or in the classroom, and results are included in the evaluation packet (III.A.5-xx Evaluationkit.com info).

Full-time probationary faculty as part of the four-year tenure review process are evaluated the first, second, third, fifth, and seventh semesters of employment. The evaluation committee during the probationary period consists of an administrator and two full-time faculty members. Once a faculty member is awarded tenure, the evaluation cycle is once every 6 semesters (not including summers). The evaluation committee for full-time tenured faculty consists of two full-time faculty members, one chosen by the department and the other chosen by the faculty being evaluated.

Part-time faculty are evaluated in the first, fourth, and seventh semesters, as stated in Appendix X of the United Faculty Contract (evidence appendix x). After the seventh semester, all subsequent evaluations take place every six semesters (not including summers). Part-time faculty have two evaluators during the seventh semester, as per the United Faculty Contract Article 25.2 (III.A.5-x UF Contract Tentative Agreement, Appendix X page 40).

For part-time and full-time faculty that receive a “needs improvement” or “unsatisfactory performance” on the Evaluation Summary Form, an Improvement Plan will be generated (III.A.5-x copies of summary form and improvement plan form). The Improvement Plan outlines the performance criteria that need strengthening, the activities required of the faculty member to make those improvements, and the expected completion date. The faculty member receiving the Improvement Plan will be evaluated in the following semester to ensure that the plan is implemented, and the faculty member is making progress towards the goals outlined in the Improvement Plan.

Completed evaluation packets for probationary, full-time, and part-time faculty are submitted to the appropriate division office for review by the division dean and are then submitted to the appropriate administrative office. Part-time faculty evaluations are submitted to the Instruction Office, which keeps a record of completion. The Evaluation Summary Reports are securely stored in the College’s Human Resources Office. Full-time and probationary faculty evaluations are turned in to the Vice President of Instruction’s Office and reviewed by both the vice president of instruction and the president before being sent to the chancellor. All completed full-time and probationary faculty evaluations are scanned and the hard copies are securely stored in locked cabinets in the College Human Resources Office. When faculty on evaluation committees need to view past evaluations, their names are submitted by their dean to the College’s Human Resources Office on the Evaluation Permission Form (evidence the form). Evaluators are only allowed to view the hard copies of past evaluations in the Human Resources Office.

Classified
Classified personnel are evaluated by their immediate supervisor or manager following the procedure outlined in the Classified negotiated Local 1 Contract (III.A.5-xx Collective Bargaining Agreement, Article 14.1 2015-2018). The goals of evaluation are to help employees
perform duties more effectively, determine needs for improvement, secure continuing communication of job development, and provide a basis for giving recognition for praise-worthy service. The evaluation timeline for probationary employees includes evaluations at the end of the third, sixth, ninth, and eleventh months during the probationary period. Permanent employees with fewer than five years of service are evaluated annually. Permanent employees with more than five years of service may be formally evaluated upon proper notice, in the form of written notification by the District (evidence contract timelines).

In Spring 2019, it was discovered that a substantial number of permanent classified employees with more than five years of service had not been evaluated in a significant length of time, since the classified contract does not specify when evaluations should occur. In response, the College president instituted a commitment to routine evaluations for employees past the five years of service mark. Starting in Spring 2019, classified employees who have not had an evaluation in the past ten to fifteen years were evaluated. The following year, employees who have not had an evaluation in the past five to ten years were evaluated. Moving forward, the goal is for all permanent classified employees to be evaluated every three years. The College’s Human Resources Department maintains a spreadsheet of classified employee evaluations, tracking personnel that are due for an evaluation and those completed at the end of the academic year.

All formal evaluations are filed in the employee’s personnel file after an opportunity for discussion between the employee and evaluator has been offered. Personnel files are kept in locked cabinets in the College’s Human Resources Office. A copy of the completed evaluation form is given to the employee.

**Analysis and Evaluation**

Clear criteria and processes for evaluation are used for all employee groups. Processes for faculty and classified staff are negotiated with the two unions and are published in the contracts. Processes for management are clearly articulated in the District’s *Management, Supervisory and Confidential Employees Personnel Manual*. The goals of evaluation are to highlight areas of strength and to encourage improvement, if necessary.

**Evidence III.A.5.**
III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)
III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard
The College maintains a sufficient number of faculty, both full and part-time, with appropriate educational and professional experience to support Diablo Valley College’s programs, services, and mission. All faculty, both full-time and part-time, must meet the requirements set forth in the Minimum Qualifications for Faculty and Administrators in California Community Colleges, a publication of the system’s Chancellor’s Office (evidence the MQ in CCC document). Faculty who do not meet the minimum requirements in terms of their degree can apply for equivalency and follow the process outlined in the negotiated United Faculty Contract described in the District’s Uniform Employment Selection Guide (III.A.7-x).

The California State Chancellor’s office provides the Faculty Obligation Number (FON) for college districts. According to the most recent Chancellor’s Office statewide figures from Fall 2017, the FON for the Contra Costa Community College District was 344. The District’s number of faculty employed in Fall 2017 was 469.4, which is 125.4 over the required number (III.A.7-x State Chancellor’s Office report on FON by district).

The following table documents the number of full- and part-time faculty employed at the College for the most recent 3-year period:

<table>
<thead>
<tr>
<th>Year (Fall)</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>228</td>
<td>553</td>
</tr>
<tr>
<td>2018</td>
<td>247</td>
<td>570</td>
</tr>
<tr>
<td>2019</td>
<td>263</td>
<td>558</td>
</tr>
</tbody>
</table>

(III.A.7-x DataMart faculty demographics).

California law requires that each district allocate no less than 50% of its general fund expenditures to salaries of classroom instructors. The College’s classroom instructor expenditures when last calculated for 2017-2018 was 53.36%, which complies with the state requirement (III.A.7-x Analysis of Compliance with the 50% Law).

Requests for new full-time faculty positions are identified by the instructional program through the Program Review process. Requests for full-time faculty are justified based upon enrollment growth, retirements, and needs for program innovation. Departments who have identified the need for new full-time faculty in their area in their Program Review then request a position in what is locally referred to as the “Box 2a process”. Requests are reviewed by the Full-time Faculty Prioritizing Committee, consisting of the Academic Senate president (or designee), the United Faculty vice president, and two managers appointed by the College president. This group examines the hiring needs of each program considering the program review data and then develops an initial college priority list. The College president reaches joint agreement with the Full-time Faculty Prioritizing Committee on the priority list and determines the number of new and replacement full-time faculty to be allocated for the next academic year based upon budgets, growth projections, full-time/part-time staffing ratios, and other factors.
The list of funded full-time faculty positions is communicated to the College at large and departments begin the hiring process, which is outlined in the District’s *Uniform Employment Selection Guide* (include evidence).

**Analysis and Evaluation**

The College has consistently exceeded the state-mandated Faculty Obligation Number (FON) for full-time faculty positions and considers faculty staffing in a thorough and regular process that includes administrative and faculty input. All faculty, both full-time and part-time, must meet the same qualification requirements established by the state Chancellor’s Office, which is described and publicly available in the *United Faculty Hiring Manual*.

The College employs the practice of granting reassigned time to full-time faculty in order to work on special projects or time-intensive committees, such as Guided Pathways, which takes them out of the classroom. While this practice allows for full-time faculty to participate in the work of the College and develop skills in new areas, it also necessitates the use of part-time faculty to teach an increasing number of course sections. The use of faculty reassigned time illuminates the need for more full-time faculty to do the increased work of the College.

**Evidence III.A.7.**
III.A.8. An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard
Diablo Valley College supports its part-time faculty with orientation, integration, and professional development opportunities. Part-time faculty receive an orientation with the College Human Resources Department when hired, designed to acclimate them to the College, answer their questions, and support their professional development [Evidence IIIA.8 [HR documentation, PT faculty handbook, evening office]].

 Orientations for part-time faculty are held annually during the fall flex period, immediately before the start of term. There are workshops specifically for part-time faculty support during this period, such as “Adjunct Survival 101” and “Advice from the Hiring Committee” [Evidence IIIA.8 [Flex booklets and enrollment info, SRC Part-time orientation agenda]]. Part-time faculty in all departments are welcomed and encouraged to attend department meetings during flex days, where policies and procedures are reviewed. [Evidence IIIA.8 [flex booklets]. Faculty FAQs are publicly accessible on the DVC website, detailing information covered in the orientation [Evidence IIIA.8 [screenshot]. (Evidence IIIA.8 [flex workshops screenshot]).

Part-time faculty are encouraged to present at and participate in professional development trainings, both in the flex days before each semester and in workshops throughout the semester [Evidence IIIA.8 [flex schedule & email calling for proposals]. Part-time faculty are given the same amount of flex hours credit as full-time faculty for presenting or attending workshops. Part-time faculty are encouraged to apply for professional development conference funding and are eligible to receive the same amount of per-person funding as full-time faculty [Evidence IIIA.8 [FPD call for apps email & application].

In an effort to increase student success and decrease equity gaps at the College, the Student Equity Hour (SEH) program was created. The SEH program provides training on equity and anti-racism issues and compensates participating part-timers who offer an additional twenty office hours per semester [Evidence IIIA.8 [program description and flex workshops screenshot].

Evaluation of part-time faculty is conducted on a regular schedule, with evaluations in the first, fourth, and seventh semesters of hire, and every sixth semester thereafter (Evidence IIIA.8 [PT faculty handbook]). Evaluations consist of peer observation from a full-time faculty member as well as student evaluations. Part-time faculty are encouraged to attend evaluation training workshops held several times each semester by the United Faculty (Evidence IIIA.8 flex workshops screenshot). All evaluation processes and forms are the same for tenure-track, tenured, and part-time faculty, only the evaluation timing and number of evaluations differ based on employment status.

Part-time faculty play an important role in teaching and supporting the educational mission of the College. Nearly XX percentage of courses are taught by adjuncts at the College (Evidence IIIA.8 Julie to add in XX figure). Part-time faculty are highly encouraged to participate in College
governance and learning outcomes assessment. The Academic Senate has a dedicated seat for a part-time faculty representative [Evidence IIIA.8 [faculty charge and composition docs]]. Departments value the knowledge and expertise of part-time faculty and encourage them to participate in learning outcomes discussions (Evidence).

The College allocates space on campus for part-time faculty to utilize. All part-time faculty have a mail folder in Central Services and all have an individual voicemail extension. The College staff development lounge and computer lab are available to support all faculty and staff. The lab provides an open workspace, computers, a printer, drop-in support for the Canvas course management system, and comfortable space for networking with other employees. The San Ramon Campus has a large communal office for part-time faculty use equipped with computers, printers, file cabinets, and supplies [Evidence IIIA.8 [screenshot of lounge info]].

Part-time faculty service is valued at the College. Part-time faculty are included in the events and celebrations held by the College such as the annual Years of Service event honoring faculty with five, ten, fifteen, or more years of service at DVC [Evidence IIIA.8 [emails from Julie Catalano]].

Analysis and Evaluation
The College values the work that part-time faculty contribute and ensures that they are integrated into the College. Part-time faculty are provided with orientation, oversight, evaluation, and opportunities for professional development.

Evidence III.A.8.
III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard
The College employed the following number of classified staff for the most recent three-year period:

<table>
<thead>
<tr>
<th>Year (Fall)</th>
<th>Number of Classified Employees at DVC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>202</td>
</tr>
<tr>
<td>2018</td>
<td>227</td>
</tr>
<tr>
<td>2019</td>
<td>231</td>
</tr>
</tbody>
</table>

(III.A.7-x DataMart staff demographics).

Requests for new classified positions are identified through the Program Review process. Needs for classified positions are justified based upon enrollment growth, retirements, and program innovation. The College completes the essential work of the institution, addresses new initiatives, and successfully creates and administers programs and services with an appropriate level of staffing.

Until Spring 2020, the Program Review Committee prioritized requests for new classified positions from the requests written in Program Reviews. The president then took those rankings into consideration when determining the positions to be funded. Beginning in Spring 2020, the President’s Cabinet will receive the requests for new classified position from Program Reviews and will prioritize the requests for the president to consider when determining new classified positions. Since the members of the President’s Cabinet have broad knowledge of College wide needs across units, this improvement in the process should be more efficient in creating the prioritization.

Analysis and Evaluation
The College has a sufficient number of classified staff who possess the necessary qualifications to support the operations of the College.

Evidence III.A.9.
III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard
The following table lists the number of administrators the College employed for the most recent three-year period:

<table>
<thead>
<tr>
<th>Year (Fall)</th>
<th>Number of Administrators employed at DVC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>21</td>
</tr>
<tr>
<td>2018</td>
<td>24</td>
</tr>
<tr>
<td>2019</td>
<td>25</td>
</tr>
</tbody>
</table>

(III.A.7-x DataMart Faculty Staff Headcount).

As of fall 2019, the College employs fifteen Classified/Supervisor Management personnel and twenty-five Academic Management personnel (III.A.10 DVC Manager Positions 2019).

Requests for new permanent management positions are identified by units through the Program Review process. Needs for management positions are justified based upon enrollment growth, retirements, and program innovation. Requested positions are forwarded to the President’s Cabinet for review and prioritization.

Prior to advertising any new or replacement position, job postings for management positions are reviewed by the appropriate hiring manager to ensure the postings contain relevant and accurate qualifications and reflect the mission and goals of the College and District. Desirable qualifications are added to the recruitment information to reflect the needs of the position.

Once the hiring request information is complete and entered into the human resources software, it is routed to the vice president of business and administrative services, then to District Human Resources, then to the associate vice chancellor/chief financial officer, and then to the executive vice chancellor of administrative services for review and approval at each level.

New management positions are automatically advertised as open recruitment both internally and externally for thirty days. Interim positions are posted internally and externally. The College strictly follows the hiring process outlined in the Contra Costa Community College District’s Uniform Employment Selection Guide. All new hires are approved by the District Governing Board.

The College shifts job descriptions to address changing needs its programs and the students it serves. Examples of current positions that are adaptations of old job descriptions are senior dean of career and community partnerships, dean of student engagement and equity, and the restructuring of a position in Admissions and Records into two positions, that of registrar and a director overseeing both international and domestic admissions (Evidence: Job descriptions for Senior Dean of Career and Community, Dean of Student Engagement and Director of A&R, Kinesiology Director of Sports Medicine).
Analysis and Evaluation
The College has a sufficient number of administrators who possess the necessary qualifications to support the operations of the College.

Evidence III.A.10.
III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard
Diablo Valley College and the Contra Costa Community College District develop, review, and modify their personnel policies and procedures through participatory governance. Personnel policies and procedures are published in Governing Board Policies, Administrative Procedures, Human Resources Procedures, Payroll Procedures, and the Management, Supervisory, and Confidential Employees Personnel Manual (Evidence IIIA.11[1], Evidence IIIA.11[2], Evidence IIIA.11[3], Evidence IIIA.11[4]). Policies and procedures are maintained and updated in an online format and are available for information and review by the public on the District website (Evidence IIIA.11[7]).

The process to introduce new or revise existing Governing Board policies and procedures is described in Governing Board Administrative Procedure 1001.01, Process to Introduce New or Revise Existing Governing Board Policies (Evidence AP 1001.01). The procedure defines how the process is initiated, which constituents are involved in the process, and timelines. Policies of the Governing Board may be adopted or revised at any regular meeting of the Governing Board by a majority vote of the members. New Governing Board policies or revisions to existing Governing Board policies or procedures may be recommended by any certificated or classified employee, any organization representing employees of the District, District committees, or management personnel. Persons may recommend to the chancellor new Governing Board policies or revisions to existing Governing Board policies by contacting the chancellor, vice chancellors, or college presidents.

The District chancellor receives input on new policies or revisions from the District Governance Council, faculty and classified employee unions, and the Management Council Executive Board. The policy is forwarded to the Chancellor’s Cabinet for approval and presented to the Governing Board. Upon Governing Board approval, the policy is printed and distributed as required, with a title, approval date, and policy number (Evidence IIIA.11[5]).

Personnel actions, policies and procedures are administered at the District level by the chancellor and the executive vice chancellor of administrative services and the associate vice chancellor of human resources. The College president and the vice president of business and administrative services are responsible for ensuring policies and procedures are equitably administered and communicated to the College. Changes or additions to Governing Board Policies and Administrative Procedures, as well as Departmental Procedures (Business, Curriculum and Instruction, Human Resources, Payroll, Student Services) are communicated to the College at large through e-mails from the District Office (III.A.11 Transmittal Notice 29 - Business Procedures Manual, III.A.11 email Transmittal Notice #23 - Curriculum and Instruction Procedure Manual.eml, III.A.11 email Oct 2018 Transmittal Notice #41 - Board Policies and Administrative Procedure Manual.eml, III.A.11 email from District on 11/27/19 regarding changes to MSC personnel manual).
The College complements the District’s policies and procedures with its own policies and procedures about governance, human resources, student services, curriculum and instruction, business services and facilities. They are published on the College's website and those directly relevant for students are in the Catalog (IIIA.11 [8] Evidence IIIA.11 [13]). Procedure 1001.01, Process to Introduce or Revise Existing Procedures, clearly describes the process for revision and established a timeline for systematic review of all procedures (Evidence the procedure.)

The College ensures fair and equitable administration of its policies through a complaint procedure in accordance with California Title 5 regulations and state and federal laws regarding nondiscrimination (Evidence IIIA.11 [10]). The Unlawful Discrimination Complaint Form is available on the Human Resources page of the District’s website and allows individuals to file employment complaints within six months and non-employment complaints within one year. The District must acknowledge, act, or resolve an incident of discrimination or alleged discrimination (Evidence IIIA.11 [11]).

Governing Board Policy 2001, Nondiscrimination Policy, ensures that College policies and procedures are fair (evidence the policy). Under the policy, no student, vendor, or person employed or seeking employment with the District shall be unlawfully subjected to harassment, discrimination, or denied full and equal access to the benefits of District programs or activities. The Contra Costa Community College District Equal Employment Opportunity Plan outlines the District’s commitment to ensuring fair and equitable employment opportunities and to creating a working and academic environment that is fair and welcoming to all (Evidence IIIA.11 [12]).

All College employees are responsible for being knowledgeable of and in compliance with College and District policies and procedures relevant to their job function. The College includes information about and copies of policies and procedures in every new-hire orientation (Evidence IIIA.11 [9]). A signed checklist certifies the new employee received the information, which is kept in the employees’ personnel file in the College’s Human Resources Office (Evidence the checklist).

**Analysis and Evaluation**
The District and College have clear personnel policies and procedures, which are publicly communicates to employees. The College fairly, equitably, and consistently administers them.

**Evidence III.A.11.**
III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The College’s 2018-2023 Educational Master Plan recognizes the connection between campus culture, employee support, and student success. There are many efforts at the College to provide necessary support for all employees [Evidence IIIA.12 [EMP with specific pages]].

Hiring Practices

The College strives to increase the diversity of its employees by actively recruiting qualified candidates from diverse backgrounds [Evidence IIIA.12 [EEO plan]]. District Human Resources Procedure 1010.01, Equal Opportunity Plan, establishes a faculty and staff diversity program to recruit applicants from all ethnic and gender groups and to support all personnel [Evidence IIIA.12 [HR procedure 1010.01]]. The District 2016-2019 Equal Employment Opportunity Plan details the district commitment to employee diversity and activities taken which prove that commitment (evidence the plan). The goal of diversity in employee recruitment is further affirmed in the Management, Confidential and Supervisor Manual (IIIA4a-4).

In all employee hiring, several steps are taken with the goal of increasing employment equity and diversity. When advertising for positions, the District advertises to a list of organizations with the intention to attract diverse pools of applicants. A diversity statement is included in job postings for every recruitment. Applicants are always asked to address diversity, inclusion, or equity in supplemental questions or an interview, and an Equal Employment Opportunity representative attends every faculty and contract administrator interview and selection committee meeting.

Every employee who participates on a hiring committee must complete diversity training on a regular timeline, prior to being involved in the process [Evidence IIIA.12 [HR policy, list of faculty who are current on the diversity training, call out to other section for more detailed explanation]] In addition to the mandatory training, the College offers workshops and conversations to further educate employees on issues related to equity in the hiring process such as providing implicit bias training for managers at a management retreat and several equity-minded hiring meetings held by the vice president of instruction with hiring committees during the fall 2019 semester (evidence from Eugene Whitlock’s presentation, agenda documenting Mary’s meetings with hiring teams, see District list of workshops offered, Schulkind, etc.).

The District tracks and evaluates its record on employment diversity and equity. In 2015, the District restructured the District wide Equal Employment Opportunity Advisory Committee (DEEOAC) to advance workforce diversity efforts. Every fiscal year, the Governing Board receives a complete report of the work done by the DEEOAC including demographic comparisons and employment trends (evidence GB minutes 6/26/19). The local Equal Employment Opportunity Advisory Committee works to assess employment equity and diversity at the college (evidence).

Policies
Governing Board Policy 2001, Nondiscrimination Policy, and Human Resources Procedure 1040.07, Unlawful Discrimination and Unlawful Harassment, affirm the District’s commitment to ensuring personnel are treated fairly (evidence the procedures). Processes are in place for reporting grievances and a confidential hotline is available to employees or the public to report concerns (Local 1, article 10, UF article 19, Managers, Supervisors, and Confidential Manual article 15). Employees can access employee assistance program services that offer confidential counseling, wellness coaching, and other services for themselves and their dependents under the benefit plan (IIIA4a-8).

All managers and supervisors complete sexual harassment prevention training every two years in accordance with AB1825. Records of completion are kept by the District Human Relations Office. The course trains managers and supervisors to recognize harassment and discrimination, how to handle complaints, and how to avoid retaliation in the workplace. Title IX training is offered by the District to help College administrators, managers, and supervisors navigate and comply with Title IX. Workshops offer proactive and preventative measures when addressing claims of sexual misconduct, including sexual harassment and sexual violence under Title IX.

Professional Development
The College prioritizes and supports professional development activities that focus on diversity, social justice, and anti-racism. Cross-functional teams of College employees attended the National Conference on Race and Ethnicity in Higher Education, Center for Urban Education conferences, and the White Privilege Conference [Evidence IIIA.12 NCORE call, other documentation—ask Jessica]. Applicants for conference funding must demonstrate how their attendance will further the mission and goals of DVC, and priority is given to those who can demonstrate that their training will further equitable student success [Evidence IIIA.12 [Conference funding application].

The College’s Professional Development Committees have identified goals to support diverse personnel as outlined in the 2020-2025 Professional Development Strategic Plan [Evidence IIIA.12 [PD plan]. All employees District wide are solicited to provide input on their professional development needs and priorities in an annual survey [Evidence IIIA.12 ]. Among many other topics, the survey asked if respondents would like additional training about improving student equity, cultural competency, and anti-bias training. The 2019 survey showed that employees are very interested in additional trainings on these topics (survey at: https://www.dvc.edu/about/governance/committees/rpec/pdfs/2020/Professional-Development-Survey-2019.pdf).

The AB540/undocumented Student Taskforce, Puente and Umoja Learning Communities, and the Extended Opportunity Programs and Services provide support for diverse student populations. Professional development activities and capacity building are embedded into each of these for ongoing support of participating employees (IIIA4a-25, IIIA4a-26).

In spring 2019, the College experienced several hate speech incidents. In response, the College offered anti-racism/anti-bias trainings, hosted a 2-day conference on “Transforming White Privilege” during the fall 2019 flex week [add Eventbrite invitation, solicitation email, conference materials] and featured an anti-racism keynote speaker at the College’s Fall 2019
mandatory all college day, followed by breakout sessions addressing bias, racism, and white privilege (Evidence III.A.12 Email from President regarding 2019 convocation speaker Shaun Harper).

In response to the hate speech incidents, the College Council convened a Racial Justice Task Force (RJTF) and charged it with making recommendations to the College Council in several areas, including diversity in hiring and employee support [Evidence IIIA.12 [RJTF recommendations]. The College Council and president accepted their recommendations and are committed to working towards hiring and supporting more diverse personnel. In Fall 2019, the College Council approved the continuation of the RJTF with its charge to serve as the collective agency keeping racial justice front and center in the College’s efforts to improve equitable student success (Evidence III.A.12 email confirming RJTF charge).

On-Campus Events
The College offers a robust calendar of public events with a focus on diverse viewpoints and social justice [Evidence IIIA.12 [equity speaker series brochures]. The College brings in outside presenters on equity topics and encourages employees to attend, while also recording, broadcasting, and archiving the events [Evidence IIIA.12 [links]. The Student Equity Speaker Series Subcommittee requests topics and speaker suggestions from employees to help build the calendar in a collaborative and inclusive way.

The College provides a variety of training workshops on topics pertinent to the LGBTQI community, undocumented students, veterans, and other equity groups. While the trainings are generally intended to improve student success, many of the concepts are applicable to employee relationships as well, which helps to support a more equitable workplace (III.A.12 TWP attendees list, TWP Post Survey, CORA Teaching Men of Color Course, CORA Partner Participation Report).

Analysis and Evaluation
Supporting diversity is embedded in the 2018-2023 Educational Master Plan and is manifest in practices and activities of the College. The College and the District regularly assess their record in employment equity and diversity.

Evidence III.A.12.
III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard
Employees of Diablo Valley College follow Board Policy 2056, Code of Ethics, and Human Resources Procedure 1040.08, Employee Code of Ethical Behavior (Evidence III.A.13 – x BP 2056, III.A.13-xx HR 1040.08). The written code of ethics is directed to all administrators, faculty, staff, and student employees. Human Resources Procedure 1040.08, Employee Code of Ethical Behavior, includes a clear statement of the consequences of violating the code of ethics which could subject an employee to disciplinary action up to and including termination (evidence the procedure). Violations are enforced in conjunction with existing disciplinary procedures covering District employees.

New hires are onboarded by the College Human Resources Department and then they receive an orientation from District Human Resources. Written policies are provided to new employees during the District orientation meeting and receipt of the policies is evidenced by the employee’s signature on the New Employee Orientation Checklist (evidence the checklist).

District Board Policy 1010, Code of Ethics of the Governing Board, documents the code of ethics that the Governing Board of the Contra Costa Community College District pledges to uphold (evidence the procedure). It itemizes principles such as respect, accountability, integrity, openness, and confidentiality, among others (III.A.13-xxx Board Policy 1010). The policy contains a specific statement describing behavior that violates the code of ethics and the consequences of such action. Ethics violations are addressed by the Board president and could result in sanctions or censure. Violations of pertinent laws or regulations may be referred to the District Attorney or Attorney General.

Analysis and Evaluation
The College strongly believes that all its employees should conduct themselves with integrity and in a manner that is ethical and committed to the principles of trustworthiness, respect, responsibility, fairness, and stewardship. The College communicates these principles through written policies that document the expectations of ethical behavior as well as the consequences of violating that code of ethics. The Governing Board has a specific code of ethics.

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard
Diablo Valley College offers professional development opportunities to all personnel consistent with the institutional mission. The 2020-2025 Professional Development Strategic Plan aligns with the 2018-2023 Educational Master Plan of the College [Evidence IIIA.14 [PD plan]. Writing of the 2020-2025 Professional Development Strategic Plan was led by a cross-constituency writing group with feedback and approval by each professional development constituency committee and by College governance. The plan was influenced by discussions with all constituency groups, by an analysis of historic professional development offerings, and by analysis of survey responses on needs described by employees (evidence minutes of the PD committee). The plan was vetted through the governance process and was accepted by the College Council in Spring 2020 (evidence minutes AS, CS, CC).

An annual District wide professional development survey is used to help establish needs and set training priorities. The professional development committees discusses the district-wide survey in committee meetings and uses the survey results to inform its yearly priorities and planning [Evidence IIIA.14 [FDC minutes]. In Spring 2019, the results of the survey were shared with governance bodies and served as data to evaluate offerings and to discuss needs for the future (evidence from Jessica dates).

At the conclusion of all workshops, participants complete an evaluation and the results are sent to the workshop presenter [Evidence IIIA.14 [survey results]. The professional development coordinator monitors survey results to identify new campus training requirements and adapts existing trainings as needed. The implementation of a new professional development management software in Spring 2020 should facilitate timely workshop evaluation and increase evaluation completion, resulting in better data and assessment.

All proposed professional development workshops must meet at least one California Title 5 professional development category, with pedagogy, technology, and learning needs being frequent subjects of trainings being offered. Professional development flex days in the days immediately preceding the fall and spring term, offer themed workshop strands that change based on the current needs of the institution. Workshops are often cross-functional and attended by managers, faculty, and classified staff [Evidence IIIA.14 [workshops with x-functional attendance—Facilitating Conversations about Race, others].

Funding to attend conferences is offered at the same reimbursement rate for part-time and full-time faculty [Evidence IIIA.14 conference funding solicitation]. This ensures equitable funding and professional development opportunities for part-time faculty. The funding application requires applicants to describe how their conference attendance will align with and further College goals and improve student success.
The College provides extensive professional development training opportunities specifically for classified staff. Opportunities are both on campus and off, such as providing funding to attend the Classified Leadership Institute (Evidence of training, JobLinks, Leadership Institute, etc). The professional development needs of classified personnel are assessed through informal polls during Classified Senate meetings, through Classified Senate area representatives, and from surveys during workshops and activities (Evidence of survey results, meeting minutes, etc).

**Analysis and Evaluation**
The College has a robust slate of offerings for professional development for all employees. Workshops and support for conference participation is provided on topics which support technological needs, instructional needs, and learning needs of all employees. Activities are evaluated and the results of the evaluations are used to plan for future events. The campus Professional Development Committees work to continuously improve offerings which meet the needs of the College.

**Evidence III.A.14.**
III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard
The College uses locked, fire resistant cabinets to secure personnel records. Keys to access personnel records are kept in the College Human Resources Office in a separately locked file cabinet only accessible to Human Resources personnel. Employees wishing to review their personnel records request access with Human Resources. Access to the review of personnel files is limited to those employees described in policy or collective bargaining agreements (evidence: HR procedure 1040.02 Personnel File Contents, HR Procedure 1040.03 Retention and Storage of Personnel Files, Local 1 contract Article 15.7 (screen shot), UF contract Article 18 (screen shot)).

The District Information Technology Department maintains a central account authentication system that is used for employees to identify themselves to have access the network and centrally managed software systems such as Colleague, email, and the learning management system. Control of authorization within each of the District wide systems is provided on an as-needed basis upon approval from appropriate manager. Ongoing communication between managers, College and District Human Resources, and the College and District Information Technology Departments maintains accurate and effective access controls which is critical to protecting technology resources and employee records.

District Business Procedure 1054, Access to Technology Assets, describes the conditions and method for which access is granted to technology for each employee group, including full-time, part-time, student workers and gratuitous workers, as well as the deactivation of access to technology when warranted (evidence the procedure). This procedure ensures District compliance with governmental and contractual regulations including, but not limited to Family Educational Rights and Privacy Act, Health Insurance Portability and Accountability Act, California SB 1386 – California Database Breach Act, and Payment Card Industry Data Security Standards (evidence III.A.15-x BP 1054).

Analysis and Evaluation
Employee personnel records are held securely and confidentially. Employees have access to their records within the scope of the law.

Evidence
Conclusions on Standard III.A. Human Resources

[insert response]

Improvement Plan(s)

[insert response if applicable]
Standard III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, and a healthful learning and working environment.

Evidence of Meeting the Standard

DVC Campus Facilities
Every semester, Diablo Valley College offers courses to approximately 20,000 students on two campuses: the Pleasant Hill Campus (PHC) and the San Ramon Campus (SRC). The 110-acre Pleasant Hill campus has 66 buildings with approximately 215 classrooms (CampusMapPHC.pdf; CampusMapSRC.pdf). It has extensive outdoor facilities that include a PE/Kinesiology complex with soccer, baseball, softball, and football fields as well as tennis courts and an aquatics center. In addition to traditional academic facilities, PHC supports a horticulture area, two theaters, an iron pour facility, a planetarium, and a children’s center. SRC, 25 miles south of the PHC campus, is significantly smaller, sitting on 7.1 acres with 32 classrooms and full-service facilities including a Library/Tutoring space, and a bookstore/café area (DVC Building Info.pdf).

Facilities Oversight
The College ensures and maintains the safety and sufficiency of these resources by regularly evaluating their adequacy, accessibility, and safety through established industry planning processes and practices, including International Facilities Management Association, Association for Facilities Engineering, American Society of Heating, Refrigerating, and Air-Conditioning Engineers, and ISSA. Maintenance and evaluation is monitored and implemented through the Maintenance and Operations Department, and the Safety Committee with support from college employees.

DVC’s director of maintenance and operations reports to the vice president of business and administrative services and manages a sufficiently staffed facilities department. The director is closely involved in all college capital program planning, including facilities master planning, standards development and approval, Measure E bond program oversight of construction, and management of maintenance and improvement of all campus facilities [insert Measure E ESC meeting agendas from last year and current, Facilities Weekly Meetings agendas and notes at all colleges]. This extended involvement provides the director with a regular and broad perspective on campus facility needs. In spring 2019, Maintenance and Operations included three distinct teams—maintenance, grounds, and custodial—with a total of more than fifty employees, several of whom are deployed to the San Ramon campus (DVC Facilities Personnel from Web 11.11.19.pdf).

The District vice chancellor of facilities planning and construction supports the College in physical resource planning, design and construction of capital projects, and assists the College in obtaining available state funding for repairs, renovations, land acquisition, and building projects (insert here State Funding Proposals IPPs from last year). As part of the annual update to the District’s Five-Year Construction Plan, the District submits Initial Project Proposals that are under review for Final Project Proposals submittal to the State Chancellor’s Office (evidence –
2018/19 Five Year Construction Plan). College plans operate in tandem to provide a framework for the analysis of existing resources, the identification of future needs, and steps to be taken to continue to meet the needs of all end users (insert evidence Measure E Implementation Plan, Education Master Plan, Facilities Master Plan, program reviews reference to facilities)

On both campuses, users alert Maintenance & Operations of urgent and ongoing needs through a well-used online ticketing system, *CCCCCD Maintenance Plus*, initiated in April 2010. The system tracks work order progress and creates a communication loop with those requesting service. After the online work order is placed, an email is generated to inform the requester it was received. A second email is sent to the requester once the task has been assigned, and a final email is sent after the work has been completed. Telephone orders are also accepted when followed up with a hardcopy work order.

Approximately 270 tickets are processed monthly; issues are usually resolved within a day or two of the initial request. For example, in 2017-2018, the average number of work orders each month was 271 with an average of 39 “incomplete” work orders at any given time (the most common kinds of incomplete work orders were thermostat issues or desks or chairs to be added for classrooms). At the San Ramon Campus, the average number of work orders was 7 and the average number of incomplete orders was 4, usually related to similar issues. (For representative evidence/example of work order log see Apr 1 - Apr 30 2018 rvsd.xlsx. For other work order request-related materials, see: 2019 Work Order Request.docx; RE_ New Facilities Work Order Received - Diablo Valley College.eml; Work Order Request Completed.eml; Art Building Maintenance Request.eml; Fusion Dashboard.docx.)

**Safety Processes and Practices and the Safety Committee**

DVC re-established its Safety Committee in spring 2018 (https://www.dvc.edu/about/governance/committees/other/workplace-safety/index.html). The committee is comprised of representation from both campuses, faculty and administration, counseling, police services, student life, facilities, and the Office of Communications and Marketing (https://www.dvc.edu/about/governance/committees/other/workplace-safety/membership.html). Each semester, a representative from the insurance carrier, Keenan and Associates, presents to the Committee on common on-site injuries (Safety-minutes-2018-10-15 (CCCSIG).pdf; CCCSIG email.pdf; CCCCD Annual HS Trends 17 18.pdf; Keenan & Associates.pdf; Email--Slip, Trip, and Fall Training Prevention Video 4.11.19.docx). As part of its charge, the Safety Committee holds a Safety Forum every semester on each campus to solicit input from the community about safety measures (DVC Campus Safety Update.eml; End of Year Reports 2018_2019 V12.pdf; Safety Committee end of year report May 2018.pdf).

The Committee is further charged with maintaining a Safety Monitor program. In addition to the ongoing assessment provided by the custodial team, trained safety monitors regularly assess their areas using a Workplace Safety Inspection Checklist to ensure their safety and accessibility for students, faculty and employees (workplace safety monitor program website with resources: https://www.dvc.edu/about/safety/emergency/response/monitors.html; workplace safety inspection checklist: WORKPLACE-SAFETY-INSPECTION-CHECKLIST.pdf; Notes from Safety Monitor Inventory.xlsx; Safety Monitor Inventory Instructions; WORK PLACE SAFETY INSPECTION CHECK LIST rvsd.). An additional charge is the creation and dissemination of an
emergency communication plan (https://email4cd-my.sharepoint.com/w:/g/personal/cknox022_email_4cd_edu/EQGVU3kVJ0pMsYjlXmXBMvywBHYjcf-e-RK1FETsiUWrtGTA?e=gCOote). (File is called “Emergency Communications Plan - updated 10-19” in Evidence folder.) In the event of an emergency, social media posts are also utilized to alert the outside community. Local news organizations pickup and amplify social media posts, which helps to get the word out.

The Committee coordinates ongoing training for faculty, staff, and administration on both campuses on topics including threat de-escalation, use of AED defibrillators, and Stop the Bleed kits (stop the bleed website: https://www.bleedingcontrol.org/; fa18_flex_schedule_final.pdf; SP19 Flex Schedule FINAL2.pdf). The Committee inventoried ongoing safety issues and has worked steadily to improve safety and security at the College (cited earlier, DVC Campus Safety Update.eml; https://www.dvc.edu/about/safety/emergency/index.html). For example:

- The College community is regularly reminded to use the 911 shield and AED apps (cited earlier, DVC Campus Safety Update.eml).
- The website provides anonymous opportunities to report any unsafe facilities (https://www.dvc.edu/about/safety/report-concern.html).
- Safety backpacks have been purchased and deployed to safety monitors.
- The committee has inventoried and increased the number of AEDs.
- State-of-the-art evacuation chairs were purchased in 2019 for areas not accessible by an elevator.


**Campus-wide Safety and Facility Communications**
The Communications and Marketing Office provides regular and ongoing updates with respect to College construction, safety hazards, and changed facilities’ pathways (for representative communications see, for example: [EMERAlert] Campus Closure - October 12.eml; [EMERAlert] DVC - Emergency Alert Test.eml; [EMERAlert] DVC ALERT_Both campuses closed.eml; Construction on campus over winter break and early January.eml; Even MORE campus construction that may impact you.eml; Water Outage in Police Services, ET and Math Buildings.eml). DVC uses a combined strategy of email, telephone, text, video monitors, and classroom intercoms to inform the community of an emergency (Safety Communications website: https://www.dvc.edu/about/safety/communications.html).

**Classroom Accessibility, Safety and Design**
The safety of campus facilities is assessed and ensured through established processes and practices. All of College’s building projects are built or renovated according to the 2019 California Building Standards Code, Title 24 California Code of Regulations. When applicable, projects are reviewed and approved by the Division of the State Architect (DSA).

The College has a strong commitment towards ensuring equitable access on campus and specifically in addressing the American Disabilities Act (ADA). Disability Support Services are an integral part of all capital projects review of project drawings and attend meetings to ensure
that the College remains in compliance with the needs of all students and employees (insert meeting notes with DSPS during the ADA transition plan work). In 2009, the District completed a comprehensive evaluation of its facilities to determine the extent to which individuals with disabilities may be restricted in their access to District services and activities. The evaluation resulted in completion of the District ADA Transition Plan. The document guides the planning and implementation of facility modifications for both capital projects and campus projects. The ADA Transition Plan was updated in 2017 with completed improvements, and with updates to remaining items for code, cost, and completion schedule. When viable, identified ADA barriers are resolved within the boundary of any major capital improvement project (Insert DVC Art and PE/K projects scope document, CCC Science Bldg. site plan and LMC PE/SU bldg. site or scope docs).

The College is part of District’s Standard for Access Control and Alarm Monitoring System (ACAMS), an Intrusion Detection System (IDS) and a Video Surveillance System (VSS) (insert the board approved resolution package for the standard). The Standard ensures the College’s building and facility renovation and new construction efforts have and maintain a consistent campus-wide electronic security systems program. Collectively, the systems are an economical solution to provide security and safety while maintaining convenience and flexibility. The District utilizes a standardized software, called Software House, as its access control system provider (insert board approved resolution). All College security projects utilize this system to provide commonality in access card formats, system monitoring/reporting capabilities, and District-wide programming standards.

In the last several years, the campus has made significant progress in classroom accessibility, safety and design:

- Furniture maps: Classroom maps set out in 2015 identify the appropriate furniture layout in many classrooms where accessibility issues have emerged (still need to upload pics of furniture maps). At the beginning of each semester, managers and Disability Support Services assess the classrooms to ensure that they are arranged pursuant to Americans with Disability Act (ADA) requirements.
- Door locks: All classrooms on both campuses had the doorknobs modified or replaced so that they are lockable from the inside.
- Intercoms/Digital displays: The College installed two-way intercoms with digital message displays so that the campus police can be reached in an emergency and so urgent announcements can be conveyed.
- Emergency signage: Classrooms and public areas have signage indicating what to do in an emergency (still need to upload pics of this).
- Americans with Disabilities Act (ADA) compliant desks: The College has ADA desks for every classroom on both campuses.

In 2017, the College embarked on an ambitious and useful project to identify minimum classroom standards with respect to size, functionality, technology, safety, and aesthetics. The results of this effort are driving the design of all new classrooms. In summer 2019, the senior dean of instruction led an effort to inventory each classroom on both campuses to identify potential maintenance, furniture, and technology needs. Identified needs are included in the
Program Review process (see for example, the furniture request in Chemistry.D4110.2018 Program Review.pdf; and 18-19 Program Review Critical Needs 2-15-19 - reviewed.xlsx for a representative academic year overview). In fall 2019, as a result of this inventory, the Information Technology Department added computer stations to classrooms which needed them. The College is committed to an annual reappraisal of the classrooms (DVC Classroom Design Standards Website: https://www.dvcclassroomdesignstandards.com/; for an example division summary of classroom allocation adjustments, see Classroom Allocation Amendments SU19-ART).

**DVC Campus Police**
The Contra Costa Community College District Police Department is the law enforcement agency for both DVC campuses. Their website provides critical information regarding safety tips, important policies for students (e.g., skateboarding, skating, and bicycling on campus), Lost and Found services, Police contact numbers, and an anonymous tip reporting line (Police Services Silent Witness Tip Line.docx).

**Health and Safety Inspections**
Inspections are performed in compliance with local, state and federal regulations, and mandates. Inspections are done for:

- Americans with Disabilities Act Compliance Assessment
- Bay Area Air Quality Management District
- CAL OSHA Inspection
- Contra Costa County Health Department
- Contra Costa County Sanitation District
- Fire System Inspection and Service
- Hazardous Tree Inspection
- Hazardous Materials Inventory
- Keenan Insurance Agency Safety and Risk Management Inspection
- State Elevator Inspection
- Water System Testing and Inspection

**Analysis and Evaluation**
The College has procedures in place to ensure physical resources are safe and adequately maintained to support academic programs. DVC has demonstrated a commitment to meeting state standards in construction and day-to-day facilities management. The College is committed to continuous improvement of physical resources.

**Evidence**

**List from the district:**

- Annual Space Inventory (FUSION)
- Five Year Capital Outlay Plan (FUSION)
  - Keenan Annual Assessment Reports (College)
- M&O Department reports from safety walks
- Police/campus safety security walk-throughs reports (College)

- Measure E Implementation Plan (2016 Board Approved Presentation Report)
- ADA Transition Plan Update (DVC Only)

Facilities program review or facilities plan, including improvement plans based on evaluations of safety and security;

- Reporting procedure or template for facilities safety, security, or maintenance;
- Maintenance request protocol;
Standard III.B.2.

The institution plans, acquires or builds, maintains and upgrades or replaces its physical resources including facilities, equipment, land and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard
DVC is committed to designing and maintaining an environment that is welcoming and conducive to learning and engagement by students, employees, and the community. Classrooms, learning labs, workspaces, and exterior spaces are designed to support excellent pedagogy, student engagement, independent activities, and group interactions.

Facilities Utilization and Needs Assessments
The College uses the Facilities Planning Manual for the California Community College and the Facilities Utilization Space Inventories Options Net System (FUSION) to analyze space utilization on campus (include reference for both insert both projects programming documents from HMC).

The California Division of the State Architect oversees all College major new construction and most renovations. The District vice chancellor of facilities planning and construction, College vice president of business and administrative services, and the maintenance and operations director collaborate with key stakeholders and District Chancellor’s Cabinet to review, update and identify current and future capital projects priorities, budgets, and schedules. (Cabinet meeting budget modification approvals).

The process of facilities planning is detailed in Procedure 6001.03, Facilities Planning, and is incorporated into Procedure 1010.10, Integrated Planning (6001.03 is being revised this spring, wait for the new one, 1010.01). The 2007-2017 Facilities Master Plan provided for several significant Pleasant Hill Campus upgrades that were funded through Measure A (https://www.dvc.edu/about/governance/college-plans/facilities-master-plan.html). The resulting projects—the Hospitality Studies and Food Court, Student Services Center, Book Center, and Commons Project—reshaped and revitalized the center of campus, creating new spaces for students to gather (see Standard III.B.1.a in DVC_Self_Evaluation_Report_Final.Aug.10).

Current Facilities Projects: Measures A and E
Currently, the College is undergoing a major construction program funded by the local Measure A 2006 bond and local Measure E 2014 bond. Implementation of these projects will aid the College in addressing the age and condition of its facilities as much of the campus was constructed prior to 1970. It will also aid in upgrades to infrastructure, mechanical and building systems, as well as telecommunication capacity such as fiber optic connectivity and support of Wi-Fi expansions within building interior and exterior spaces.

The Measure E project had several phases, which consistently incorporated stakeholder feedback. The Measure E project started with the passage of the bond in 2014, followed in Fall 2015 with a series of public forums to establish shared campus priorities for projects (for
In the next phase, the District and College evaluated weekly student contact hours (WSCH), WSCH per section, FTES, lecture hours, and lab hours (evidence). Space usage from FUSION was examined. After examining this data, an Implementation Plan was written to outline projects (insert the Measure E Implementation Plan, insert all of the program studies for major projects at CCC and DVC). For each Measure E project user groups were identified which report to a College wide Executive Steering Committee. The College spent approximately six months each on programming, conceptual design, and submission to DSA. The College Executive Steering Committee continues to act as a group for soliciting and providing information and for maintaining oversight of the progress.

The Measure E bond project includes a new Art Complex and a renovated Physical Education Kinesiology (PEK) complex at the Pleasant Hill Campus. At the San Ramon Campus, a new Library Learning Resource Center is being built (Measure E Capital Improvements Program.pdf; https://www.dvc.edu/college-support/projects/measure-e/index.html).

- **The Art Complex** involves a complete demolition of the existing art building and its relocation to an area near PEK, where the two complexes will create an entirely new experience of the northernmost part of campus.
- **The PEK project** includes a new “field house” and adjoining facility with an equipment room, team meeting rooms, locker rooms (for 17 sports plus general use), kinesiology and athletics faculty offices, classrooms, and a training room/lab. In addition to the new construction, there will be renovations to the pool and gym. Renovations will begin in Fall 2020 with an anticipated move in date of Spring 2022.
- **Renovations at the San Ramon Campus** will provide a new library/learning center, tutorial spaces and expanded bookstore and food service options. Construction began in Spring 2019 with an anticipated completion date of Fall 2020.

In Spring 2020, the District and the College began work on a new **Facilities Master Plan** to guide the completion of the Measure E projects and the implementation of three other efforts provided for in the bond: Engineering Technology renovation, the new Academic Complex, and repurposing of the Learning Center.

**Other Efforts**
In addition to the Measure E efforts, the College has worked on other facilities issues. Sustained discussions among various constituency groups have resulted in completion of the following representative projects:

Improvement to the grounds
- Retrofit of exterior lighting on pathways
- Improved LED lighting in all parking lots
- Tree removal
- Installation of security cameras
- Installation of EV Charging Stations

Infrastructure Improvements
- Upgraded elevators in the Language Arts Complex
- Replacement of main electrical switchgear/vault
- Improvement and expansion underground utilities including improved telecommunications capacity, repaired sewer and storm drain systems and electrical system distribution upgrades

Classroom/Lab/Sticky Space Improvements
- Classroom lecterns
- Renovation into classrooms of several areas not previously identified for classroom use (H 112, BFL 213)
- Sound abatement to PAC classrooms
- Student Veterans Resource Center
- PUMA center (a meeting space for students and advisors of the Puente, Umoja and MESA Learning communities)
- Performing Arts Center Lobby

Bathrooms/Americans with Disability Act compliance
- Construction of a lake path seat wall to make the area by the Music Building ADA compliant
- Construction of several gender-neutral bathrooms
- Renovation of bathrooms in Administration, Music, Language Arts PAC
- Significant repairs to PHC pathways and parking lots
- Sidewalk grinding to alleviate trip hazards and slope deficiencies

Analysis and Evaluation
The College appropriately uses 2018-2023 Educational Master Plan and the existing shared governance structure to plan for facilities and infrastructure. Facilities additions, upgrades, and on-going construction reveal DVC’s commitment to ensuring that students, employees, and the public can support its programs and services and achieve its mission.

Evidence

List from district:
Standard III for Vetting 2/3/30 page 39
- Program reviews for areas within physical resources (such as facilities maintenance, housekeeping, grounds, transportation, etc.); Facilities plan; Institutional plan;

- Correspondence related to acquiring, building, maintaining, upgrading, or replacing facilities, equipment, or other physical assets, only if the correspondence demonstrates institutional alignment with details within this Standard;
Standard III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard
Diablo Valley College has established procedures to evaluate the feasibility and effectiveness of its physical resources. The assessment of physical resources is coordinated and conducted by the director of maintenance and operations, with analysis and input from administrators, the Instruction Office, Student Services, and relevant shared governance committees. Planning of facility usage, improvements, and new projects was driven by the 2007-2017 Facilities Master Plan (evidence plan). In Spring 2020, the College began writing a new Facilities Master Plan [evidence CC meeting 2/19/20 and campus forums in April]. The new plan will outline the vision of the College’s future use of facilities and provide direction for where funding should be spent when available.

District wide physical resources planning documents is done in the Five-Year Capital Outlay Plan and the 2016 Measure E Implementation Plan (see 2021-25 Five Year Capital Outlay Plan; 2020-24 Five Year Construction Plan.pdf). The District Five-Year Capital Outlay Plan includes a priorities list for Contra Costa Community College District projects for building, renovation, expansion, and infrastructure projects on all district campuses each year (evidence 2019/20 board approved plan). The plan lists the gross square footage, assignable square footage, funding timelines, project design and construction milestones, budgets established by the Construction Cost Index and funded by the state and budgets expected to be funded by local bond measures. Campus instructional load is estimated for the current years and projected for the next six years. The Five-Year Capital Outlay Plan takes into account long range capital plans that support institutional improvement goals and was adjusted in 2019 year to align with anticipated 2020 new state school construction bond. In accordance with District Business Procedure 5.01, Scheduled Maintenance and Special Repair, the District Office submits the Five-Year Capital Outlay Plan to the office of the state chancellor through the Facilities Utilization, Space Inventory Options Net (FUSION) (CCCCCD Business Procedure 5.01.pdf).

Planning and evaluation of facilities needs is done through the College’s Program Review process. Individual programs and departments use their Program Reviews to request improvements that have not been prioritized by the College through other processes. In this way, departments can request and obtain new classroom furniture or significant lab equipment (DVC Program Review Committee Website, resources linked: https://www.dvc.edu/about/governance/committees/IC/index.html).

Additional evaluation of existing space utilization is done through 25Live software, which the District acquired in 2017-2018. This software manages space reservations and provides data on utilization (25 Live screenshot.docx).

Equipment
Equipment utilization is evaluated by the Department of Maintenance and Operations (M & O) using the vehicle/equipment inventory, maintenance logs, and repair histories. The evaluations
are used to prioritize replacement of vehicles and/or equipment when necessary and when funding is available. M & O is responsible for regularly evaluating campus facilities (need evidence—checklist or spreadsheet). Issues noted on checklists are triaged and addressed by M & O. The director of M & O completes an annual space inventory which provides concrete information on how space is utilized by the campus each year (Space Inventory.pdf).

**Analysis and Evaluation**
Diablo Valley College evaluates its physical resources in the context of their ability to support institutional programs through the job duties of key personnel such as the director of maintenance and operations, the guidance of key planning documents like the 2018-2023 *Educational Master Plan* and the 2020 *Facilities Master Plan*, and the input from campus constituent groups through the shared governance process.

**Evidence**
List from district:
- Reports on the state of facilities, equipment, or other physical assets;
- Reports on facilities use and occupancy;
- A schedule of regular inspections of facilities and equipment;
- Program reviews for areas within physical resources (such as facilities maintenance, housekeeping, grounds, transportation, etc.);
- And/or other documents that demonstrate the institution is aligned with this Standard.
Standard III.B.4. Long range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard
In Spring 2020, the College commenced the process of updating its Facilities Master Plan through the collaborative involvement of staff, faculty, and managers. The new plan will be based on the 2018–2023 Educational Master Plan and will addresses the current and projected facilities needs through the year 2030. The new plan will include information on the assessment of facilities, building standards, information on achieving state mandates for 2025 and 2030 energy efficiency and carbon-neutral campuses, proposed infrastructure and technology improvements, new capital construction as well as replacement of existing and renovation plans, for the College.

The total cost of ownership (TCO) of a college asset is calculated by adding the initial cost of the asset to the cost of operating the asset over its expected life (including power and labor) plus the cost of maintaining the asset, plus the cost of disposing of the asset at the end of its useful life cycle. The new Facilities Master Plan will include an evaluation of total cost of ownership (TCO) in its planning scope. While District planning efforts have focused on implementation of previous facilities and bond implementation plans, ever since the District’s first local construction bond was passed in 2002, District and College plans have taken total cost of ownership into account in planning and design without actually calculating it in the development of capital improvement projects. Many aspects of a comprehensive TCO plan have been implemented by The College to include annual space inventory and utilization reporting and management, energy and building systems efficiency improvements College-wide; implementation of concepts of universal design and standards in order to provide long-term flexibility of College’s physical resources, and standardization of building systems and controls, as well as building materials, and furniture, fixtures, and equipment to minimize repair/operating costs (insert Prop 39 completed projects list; bond list for energy projects; PV presentations/planning; building controls approved standard; FF&E standard).

The College is committed to the creation of an environmentally sustainable campus with Leadership in Energy and Environmental Design (LEED) Silver level certified buildings (need to find college specific approval doc). Building energy efficiency projects seek to lower total cost of ownership by reducing utility costs over the life cycle of the buildings. With state mandates for net-zero energy buildings by 2030, the District has implemented steps towards planning for net-zero energy ready projects by ensuring architectural and engineering design contracts to include language such that new facilities and major renovation projects out-perform energy code by 15 percent and 10 percent respectively, and for net-zero energy ready mechanical systems design (insert CCC Science Bldg. contracts; insert DVC project contracts and LMC Brentwood). In addition, the District has embarked on evaluation of future photovoltaics as the main path forward in offsetting high costs of energy by having battery storage options in order to manage the total cost of ownership for all new and renovation buildings.
Analysis and Evaluation

Evidence list from district

− Long range capital plans;

− Multiple years’ institutional budgets;

− Multiple years’ division or department budgets, especially Maintenance and Operations;
III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard
Technology resources at Diablo Valley College are composed of services, hardware, and software. These resources are utilized in support of the college's classroom instruction, student learning, academic programs, student services, instructional support services, management, and operational functions (III.C.1-# functional map). Technology resources are located at Diablo Valley College's two physical locations, the San Ramon Campus and the Pleasant Hill Campus.

It is the shared responsibility of the College and the District Office of Information Technology (IT) to provide technology resources. The network, computer services, and information systems are centralized under the direction of District IT. College IT staff supports the district-wide’s network infrastructure, servers, and telecommunications systems. The College manages its own local area network, while adhering to standards recommended by District IT.

The technology needs of both campuses are met through the work of the college Information Technology Department, the college-wide Information and Instructional Technology Committee (IITC), and the Academic Senate Distance Education Committee (evidence, committee charge). Institutional technology planning is driven by the DVC Tech Plan (evidence the plan). Hardware and software technology needs and satisfaction of these services are identified through surveys of the various constituency groups and in the Program Review process (evidence, example program review with technology request and surveys posted here https://www.dvc.edu/about/governance/committees/rpec/report-archive.html).

The College IT Department, between both campuses, is staffed by ten classified employees, two hourly employees, and a technology systems manager. Desktop support and classroom support is provided through the Help Desk (evidence screenshot SysAid). Technology support is requested through the SysAid system, which is accessible by an icon on faculty and staff computers, email, or the district portal website (Mario screenshot). Employees may also call the Help Desk directly for assistance.

The College IT Department serves the various and growing technological needs of the campus. Areas of service that meet the technological needs of the campus include, but are not limited to:

- Computer replacement/refresh: there is a six-year replacement cycle for computers for faculty, staff and computer labs (evidence)
- Classroom technology and support: classrooms have audio-visual control stations/podium, each equipped with a networked computer. Smart classrooms also include LCD projectors and document cameras (current allocation evidence, updated computers in classrooms, check facilities standard)
- Computer labs
- Multi-media/audio support and installations
- Library technology needs
- Networking topologies-wired and wireless

Standard III for Vetting 2/3/30 page 45
- Cloud services in cooperation with the District Office: Canvas, Email system, eLumen, username/password authentication
- Notification/Information Distribution System: centralized digital signage/information LCDs are available in highly trafficked areas around campus such as the Library, Student Services, Admissions and Records. The signage is also available at the San Ramon Campus. Communication notification systems are installed in every instructional classroom.

All students at the College are provided free access to a suite of software tools to support them in their college experience (Mario, screenshot website). Students are given a college email address, five free downloads of Microsoft Office, and free cloud storage. Students also receive discounts on software and hardware through CollegeBuys offered by the Foundation for California Community Colleges (Mario screenshot).

In supporting students’ changing needs, the Library now provides a streaming video service to faculty and students that can be utilized in the classroom or off-campus (IIIC2-8 evidence screenshot video, Mario). Several computer labs are available for students for instructional support, they can access software, connect to the internet for research, and access their college provided email and cloud storage (IIIC2-11 evidence computer lab). Student printing on campus has been upgraded to use a debit card system that makes it easy for students to use (IIIC2-9 evidence screenshot pay for print). Students have access to PrinterOn Solution providing them the ability to print from their personal devices to the campus printers (IIIC2-10 evidence screenshot of library, kiosk). The Library has two technology lending programs, one for laptops and another for calculators (IIIC2-12 evidence webpage screenshot library).

The College IT department maintains a suite of software available for students, staff, and faculty to serve their needs as identified in the Service Level Agreement (SLA). As well as the free software mentioned above, students have access to Microsoft Office, Adobe Suite, and additional software applications in computer labs around campus. Some campus computer labs have specialized software for instructional and student usage, such as the Art Digital Media and Music Industries programs. For employees, the College maintains software systems to assist with productivity, instruction, and management. Examples of these systems include Canvas, the course management system and Colleague, which manages student information and accounting information. The College currently uses several homegrown systems for managing data including a Web Curriculum System, WebSLO’s for housing learning outcomes, and a Web Enabled Program Review database. Starting in fall 2019, the College is transitioning to a district-wide eLumen platform for housing curriculum, the College Catalog, student learning outcomes, and Program Review. eLumen will be phased in over the next three years, beginning with the curriculum module. The new software will allow faculty and administrators access to the necessary tools for their roles via a shared backend database that will simplify data collection and review (ask Lesley: conversation, need screenshots).

**Analysis and Evaluation**
The College provides a wide range of technology services to students and employees. With a cooperative working relationship between the District Information Technology Department and
the College’s Information Technology Department, the technological needs of students and employees are fully met.

**III-C-1 Evidence**
Surveys from Percy
Surveys from Rick [https://www.dvc.edu/about/governance/committees/rpec/report-archive.html](https://www.dvc.edu/about/governance/committees/rpec/report-archive.html)
DVC Tech
SLA between DVC & DO
Statement to Students about DVC’s IT support them? Welcome Day? Student IT Workshop?
DVC Hack-a-thon
Tech Master Plan
Staff workshops Tech (Mario)
Flex pdf for Tech (Jessica)
Kat drop-in hours PH and SRC
Create chart like Cuyamaca that shows primary responsibilities for Tech – see the District Functional Map IT section
SysAid information

Wi-Fi - SecureW2
 implementation.msg

Wi-Fi IUP 2.0.msg
III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard
The College has processes in place to plan for continuous improvements to IT services, operations, and programs. Technology planning is based in the 2020-20XX Technology Master Plan which updated the 2014-2019 Technology Master Plan (evidence, Catherine Jinter September 12th, September 26, and the plan once it is done. Here is the old plan: https://www.dvc.edu/about/governance/college-plans/technology-master-plan.html). Creation of the new plan was led by the Informational and Instructional Technology Committee (IITC) and was approved by the Academic Senate, the Classified Senate, and the College Council (minutes once this happens.) When writing the new plan, the IITC examined data (add more).

There is a continuous refreshment cycle in place for hardware for employees and for computer lab upgrades and replacements (IIIC2-1 SLA evidence). Software on college machines is updated through systems that push updates out to people’s desks (evidence).

The Wi-Fi network was initially designed as a network of convenience for students and employees of the College, but with the growth of educational technologies that leverage Wi-Fi access in the classroom, in 2019 the District began a Wi-Fi upgrade from one of convenience to one of production (IIIC2-2 evidence recent emails Satish, Percy’s emails on rollout dates). As the different Wi-Fi segments come online, students, faculty, and staff will utilize it to meet their increasing demands. Wi-Fi is now available in all classrooms campus wide as well as areas where students congregate. District and College IT are working together to increase capacity and security. The Wi-Fi upgrades will take place from 2019-2022 (IIIC2-3 review minutes from IITC, Catherine Jinter spring 19, email Satish Standard 1).

In 2018, the College went through a classroom standards design process for use in future developments of classroom technology in new buildings and in buildings scheduled for re-model (IIIC2-4evidence, Marissa). Faculty were surveyed to provide input on the standards (IIIC2-5evidence email 8.23.17, survey results?). A group of faculty, staff, administrators, and students worked with a consultant on the re-design. Many factors were considered including technology needs, accessibility, furniture, and function. The College invested in a prototype classroom to test out new educational technologies and the classroom design (IIIC2-6pictures BFL new room, The final design standards document was vetted through the governance process and accepted by the College Council in fall 2019 (classroom standards doc, evidence of the process, CC approval from fall 2019).

As part of the Measure E bond, the College is going through a new building cycle and a renovation of existing buildings. (IIIC2-7evidence Measure E documents and meetings, (evid, ask Toni, Christine, Kenyetta etc) As new classrooms are built, the new classroom design standards will be implemented. For the older facilities, the College made upgrades to existing technology while being mindful of the
cost associated with changes in buildings that will ultimately be replaced (evidence, Percy, LA building). In most classrooms, multimedia stations were upgraded to HDMI video standards along with the installation of new document cameras and laser projectors.

**Analysis and Evaluation**

Technology planning at the college is driven by the *2020 Technology Master Plan*, which was created with input from all stakeholders and with a deep analysis of campus needs. Process for automatic updates and replacements of hardware and software are established and followed. Technology on campus supports the mission, operations, programs, and services of the college.

**III.C.2 Evidence**

Several Surveys done by Rick and Percy

DVC IT has Service Level Agreement – Replacement Cycle needs to be updated

Program Review

Information and Instructional Technology Committee (IITC)

Tech Plan
III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard
Diablo Valley College is committed to continuously improving and developing policies and procedures for College wide technology requests, services, and support. The College works with the District to develop and implement policies and procedures for the effective use and management of technologies for student learning and institutional effectiveness. Safety and security processes are described in Governing Board Policy 5030, Acceptable Technology Use Policy, Board Policy 4006, Software Use, and District Business Procedure 10.06, Acceptable Technology Use (find here for evidence http://www.4cd.edu/gb/technology_use.aspx). College Procedure 5030.02, Websites, and Procedure 5111.01 Technology Purchase Standards and Processes, further ensure access, safety, and security of the systems (evidence 5030.02 and 5111.01).

The District and College Information Technology Departments ensure that employee and student access to technology and technology security at both campuses is maintained. Students and employees are all issued a district username, which is authenticated by the District’s single sign-on system (IIIC3-1 evidence). The authenticated user is given access to the appropriate privileges, software, and security level needed for their role at the College. The District maintains cloud-based servers and local servers that both campuses utilize. All servers are on a systematic back-up system (IIIC3-2evidence, Satish). The District has back-up generators in the case of power outages, ensuring the safety and security of the servers and the data. The District maintains a disaster recovery plan to deal with mission critical technologies, for example, student data, college data and authentication (Validate this with Satish). The division of responsibilities between the District and College are outlined in the Functional Map (evidence).

The College Information Technology Department is staffed by ten classified employees, two hourly employees, and a technology systems manager between the two campuses. Responsibilities of the College include secure computer and internet access to learning resources and support services, computer lab operations, network storage, smart classroom multi-media support, and disaster recovery. Desktop support and classroom support is provided through the Help Desk (evidence screenshot SysAid). Technology support is requested through the SysAid system, accessible by an icon on faculty and staff computers, though email, the district portal website, or by calling the Help Desk directly (Mario screenshot). The District Information Technology department has responsibility for user account management and support for a variety of software.

Analysis and Evaluation
Access to technology resources requires an authenticated log-in, which provides security for the system. Back-up and disaster recovery systems are in place. The college ensures access to necessary technological resources for students and employees.
III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard
Instructional opportunities and trainings in the effective use of technology and technology systems are provided by the College to all employees and students. For employees, the College offers extensive training for faculty on instructional technology in the week immediately before the start of the fall and spring terms. Many other trainings are offered throughout the semester at both campuses and online (evidence).

Faculty professional development activities include:
- Workshops. The College provides scheduled workshops and online, self-paced Canvas workshops. These trainings are delivered by instructional technology personnel. (evidence sign-in, workshop listings/flex schedule)
- Individual trainings. Instructional technology personnel hold weekly drop-in hours in the Staff Development Computer Lab (evidence).
- Online training though the state-sponsored Vision Resource Center. The College has a contract with the Vision Resource Center that allows faculty and staff to access online trainings for a variety of skills, including Microsoft Office (evidence).
- CCCCDD Teaching Academy. The CCCCDD Teaching Academy, is a four week, online course for employees to train them on concepts and contents used in an academic setting (evidence Neal’s email, workshop flex page screenshot).
- Summer Technology Institute. Instructional technology personnel offer several workshops and Canvas sessions to train instructors over the summer. Workshops include topics such as videoconferencing, open educational resources, and creating and supporting video content. Canvas topics include using the Canvas calendar, gradebook, using HTML, and other sessions designed to support the use of Canvas for instruction (evidence: flex page screenshots, email announcements).
- Effective Online Teaching Training. The Districted offered a four-week fully online course, “Becoming an Effective Online Instructor,” from June 3- June 28, 2019 (evidence: flex page screenshots, email announcements).
- Conference participation. The College sends a group of faculty to the annual “Online Teaching Conference” which provides information, training and updates about the online education initiative and Canvas. Faculty attend InstructureCon and the Canvas Conference annually (evidence: call for applications, flex activity report-back screenshots),

Staff/Managers professional development activities include:
- JobLinks. JobLinks is a professional development day of training for staff at the college to improve their technical skills in areas such as Excel, Word, and the Insite Portal (evidence, Mario’s pd, JobLinks schedule).
- Online training though the state-sponsored Vision Resource Center (VRC). The College has a contract with the VRC that allows faculty and staff to access online trainings for a variety of skills, including Microsoft Office. Training on how to use the new Professional Development portal that is housed within the VRC (evidence).

Standard III for Vetting 2/3/30 page 51
• OmniUpdate website training. Staff are trained by the marketing office in posting information correctly to the website. OmniUpdate trainings include OU Campus interface, editing content in OU Campus, administrative features such as setting reminders to update specific pages/files, and workflow features. (evidence – emails from Marketing office, screenshots of training portal)
• Training on software utilization. Trainings are offered in the use of Microsoft Office, Tableau, and Colleague. InSite Portal training includes budget information, leave requests, pay advices, requesting research or documents, work orders, class cancellations, and connecting to the Wifi, for example. Additionally, there is 25Live training, a room scheduling software that employees use to book rooms around campus.

Students professional development activities include:
• Brown Bag Workshops. A series of workshops are offered for students regarding programs around campus and general areas of interest, including effective use of technology (evidence).
• Welcome Day Workshops (evidence). Welcome Day is designed to support new students to college in their transition to DVC. Students can attend workshops, tour the campus, and meet with faculty, staff and other students. Workshops are offered to teach new students about technology they have access to.
• Canvas Training (via the Canvas landing page evidence). Students can self-enroll in Canvas launch badge, a mini-course that allows students to become comfortable with the platform. In additional, there are several do it yourself videos and student guides that cover specific topics in Canvas such as using discussion boards. (evidence, Canvas page, online education)
• Student Technology Help Desk (library, staffed by YearUp students). The Student Technology Help Desk answers student questions about campus technology services such as Canvas, printing, copying, and using mobile devices for campus services. Help is available in person in the Pleasant Hill Library, by phone, and by email (evidence Rick email).

If employees have technology issues, they request support through the SysAid system, accessible by an icon on faculty and staff computers, though email, the district portal website, or by calling the Help Desk directly (Mario screenshot).

**Analysis and Evaluation**
The College provides many trainings in technology hardware and software usage. Trainings are tailored for specific needs of employees and students. Both students and employees can access assistance if they have technological issues.

**Evidence:**
Jessica Martin
Jen Tejada-Tableau training?
Colleague-A&R training?

Standard III for Vetting 2/3/30 page 52
III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard
The College and District have separate and specific areas of responsibility with respect to technology usage. (IIIC5-1 evidence District functional map). District policies on the appropriate use of technology in the teaching and learning process are Governing Board Policy 5030, Acceptable Technology Use Policy, Board Policy 4006, Software Use, and District Business Procedure 10.06, Acceptable Technology Use (find here for evidence http://www.4cd.edu/gb/technology_use.aspx). College Procedure 5030.02, Websites, and Procedure 5111.01 Technology Purchase Standards and Processes, further ensure access, safety, and security of the systems (evidence 5030.02 and 5111.01). All college procedures are regularly reviewed and updated, following Procedure 1001.01, Process to Introduce New or Revise Existing DVC Procedures (1001.01).

College Procedure 4003.01, Distance Education, and Procedure 4003.02, Regular and Effective Contact for Distance Education, outline specific requirements for the use of technology in online instruction. Some academic departments with high numbers of distance education classes encourage faculty to include language in their syllabi regarding appropriate use of technology (IIIC5-4 evidence from Mario).

On all computers for both employee and student use, the College requires an acknowledgment of the Acceptable Use of Technology before log-in (IIIC5-3 evidence).

The College and the District together provide the staffing, organization, funding, and participatory governance structures necessary to ensure the effective management, maintenance, and operation of technological infrastructure and equipment.

Analysis and Evaluation
District and College policies and procedures guide the acceptable use of technology for employees and students. The policies are regularly reviewed and updated as needed.

Evidence

Board Policy 5030
Board Policy 4006
District Business Procedure 10.06
College Procedure 5030.02
College Procedure 5111.01
College Procedure 1001.01
College Procedure 5030.01
College Procedure 5030.02
OEI rubric for DE
Warning message that pops up: Accept Use of Tech (screenshot). Require each individual to sign-in using their authentication. A&R and FinAid district teams, Fed is 100% web based. A&R Hobsons.
III.D. Financial Resources

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard
District

Financial resources at the College are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. This is evidenced by annual balanced budgets and positive ending balances.

Contra Costa Community College District distributes the vast majority of its unrestricted revenues to its sites through an internal revenue allocation model. Based largely on the framework of SB-361, this internal revenue allocation model is codified in Business Procedure 18.01, General Fund Budget (evidence the procedure). Essentially, revenues and certain off-the-top expenses are allocated based upon each college’s percentage of total budgeted Full Time Equivalent Students. A total operating allocation is then distributed to each college from which it builds its own local budget.

Since the inception of the internal revenue allocation model, the College has been able to provide program offerings and services that have created financial stability for itself and the District. Not only has the revenue allocation model allowed for consistent course offerings, but it has also enabled the College and District to maintain adequate reserves and strong fiscal viability. The decentralization of the model and the inherent responsibility of each site to monitor and control its expenditures has incentivized responsible behavior and led to positive outcomes. As shown in the table below, the finances of the District are strong and stable with the fund balance over the past three years ranging from approximately 17 to 20 percent of the total expenditure budget. As a testament to the commitment of the colleges to put funds into the classroom, the District’s 50% law calculation is significantly higher than the minimum compliance standard.

<table>
<thead>
<tr>
<th>Unrestricted General Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENDING FUND BALANCE</td>
</tr>
<tr>
<td>FY 15-16</td>
</tr>
<tr>
<td>FY 16-17</td>
</tr>
<tr>
<td>FY 17-18</td>
</tr>
<tr>
<td>FUND BALANCE % OF TOTAL EXPENDITURES</td>
</tr>
<tr>
<td>50% LAW</td>
</tr>
</tbody>
</table>

Finance functions within the District are largely decentralized with each college responsible for allocating its resources in an efficient manner with the primary objective being achievement of
its Full Time Equivalent Students target. Diablo Valley College has its own local resource allocation process tied to Program Review. Other college considerations include maintaining a minimum 1 percent site reserve, funding liabilities, ensuring adequate faculty and staff, and adhering to the institution’s mission. At the District level, significant administrative support is provided to the College particularly in the areas of state and federal compliance, adherence to Governing Board policies and procedures, and communicating and modeling potential impacts of regulatory or legislative changes.

The District and college manage their financial affairs with integrity. Since 2013, under two separate external audit firms, the District has received clean audits with no findings (evidence). Moreover, external rating agencies Standard & Poor’s and Moody’s rate the District’s credit as AA+ and AA1, respectively, only one notch below the highest rating available which is primarily reserved for Basic Aid districts.

In addition to the general fund allocation, the College receives restricted categorical funds and seeks competitive grants. Categorical and grant funds are allocated based upon the respective program plan and aligned with institutional and Program Review goals. Applications for grants are reviewed internally to ensure the grant aligns with the College mission and strategic goals. District Business Procedure 3.30, Grants, prescribes this process (evidence the procedure).

District Business Procedure 18.06, Budget Preparation, details the timeline for the development of the District and College budgets. Through a collegial process, beginning with the Governor’s January budget proposal, budget assumptions for the tentative budget are agreed upon through a shared governance structure. These assumptions are vetted through the monthly Chief Business Officer’s meeting, Chancellor’s Advisory Team, Cabinet, and District Governance Council (DGC). The DGC convenes monthly and serves as the District Budget Committee. It is comprised of leaders from all constituency groups, including faculty, classified professionals, managers, and students. This collegial process has reaped enormous goodwill and has allowed the District and college to have widespread agreement on the financial aspects of the organization.

Upon finalizing the assumptions, the District Office populates budget templates for the college to begin working on the tentative budget. Concurrently, during the month of April, the Governing Board receives a “Budget Study Session” report at its open meeting and District Office staff conduct “Budget Forums” at all locations. These venues provide feedback opportunities for Governing Board members and District employees as well as the chance to ask questions or receive clarifications.

Other information, including audited financial statements, state mandated financial reports, budget presentations, and actuarial reports are brought to the Governing Board for information or action as necessary. The reports are accessible on the District website and the contents of these reports are incorporated into presentations given to employees.

**College**
The College has a documented, transparent, and inclusive resource allocation process that provides a means for setting priorities for funding institutional improvements. This process is
outlined in the Roles, Responsibilities, and Processes Guide and in Procedure 5018.01, Budget Allocation Process (IIID1).

The program review and resource allocation process identifies resources needed to support educational improvement, prioritizes requests in a manner to achieve the College’s student learning and service goals, and allocates resources to those priorities. The process provides an ongoing assessment of the use of financial resources. Each instructional, student service, and administrative unit evaluates their programs to determine if student needs and the mission of the College are met (IIID4). If additional financial, human, physical, or technological resources are required, units justify their requests based on potential impact on student success and the College’s goals, plans, and mission. Using governance-approved rubrics, the Program Review Committee prioritizes resource requests, excluding permanent positions, and forwards their ranked recommendations to the Budget Committee (IIID5 and IIID6). Request to hire full-time faculty are prioritized by the Full Time Staffing Faculty committee (IIID7). Request to hire classified and management employees are prioritized by the President’s Cabinet. Funding of prioritized positions is determined by the College president.

The Budget Committee reviews and identifies the resources available to fund requests from the Program Review prioritization lists. The Budget Committee works with the Workforce Development Committee and the Student Equity and Success Committee to determine which requests meet the goals and objectives of the categorical plans and could be funded by categorical funds. This step ensures a College wide assessment of funds available to address College priorities and encourages effective utilization of categorical funds. The Budget Committee provides allocation recommendations to College Council and identifies potential funding sources for each recommended item. The Budget Committee does not revise priorities. Then, the College Council makes its recommendations to the College president. The College president makes a final decision about which prioritized requests will be funded and shares the details with the College community, which allows programs to move forward with acquiring approved resources. The Program Review process is evaluated by a sub-group of the Program Review Committee to continuously improve the process. Their recommendations for changes are considered through the governance process.

During the budget planning process, ongoing funding, one-time funding and ongoing expenditures are reviewed by the Budget Committee to ensure that the College has sufficient resources to support existing and new instructional programs and services. For the last few years, the College has maintained a reserve to ensure the ability to meet current and future budget demands. The College Budget Procedure is outlined in DVC Procedure 5018.01, Budget Allocation Process, and is in the Roles, Responsibilities and Processes Handbook. The Budget Committee co-chairs are members of College Council which strengthens the link between planning, budget, and execution of results.

The College prepares and submits to the District Office Finance Department its tentative budget in late April and its adoption budget in mid-August in accordance with DVC Procedure 1010.01, Integrated Planning, and Procedure 5018.01, Budget Allocation Process (evidence the procedures). Both the tentative and adoption budgets are balanced utilizing the most recent state budget information, district revenue simulations, and all anticipated expenditures. Throughout
the year, the vice president of business and administration services revises income and expenditures simulations and projects the College ending balance which, combined with other estimates, is used to simulate budget projections for future years. These projections and underlying assumptions are presented and discussed with the Budget Committee to inform long-term budget strategy (evidence BC minutes). When developing budgets, the Budget Committee is diligent in differentiating between one-time and ongoing expenditures to avoid structural budget deficits.

**Analysis and Evaluation**
The College and District have worked to integrate financial and institutional planning. Healthy reserves are maintained and since 2013 the District has received clean audits. Budgeting processes at the District and College are clearly described in procedures and are followed when making decisions.

Resource allocation at the College is based on approved College wide goals and validated, prioritized Program Review requests. This process involves multiple committees and all constituent groups, including students. The College is constantly reviewing and working on improving the Program Review and Resource Allocation process to refine its ability to allocate resources in a manner that effectively prioritizes and supports student learning programs and services. College fiscal resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness.

**Evidence III.D.1.**
III.D.2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

District

The mission and goals of the District and its colleges set the foundation for financial planning, which is heavily integrated with and supports all institutional planning. This is demonstrated through highly transparent processes at both the District and college level.

Board Policy 5031, Fiscal Management, Board Policy 5033, Budget Development, District Business Procedure 18.02, Parameters for Budget Development and Preparation, and District Business Procedure 18.06, Budget Preparation, detail how budget parameters and process are determined (evidence is these listed procedures). Business Procedure 18.06, Budget Preparation, establishes a timeline that prescribes the participatory governance process of the District’s budget. This transparent process provides for all constituency groups to weigh in on budget parameters and assumptions being used, report to their respective members on areas of interest or concern, and ask questions or make suggestions on potential modifications. This three-month vetting process concludes with District staff visiting all sites and conducting open Budget Forums to report on the status of the current year as well as the outlook for the upcoming year; this allows for maximum information dissemination (evidence here of the forums).

District Business Procedure 18.02, Parameters for Budget Development and Preparation, prescribes minimum reserve levels, adequate staffing levels, a commitment to paying down the District’s long-term liabilities, and general fiscal constraint. All discussions throughout the budget development process are guided by adherence to the values and criteria within the procedure (evidence 18.02).

At each Governing Board meeting, financial information is presented to the Board. This information comes in the form of reports or presentations that include financial statements, budget transfers, investment reports, tentative budget presentation, adoption budget presentation, as well as periodic reports on pertinent budget and financial issues. In April every year, the Governing Board has a study-session on the budget that includes assumptions and goals for achieving the priorities of the District. These presentations and reports are available in electronic format (needs evidence).

College

The College ensures it has sufficient resources, between both ongoing funding, one-time funding and ongoing expenditures, to support existing and new instructional programs and services. The College sets minimum reserve levels which are routinely achieved or exceeded to ensure that the College is able to meet current and future budget demands. Procedure 5018.01, Budget Allocation Process, outlines the process followed by the college.
The College’s mission and the 2018-2023 Educational Master Plan are the foundation for all program and budget development. The Program Review process collects and interprets data in order to guide the College’s financial decision making and planning. Program Reviews promote an ongoing, self-reflective, transparent dialogue to ensure that the College’s programs are effective and responsive to student needs within the limitations of available resources. Administrative, instructional, and student service departments and programs utilize program review templates to develop resource requests and cost projections that align with the College mission and 2018-2023 Educational Master Plan.

All Program Review Committee, Budget Committee, and College Council agendas are emailed to College employees and meetings are open to everyone (minutes, agendas as evidence). Time is allocated in all of the meetings for comments from the public. Based on the recommendations received from the College Council, the Full-Time Faculty Staffing Committee, and the President’s Cabinet, the president makes final decisions on all funding allocations and communicates decisions to the College community (Susan’s email and timelines as evidence).

**Analysis and Evaluation**

The District and College integrate financial planning with institutional planning. This is demonstrated through wide dissemination of information through multiple mediums, well-developed policies and procedures that clearly map out processes, and college-level resource allocation decisions that identify and ultimately evaluate the allocation of resources in order to meet strategic goals and objectives.

The College continuously works on improving its resource allocation and planning processes to ensure that financial planning is integrated with and supports institutional and programmatic planning. Through its resource allocation process, the College includes careful consideration of its mission and goals and ensures that all constituencies are involved at every level. Furthermore, it prioritizes competing needs so that it can allocate the limited resources in the most effective manner to execute the mission and achieve those goals. The College has worked to decrease the time taken to rank resource allocation requests and disseminate related decisions to the College community.

**Evidence III.D.2.**
III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

**District**

The District clearly defines and follows its guidelines for financial planning and budget development. Further, all constituencies have appropriate and ample opportunities to participate in the development of institutional plans and budgets. This is also true at the College, where a clearly defined resource allocation process has been institutionalized.

At the District level, financial planning and budget development is governed by Business Procedures 18.02, Parameters for Budget Development and Preparation, and 18.06, Budget Preparation (evidence the procedures). These procedures detail the budget development process and timeline as well as indicate the stakeholders and constituency groups that are involved. Budget development kicks off after the January budget proposal by the Governor. That preliminary proposal is reviewed with College chief business officers, Chancellor’s Cabinet, and the District Governance Council (DGC). The DGC serves as the districtwide budget committee and is comprised of faculty, classified professionals, managers, and students so all constituency groups have a voice in the budget development process. Further, in April of each year the Governing Board is given a “Budget Study Session” where budget assumptions are also vetted and discussed (evidence GB minutes). These finalized assumptions are used in the Tentative Budget presented to the Governing Board in June and then modified for known changes for the Adoption Budget presented in September (evidence GB minutes).

Once overall assumptions are agreed upon, the District populates a budget template for each College. The Colleges then make their own modifications based upon their local resource allocation process.

**College**

College governance committees are comprised of faculty, staff, management, and students. Co-chairs of the Budget Committee, the Program Review Committee, the Research, Evaluation and Planning Committee, and the Student Equity and Success Committee each serve on the College Council, to ensure integration of college planning. Faculty and staff members of the committees are appointed by their respective Senates and are then expected to serve as an information conduit to and from those bodies. The Budget Committee ensures a representative body of the College community is educated regarding all aspects of the budget and can actively participate in recommending allocations and recommending improvements in the resource allocation process.

College planning processes are outlined in the College’s Procedure 1010.01, Integrated Planning (IIID2). The procedure clarifies processes for writing plans with and without impact on Academic and Professional 10+ matters. During plan construction, all constituencies are provided ample opportunities for input in shaping the plan. Procedure 5018.01, Budget Allocation Process, details the timeline and steps involved in budget development. The process provides all constituencies time for input.
Procedure 1016.01, Program Review, describes that the Program Review Committee ranks resource requests using rubrics and forwards ranked recommendations to the Budget Committee. The rubrics are reviewed and approved by the Program Review Committee and Academic Senate (evidence). At the end of each program review cycle, recommendations for changes in the template and timelines are made by the Program Review Committee to the Academic Senate. Recommendations for changes are vetted and approved through the governance process, which creates opportunities for participation in the development of the process.

**Analysis and Evaluation**

Clear policies and procedures exist at the College and District level that guide planning and budget development. These processes are rigorously followed. District processes have been in place for nearly a decade resulting in a clear understanding of how these processes work. College processes are constantly being evaluated and refined with the participation of all shared governance units. Both District and College processes complement each other and once the District process is complete, the College engages its constituencies in budget development in an open and transparent manner.

The College continuously works improving its resource allocation process and integrated planning. Through its resource allocation process and in its planning, the College includes careful consideration of its mission and goals and ensures that all constituencies are involved at every level. Furthermore, it prioritizes competing needs so that it can allocate the limited resources in the most effective manner to execute the mission and achieve those goals.

**Evidence III.D.3.**
III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

District

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The District’s budget allocation model clearly outlines the available, ongoing revenue for the District based on agreed upon assumptions. The budget allocation model accounts for significant expenditure requirements of the District and Colleges. These expenditure requirements, called assessments, include contractual obligations to employee groups, regulatory expenses such as insurance, utilities, and retiree health benefits, and other fixed obligations. These are all paid “off-the-top” from available revenues before distributing the revenue allocations to each college.

This expenditure information is distributed and shared broadly with constituency groups, including at District Governance Council, which acts as the districtwide budget committee. As these assessments reduce each college’s overall operating allocation, much attention is paid to ensure accuracy and integrity in the figures.

After the allocation model is fully populated, a budget template is sent to each college to make local adjustments in consideration of its own expenditures and external commitments. Once the template is fully populated, a clear picture emerges as to the amount of available ongoing dollars each location has for resource allocation. Often, other one-time funds can be identified to help supplement the resource allocation process if the request is one-time in nature.

As the vast majority of the expenditures within the District and each college are employee-related, it is essential to have reliable position control. This is achieved through multiple levels of District-level approval needed for the hiring of permanent employees. The budget template that is provided to each location pre-populates every permanent employee and their annual total compensation. The College staff is then responsible for inputting any vacancies they expect to be filled. Further, all previous year non-personnel allocations are also pre-populated for the colleges. This allows College staff to only make changes based upon their local resource allocation process and, more importantly, minimizes the capacity for error and the spread between budget and actuals.

College

Budget analysis is ongoing at the College and submission of tentative and final budgets is a reflection of planning and projections. The College prepares and submits its tentative budget in late April and its adoption budget in mid-August in accordance with DVC Procedure 5018.01, Budget Allocation Process (evidence the procedure). These budgets show the costs of existing obligations against projected revenues. Budget assumptions are detailed and accurate to include salaries and benefits information for each permanent employee, the College’s hourly teaching obligation, based on the Full Time Equivalent Faculty needed to produce the College’s Full Time Equivalent Students and productivity goals, and operating fund allocations for all divisions and departments.
Throughout the year, the vice president of business and administration services revises income and expenditures simulations and projects the College ending balance which, combined with historical expenditures and other estimates, is used to simulate multi-year budget projections. Projections and underlying assumptions inform long-term budget strategy. When developing budgets, the College is diligent in differentiating between one-time and ongoing funds to avoid structural budget deficits. In August, the College develops the adoption budget based on the most recent state information and updated district revenue calculation. The District and College have a successful history of developing realistic and accurate estimates of income and expenditures as evidenced in budget projections versus actual spending (Evidence - District allocation formula, district spreadsheets (shared drive) college spreadsheets (VPBAS, ) (evidence = minutes where this happens). Cite Budget procedure and Roles/Responsibilities Handbook, and current description of Budget Committee.)

Analysis and Evaluation
The College and District engage in careful and well-managed revenue and expenditure planning processes resulting in sound financial planning. The College and District are closely monitoring state action regarding the Student Centered Funding Formula. Until final determinations are made on this formula, the College is being thoughtful and conservative in allocating ongoing resources to ensure that current and future needs are met without impacting student success.

Evidence III.D.4.
III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

District
The Contra Costa Community College District has sufficient internal control mechanisms and clearly identifies individuals responsible for the preparation of financial documents that are dependable, accurate and timely. These documents allow for sound financial decision-making.

The District utilizes the Ellucian Colleague enterprise resource planning (ERP) system for its financial and purchasing transactions. This ERP system has built-in internal controls that, depending upon specific dollar thresholds, require multiple levels of approval before requisitions are turned into purchase orders. Further, all journal entries and budget transfers initiated by the College are routed to the District Office for review, approval, and entry into the ERP system.

Financial documents are produced from information within Ellucian Colleague and widely disseminated. This information is accessible to College staff either through running reports through the ERP system or through a web-based portal where administrators and other program managers can view their department budgets and expenses. Other high-level tools for the respective college chief business officers, such as forecasting and other ad-hoc reports, are available. Further, multiple financial presentations are made annually for College staff and all necessary financial information is presented to the Governing Board for information or action (needs evidence of the reports here).

District and College staff regularly discuss ways to improve efficiencies in the reporting and internal controls. As an example, amendments were recently made to Business Procedure 11.15, Vouchers, to increase the direct voucher limit for repairs and goods and services (needs procedure as evidence here). This procedural modification was vetted through the governance process and has proven to be a value-added change to the purchasing experience for the College.

College
The College has sufficient internal control mechanisms and clearly identifies individuals responsible for the preparation of dependable, accurate, and timely financial documents.
Division dean and department managers are responsible for managing budgets allocated to their area. Budget information is accessible electronically or can be requested through the Business Office (screenshot of example page of Insite budget as evidence). Budgets and expenditures are reviewed continuously throughout the year by the Business Office.

All invoices are reviewed and approved by the division dean or the department manager and by the fiscal services manager. Once invoices are reviewed and approved at the College level they are sent to the District Office for further review and approval.

All requisitions are reviewed and approved by the vice president of administration and business services and the fiscal services manager. All Board contracts are completed based on District Business Procedure 11.01, Bids and Contracts, and are reviewed and approved by the College president with final approval and processing done by the District Purchasing Office (insert procedure as evidence).

The Cashier’s Office reconciles cash monthly with a final reconciliation between the Cashier’s Office and all the different cash handling departments at year’s end. A copy of the year-end reconciliation is provided to the District Finance Department.

Analysis and Evaluation
The Ellucian Colleague ERP system enables managers to track financial activity such as purchase orders, budget transfers, and expenditure transfers. Further ad-hoc reports and tools are produced and maintained as needed. The District and College monitor financial transactions regularly to ensure compliance with regulations and policies. The District and College financial management practices provide an adequate internal control structure.

The College has tight internal control procedures and a clear separation of duties. The College has significant business office oversight of the financial activities of the College and district services has a clear and substantial approval role. Resulting clean annual audits with no findings are evidence of this.

Evidence III.D.5.
III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard
The District’s and College’s budget process accurately reflect allocations and use of financial resources that have been approved through the planning process to improve student learning and support the mission and strategic goals. The District’s resource allocation model provides the basis for the College’s operating allocation. Upon receiving this allocation, the College’s primary objective, as stated in District Business Procedure 18.01, General Fund Budget, is to reach the Full Time Equivalent Students target that its revenue allocation is based upon (evidence procedure). This ensures that the College is not only offering the instructional courses for its students but is also offering the wraparound services so desperately needed for retention and success.

Annual external audits performed by the District’s audit firm also recognize the accuracy and appropriate allocation of resources. With clean audits for multiple years running, the District has demonstrated the integrity of its financial management practices (evidence audit reports).

Analysis and Evaluation
Financial management is sound and credible as seen in the fiscal financial audits of the Contra Costa Community College District. The Ellucian Colleague ERP financial management system functions well in documenting appropriate transactions for financial allocations and resources utilized to support student learning programs and services. The College follows policies and procedures set by the District to ensure internal controls are effective and various levels of budget and spending authority are established to provide multiple reviews of financial transactions.

The financial documents that compare budgets to actuals maintain a high degree of accuracy. Moreover, the resource distribution at the College allows for an appropriate level of student learning programs and services.

Evidence III.D.6.
III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard
The District has not had an external financial audit finding since 2012 and has had unmodified financials going back at least a decade (evidence). The District’s most recent compliance finding was in fiscal year 2014-2015 and involved one student from the Disabled Student Programs and Services (DSPS) not having a signed application in the file. This was communicated to the DSPS program at all three campuses, was remediated in the subsequent year, and has not occurred since.

Each January, the external auditors make a presentation to the District’s Governing Board. This allows the Governing Board to hear directly from the external auditors, ask questions, and have the results explained (evidence GB minutes).

Analysis and Evaluation
With multiple audit firms performing the external audits of the District for the past decade, the financials of the District have been thoroughly reviewed and scrutinized. The results of the audit reports provide ample evidence of the financial integrity of the institution. These audit reports are shared with the Governing Board and colleges.

Evidence III.D.7.
III.D.8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard
Each month the college chief business officers meet with District leadership to discuss issues and topics of relevance. These monthly meetings provide an opportunity to address potential internal control issues and make modifications as necessary. These meetings are utilized to review existing policies and procedures and to make modifications as necessary (evidence minutes or agendas).

Annual audits serve as the primary external source for evaluating the financial management processes of the College and the District. The District and the College use any findings and feedback from these audits to improve financial management systems or to adjust internal controls. No internal control issues have been noted in the District’s annual audits.

Analysis and Evaluation
With the annual external audit consistently coming back with no significant deficiencies or material weaknesses, the District’s internal controls are routinely evaluated. Further, with clear separation of duties and Ellucian Colleague financial input restricted to District personnel, the College and District have a demonstrated history of strong internal control systems.

Evidence III.D.8.
III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard
The District has sufficient cash flow and reserves to maintain stability and respond to unforeseen circumstances or economic downturns. District Business Procedure 18.01, General Fund Budget, stipulates that a districtwide 5 percent general fund reserve will be kept as well as an additional districtwide 5 percent contingency reserve (evidence procedure). Each college also keeps its own reserves, capped at no more than 7 percent of its respective expenditure budget. In total, at the end of FY 2018-2019, the District had total unrestricted general fund reserves of $41.6 million. This is approximately 20 percent of the total expenditure budget of the District. This level of reserves has been consistent for many years. Moreover, cash is ample as well with greater than $50 million in cash available as of June 30, 2019 within the unrestricted general fund. The large reserves and overall conservative financial approach of the District allows for flexibility and assures the District can respond to financial emergencies or unforeseen circumstances.

The District participates in the Bay Area Community College Districts Joint Powers Authority (JPA) for property and liability coverage. It is self-insured for the first $10,000 on each claim after which the insurance coverage of the JPA takes over. The District’s self-insurance fund had a balance of approximately $870,000 at the end of FY 2018-19, more than sufficient to meet the needs of potential claims. Lastly, the District participates in another risk pool for its worker’s compensation coverage and has one of the best experience modifications in that pool.

The College has met and often exceeded its unrestricted fund planned reserve level.

Analysis and Evaluation
With large unrestricted general fund reserves of 20 percent and a large property tax base, the District is financially sound and can readily meet all its obligations. Further, the District is the largest member of the Bay Area CCD JPA, one of the largest members of its worker’s compensation pool, and has a two-decade history of prudent risk management with these organizations. The College successfully maintains unrestricted general fund reserves.

Evidence III.D.9.
III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard
Budget managers continually monitor allocations, income, and expenditures from all internal and external funding sources. The vice presidents, deans, directors, and the District Accounting Office provide additional oversight. The District coordinates with appropriate College personnel in overseeing the institutions various financial reporting and management obligations.

The College has a financial aid supervisor who oversees the financial aid programs of the College. As required by law, federal financial aid programs are annually audited for compliance. The District is responsible for drawing down, distributing, and reconciling financial aid funds. Ultimately, District and College staff collaborate in preparing and certifying the Fiscal Operations Report and Application to Participate (FISAP) report.

Grants and other externally funded programs are governed by Business Procedure 3.30, Grants, which details the approval process for grant applications as well as a grant application review form (evidence the procedure). This formalized process ensures that the purpose of the grant aligns with the mission and strategic plan of the College and also brings in the District Purchasing Department for contract review.

While each of the colleges has a foundation, these are independent, separate legal entities that are not auxiliary organizations. As such, the District has minimal oversight of the financial affairs of these entities.

Institutional investments and assets are handled prudently and in accordance with applicable laws and regulations governing investment of public funds. Board Policy 5027, Investment Policy, provides the framework for which District investments are handled (evidence the policy).

Analysis and Evaluation
The College works diligently to ensure all funds—financial aid, grants, and investments—are used to ultimately support and sustain student learning and programs. Appropriate approval processes are in place to protect the College’s integrity and maintain fiduciary responsibility. College budget managers, program coordinators, directors, deans, and vice presidents oversee and manage funding sources to make sure funds are utilized to support the institution’s mission and goals. Evidence of proper fiscal management and internal controls may be found in the annual fiscal audit for the District as well as external reports given by outside rating agencies who consistently provide positive feedback on the District’s financial operations.

Evidence III.D.10.

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The
institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard
Business Procedure 18.02, Budget Parameters, lists 13 separate guidelines from which financial planning and development of the Adoption Budget adheres (evidence the procedure). Within the District’s funding model, contractual, legal, and regulatory obligations are paid prior to distributing revenue to any site. Moreover, the District annually sets aside an additional $1 million minimally for other post-employment benefits for eventual transfer into its irrevocable trust. This practice of paying for known liabilities and obligations prior to distributing revenue amongst the colleges has resulted in exceptional stability within the District and is a key component in sustaining short-term and maintaining long-term financial solvency.

The District has a long-standing financial formula with its bargaining groups for allocation of additional funds towards total compensation. This formula takes into account all health benefit cost increases, pension obligation increases, any contractual salary step increments, and other costs and offsets those against any new revenues. Essentially, this formula largely determines increases in salary within a multi-year agreement. It has worked well over time with some years the formula generating salary increases and other years no increases are generated.

The District has also set aside funds to cover the entirety of its compensated absence liability and is now dedicating funds to help offset future pension cost increases. In addition, over $130 million resides either in the irrevocable trust or in an account for future transfers into the irrevocable trust, putting the District at over 50 percent funding for its OPEB liability for retiree health benefits. This level of commitment to funding its liabilities is a major reason for the District’s recent credit rating of Aa1 with Moody’s and AA+ with Standard & Poors. Both those ratings are just one grade below AAA.

Analysis and Evaluation
The District and College follow stringent guidelines for budget development and have a demonstrated commitment to funding liabilities to offset future increases. This is clear through the remarkable growth in the irrevocable trust, the full funding of the compensated absence liability, and the additional funds earmarked for future pension cost increases. All of these achievements are indicative of an institution that looks to the future in its financial planning. This sentiment is shared by the rating agencies who continually call out the solvency and well managed finances of the District.

Evidence III.D.11.
III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard
The District has fully funded its compensated absence liability with greater than $13 million set aside to pay for the vacation and load bank associated with its employees. Other known expenditure increases such as health care and pension obligations are taken into account in a total compensation formula the District utilizes with its bargaining groups. These known increases are built into the Adoption Budget.

Perhaps most impressive for the District has been the growth in its irrevocable trust for retiree health benefits. As of June 30, 2019, the District’s irrevocable trust had assets of greater than $118 million with an additional $17 million in earmarked funds for future transfers into the trust. These dollars represent a funding level of greater than 50 percent of the approximate $250 million total liability. Five years ago, the irrevocable trust had $66.9 million in assets. Since June 2014, between investment returns and additional contributions the value of this trust has increased $51 million or 76 percent.

The irrevocable trust’s actuarial report is current as of June 30, 2019 (evidence the report). This trust is managed by a Retirement Board of Authority which consists of members of all constituency groups within the District as well as a retiree of the District. The trust is fully in compliance with applicable laws and regulations and a plan in place for continued funding of the liability.

Analysis and Evaluation
The District and the College have a demonstrated history of funding long term obligations and have designed the funding model to ensure this practice continues. It is current in its actuarial report and its irrevocable trust is audited annually. With full funding of its compensated absences accomplished, the District is working towards building up its reserves for funding future pension obligation increases.

Evidence III.D.12.
III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard
The District has passed three general obligation bond measures since 2002 totaling $856.5 million. These bond measures have revitalized the buildings at all three campuses and continued construction is anticipated for the next several years. The debt incurred on these bond measures are paid by the taxpayers of Contra Costa County through ad valorem taxes collected by the County Treasurer. The payment to the bondholders is made through these collections and have no impact on the financial condition of the District.

No other locally incurred debt exists.

Analysis and Evaluation
The District’s general obligation bond debt service is paid through ad valorem taxes collected by the County Treasurer. The District has no other locally incurred debt instruments.

Evidence III.D.13.
III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard
The District and College utilize its funds in a manner consistent with its intended purpose. Business Procedure 3.30, Grants, guides the application, review, and acceptance of external funding sources (evidence the procedure). This formalized process ensures a plan is in place to utilize these funds in a manner consistent with the stated purpose. In addition to the annual external audits in which no findings have been noted, the District has been audited by other outside agencies on its federal grants and has had no issue with the spending of the funds.

The District’s bond funds undergo performance and financial audits in addition to the District’s overall financial audit. The District has a Bond Oversight Committee, a requirement of Proposition 30, that reviews the bond programs for compliance with the ballot language. The bond programs have had no audit findings.

The bookstore auxiliary operations are a component of the District’s annual external audit and there have been no audit findings. The costs associated with the bookstore are reviewed and the bookstores are self-sustaining operations.

The District has no locally incurred debt instruments and its general obligation bonds are paid through ad valorem taxes assessed by the County Treasurer.

Analysis and Evaluation
The College and its program managers diligently monitor the use of restricted and auxiliary funds. These restricted funds are then annually audited for compliance. External auditors review bond expenditures and a Bond Oversight Committee monitors projects to ensure that construction is consistent with the ballot language.

Evidence III.D.14.
III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

College
The College monitors its institutional Cohort Default Rate (CDR) annually and provides comprehensive financial aid information and advising to student borrowers. An external audit of student loan default rates affirms institutional compliance with federal requirements (evidence the audit report). Federal student financial aid programs require that colleges maintain 3-year CDRs below 30 percent for the three most recent years to avoid losing eligibility as a Title IV granting institutions. For the last three years, the College’s student loan default rates have been below the threshold and steadily decreasing:

2016: 8.3%
2015: 10.8%
2014: 12.7%

These relatively low default rates can be attributed to the institution’s work with new and former borrowers.

The College complies with federal requirements by requesting completion of online entrance counseling and master promissory notes at the U.S. Department’s loan application website. The Financial Aid Office contacts student borrowers during the loan request process to educate them on rights and responsibilities as student borrowers and the deferment and forbearance options available for students with difficulties making payments. The Financial Aid Office encourages student borrowers to log into the National Student Loan Database System (NSLDS) to review their loan history, servicer information, and calculate their anticipated loan repayment amount.

All student loan applicants with student loan debt portfolios over $30,000 have a one-on-one meeting with the dean of student support services as a proactive measure to discuss loan indebtedness and responsible borrowing practices before a new loan request is processed. Per federal requirements, student borrowers that graduate, withdraw, or drop below half-time are provided loan exit counseling as a delinquency and default aversion measure, providing students with information about grace periods, repayment, and options available when facing difficulty making loan payments.

The College maintains low Cohort Default Rates (CDR) due to partnerships with third party servicers specializing in default management. Currently, the College collaborates with Student Connections to manage the student loan portfolio. The Financial Aid Office reviews delinquent and default borrower reports from the National Student Loan Database System through the Student Connections Borrower Connect portal and reaches out to delinquent and defaulted borrowers as an intervention measure. Former borrowers are contacted and encouraged to contact their loan servicers to seek loan payment deferrals or forbearances to achieve resolution.
to their delinquent and defaulted status. The College’s Financial Aid Office continues to monitor the College’s CDR and revises default management strategies to best serve former borrowers and mitigate potential increases in the institution’s CDR.

**Analysis and Evaluation**
The College is committed not only to the state and to federal financial aid standards, but also student financial wellbeing. The College continues to ensure that students are educated about student loans and its financial ramifications as part of the College’s goals related to student success. The College’s Financial Aid office continuously monitors the College’s cohort default rate and works closely with third party service providers specializing in this field.

**Evidence III.D.15.**
III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard
There are substantial controls in place for the District entering into contractual agreements. Business Procedure 9.45, Request to Place Contract on Governing Board Agenda, includes a form to attach to potential contracts (insert procedure as evidence). After campus review for consistency with mission and strategic goals, the documents are routed to the director of purchasing and contracts for review. Two other procedures specific to contracts for personal and professional services are also in place (evidence the procedures Business Procedures 9.40 and 9.42). All contracts include appropriate clauses for amendments, termination, and indemnity. Federal contracts are reviewed for specific requirements.

Analysis and Evaluation
The College, in coordination with the District, ensures that all contractual agreements with external entities are consistent with the institution’s mission and goals. The District requires that contracts contain termination language that allows for maximum flexibility for the District and College to ensure continued quality of its programs, services, and operations. All contracts are managed to ensure that Public Contract Code requirements and compliance with federal guidelines occurs.

Evidence III.D.16.
Report from the
Office of Institutional Effectiveness on the
Community College Survey of Student Engagement and
Institutional Learning Outcomes

March 4, 2020

About this Report .......................................................................................................................... 2
About the CCSSE Survey ............................................................................................................ 3
Institutional Learning Outcomes Findings .................................................................................. 4
Appendix A: Communication and Collaboration Questions ....................................................... 8
Appendix B: Empathy Mindset Questions ...................................................................................... 15
Appendix C: Growth Mindset Questions ....................................................................................... 18
Appendix D: Information and Technological Fluency Questions ............................................... 28
Appendix E: Solution Mindset Questions ..................................................................................... 32
About this Report

In fall 2018, the college adopted five new institutional learning outcomes. These outcomes are skills and attitudes that we want every student to acquire over their time at the college. The outcomes also apply to employees and the college itself, in that we all need to continue to grow and improve. The outcomes are:

a. Communication and collaboration effectiveness
b. Empathy mindset
c. Growth mindset
d. Information and technological fluency
e. Solution mindset

Starting in fall 2019, instructional programs began to map course and program learning outcomes to the larger institutional outcomes. Student services programs began doing the same with the student services learning outcomes. After this is completed, the college plans to evaluate the mapping and assess institutional learning outcomes.

Since the mapping project is in its early stages, the Research, Planning, and Evaluation Committee recommended that the results of the Community College Survey of Student Engagement (CCSSE) conducted in 2019 be used to provide insight into student perceptions on the institutional learning outcomes. The college plans to conduct the CCSSE survey every 2 years, which means that going forward the CCSSE data can be used to provide longitudinal points of comparison. This two-pronged approach to institutional learning outcome assessment should provide the college with valuable information.

In November 2019, the Classified Senate dedicated a meeting session to serving as a focus group to connect the CCSSE questions to the five institutional learning outcomes. In December, a set of faculty completed the same project. After these events, the Office of Institutional Effectiveness compiled the results and included the questions in this report that were found to be connected to each Institutional Learning Outcome. The results in this report are in percentages. If you would like to see the actual respondent counts as well as a comparison of how DVC performed compared to other colleges of our size, the set of results can be found at:

https://www.dvc.edu/about/governance/committees/rpec/report-archive.html
About the CCSSE Survey
In March and April 2019, the college conducted the Community College Survey of Student Engagement (CCSSE) of our students. 1030 students completed valid paper surveys in 68 face-to-face classes on both the San Ramon and Pleasant Hill campuses. The survey took approximately 45 minutes to complete and asked 165 questions, plus an additional 15 custom questions that were written by the college in fall 2019. The college also participated in the CCSSE survey in spring of 2016.

The CCSSE uses a rigorous selection process to choose which classes are surveyed to create a representative sample. Information about the sampling procedure can be found at: https://www.ccsse.org/aboutsurvey/sampling.cfm

This is a comparison of the demographics of the student respondents with the actual college enrollment in spring 2019. Students under 18 were excluded from the results.

<table>
<thead>
<tr>
<th>Demographic Factor</th>
<th>Survey Respondents</th>
<th>DVC Spring 19 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 18-24</td>
<td>78%</td>
<td>65.2%</td>
</tr>
<tr>
<td>Male</td>
<td>43%</td>
<td>47.6%</td>
</tr>
<tr>
<td>White</td>
<td>28%</td>
<td>35.1%</td>
</tr>
<tr>
<td>Latino</td>
<td>12%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Black</td>
<td>3%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>15%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>12%</td>
<td>24.3%</td>
</tr>
</tbody>
</table>
Institutional Learning Outcomes Findings

Communication and Collaboration

A student with effective communication skills will be a good listener and speaker. They will be able to communicate orally, through writing, and visually using an appropriate medium. A student with collaboration skills will be able to work with teams comprised of a diverse set of people. They will develop leadership skills and the ability to work with groups on the completion of a wide variety of projects. This includes effective written and visual message construction, media choices, leadership skills, and the ability to work with others on projects.

Findings

Strengths

- Over 88% of students reported that their experiences at the college have contributed to their knowledge and skills in written communication, spoken communication, and working effectively with others.

Points to consider

- Half of the students reported never or only sometimes working with other students during class.
- 74% reported never or only sometimes working with other students outside of class to prepare assignments.
- Almost a quarter of the students reported not making any in class presentation during the entire academic year.
- 37% reported never having serious conversations with students who differ from them during the academic year.
- Improvement in these area should have a positive impact on students' overall perceptions of their experiences.

Empathy Mindset

A student with an empathy mindset will be able to build relationships through understanding and valuing others with diverse backgrounds and cultures. They will be connected and active in their community and will act in accordance with ethical norms. This includes social and diversity awareness, civic engagement, and ethics.

Findings

Strengths

- 84% of students reported that the college emphasizes contact among other students from different backgrounds at least some of the time.
- 64% find student organizations somewhat or very important to them.
Points to consider

- 37% reported never having serious conversations with students who differ from them during the academic year.
- 75% reported never having participated in a community-based service learning project.

Growth Mindset

A student with a growth mindset is willing to take risks, learn from mistakes, and has a drive to complete tasks. They set goals and priorities for actions and are flexible and able to respond to changes. A person with a growth mindset believes that abilities and intelligence can be developed through practice, training, and effort. This includes adaptability, resilience, self-awareness, and entrepreneurial mindset.

Findings

Strengths

- Over 90% report that their experiences at the college have contributed to their ability to think critically and to learn effectively on their own.
- Over 65% of students reported that the college often or very much emphasizes the application of theories to practice, forming new ideas from pieces of information, and using information to perform new skills.
- Over half report preparing at least two drafts of a written assignment and that they have worked harder than they thought they could to meet an instructor’s expectations, demonstrating they know that writing in a process in which they can improve with additional work.

Points to consider

- There is room for the college to improve in helping the develop career goals, learn about career opportunities, and to acquire job-related knowledge and skills which would help students envision future career growth and lifelong learning.
- No questions in the CCSSE directly assessed grown mindset, which is a gap that should be filled in the next round of the survey by including questions on this topic in our customized section of the survey.
Information and Technological Fluency

A student who is information and technology fluent will utilize appropriate technology to locate and critically evaluate information from a variety of sources, to formulate responses to issues, reach informed decisions, and communicate effectively. This includes being flexible and strategic in the use of technology, as well as the accurate and ethical use of materials.

Findings

Strengths
Over 90% of students reported that their coursework at least somewhat emphasized making judgements about the value or soundness of information, arguments or methods.

- 91% of students reported having completed at least one paper or project in the current academic year which required the integration of ideas or information from various sources.
- 90% report having written at least one paper over the year, with the majority of the students having written at least five.
- Library resources and computer labs are somewhat to very important to about 80% of the students.

Points to consider
- 24% of the students reported that their experiences at the college have done very little to inform them about career opportunities.
- 62% did not use a skills lab for writing or math once during the year.

Solution Mindset

A student with a solution mindset will think critically and evaluate information sources for accuracy and usefulness. They will think critically about data and information. They will be able to design and implement appropriate solutions for situations they face. This includes understanding methods of inquiry and analysis of available choices.

Findings

Strengths
- Over 92% of students reported that their experiences at the college improved their ability to think critically and analytically.
- A large majority reports that their coursework has encouraged them to apply theories to new practical problems, to form new ideas or do new skills based on various pieces of information, and it has caused them to make judgements about the soundness of arguments, information, or methods.

Points to consider:
• Our data suggests students are primarily working on their own. For example, over 30% of students reported never working with classmates outside of class to prepare classes assignments, over 50% of students have never used career counseling, and almost 50% of students have not talked with staff at the college about the types of jobs their program, major, or pathway of study might lead to.

• Students face many structural obstacles that interfere with their ability to engage with a solution mindset. For example, 40% of students reported anxiety or stress that hurts their ability to succeed in college, 40% report negative impacts from the costs of textbooks and materials, and only 18% took a college success course in their first year.
# Appendix A: Communication and Collaboration Questions

How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>Very Little</th>
<th>Some</th>
<th>Quite a Bit</th>
<th>Very Much</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing clearly and effectively</td>
<td>12.1</td>
<td>26.2</td>
<td>35.6</td>
<td>26.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>13.5</td>
<td>30.2</td>
<td>29.0</td>
<td>27.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>12.7</td>
<td>28.8</td>
<td>31.7</td>
<td>26.8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In your experiences at this college during the current academic year, about how often have you done each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very Often</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked questions in class or contributed to class discussions</td>
<td>4.2</td>
<td>37.4</td>
<td>29.8</td>
<td>28.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Come to class without completing readings or assignments</td>
<td>28.6</td>
<td>55.0</td>
<td>12.0</td>
<td>4.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Discussed grades or assignments with an instructor</td>
<td>13.8</td>
<td>37.5</td>
<td>33.4</td>
<td>15.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Discussed grades or assignments with an instructor</td>
<td>13.8</td>
<td>37.5</td>
<td>33.4</td>
<td>15.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Discussed ideas from your readings or classes with instructors outside of class</td>
<td>42.8</td>
<td>35.2</td>
<td>14.2</td>
<td>7.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)</td>
<td>13.4</td>
<td>37.7</td>
<td>28.4</td>
<td>20.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Activity</td>
<td>Percentages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had serious conversations with students who differ from you</td>
<td>37.1 38.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Made a class presentation</td>
<td>24.1 42.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in a community-based project (service-learning activity)</td>
<td>75.3 16.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>19.6 27.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Received prompt feedback (written or oral) from instructors on your performance</td>
<td>6.9 26.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talked about career plans with an instructor or advisor</td>
<td>29.0 39.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talked about career plans with an instructor or advisor</td>
<td>29.0 39.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutored or taught other students (paid or voluntary)</td>
<td>66.2 21.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used e-mail to communicate with an instructor</td>
<td>5.7 28.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used e-mail to communicate with an instructor</td>
<td>5.7 28.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked harder than you thought you could to meet an instructor's standards or expectations</td>
<td>10.9 39.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Percentage Distribution</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked on a paper or project that required integrating ideas or information from various sources</td>
<td>9.1</td>
<td>23.9</td>
<td>38.2</td>
<td>28.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Worked with classmates outside of class to prepare class assignments</td>
<td>33.9</td>
<td>39.9</td>
<td>16.1</td>
<td>10.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Worked with instructors on activities other than coursework</td>
<td>64.3</td>
<td>22.4</td>
<td>9.9</td>
<td>3.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Worked with other students on projects during class</td>
<td>10.9</td>
<td>33.5</td>
<td>32.9</td>
<td>22.7</td>
<td>100.0</td>
</tr>
</tbody>
</table>

During the current academic year at this college, I have participated in supplemental instruction/supplemental learning (extra class sessions with the instructor or an experienced student).

<table>
<thead>
<tr>
<th>Frequency Distribution</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>78.6</td>
</tr>
<tr>
<td>Less than 1 time a week</td>
<td>10.9</td>
</tr>
<tr>
<td>1–2 times a week</td>
<td>8.8</td>
</tr>
<tr>
<td>3–4 times a week</td>
<td>0.7</td>
</tr>
<tr>
<td>More than 4 times a week</td>
<td>0.9</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Do current college facilities provide enough gathering spaces for students to come together and socialize?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>We need more space.</td>
<td>27.6</td>
</tr>
<tr>
<td>The current space is adequate.</td>
<td>72.4</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
</tbody>
</table>

First year academic programs

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>During my first academic year at this college, I participated in a first-year experience program.</td>
<td>89.7</td>
</tr>
<tr>
<td>Yes</td>
<td>10.3</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
</tbody>
</table>
During my first academic term at this college, I participated in an organized learning community (a formal program in which groups of students take two or more classes together).

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship, field experience, co-op experience, or clinical assignment</td>
<td>87.4</td>
<td>12.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Developmental/remedial reading course</td>
<td>77.5</td>
<td>22.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Developmental/remedial writing course</td>
<td>74.2</td>
<td>25.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Developmental/remedial math course</td>
<td>78.9</td>
<td>21.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Which of the following have you done, or are you currently doing at this college?

How often have you used the following services during the current academic year?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>1 time</th>
<th>2–4 times</th>
<th>5 or more times</th>
<th>Total</th>
</tr>
</thead>
</table>
### Peer or other tutoring

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>61.5</td>
<td>11.0</td>
<td>15.9</td>
<td>11.6</td>
</tr>
</tbody>
</table>

### Skill labs (writing, math, etc.)

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>61.8</td>
<td>10.5</td>
<td>14.4</td>
<td>13.3</td>
</tr>
</tbody>
</table>

### How important are the services to you at this college?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer or other tutoring</td>
<td>24.8</td>
<td>28.9</td>
<td>46.3</td>
</tr>
<tr>
<td>Student organizations</td>
<td>35.8</td>
<td>33.0</td>
<td>31.2</td>
</tr>
</tbody>
</table>

### During your first academic term at this college, did a staff member help you decide on a program, major, or pathway of study?

<table>
<thead>
<tr>
<th>I had already decided on a program, major, or pathway of study on my own</th>
<th>I talked with a college staff member about possible programs, majors, or pathways of study, but I have not decided on one</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>22.4</td>
<td>40.4</td>
<td>7.8</td>
<td>29.4</td>
</tr>
</tbody>
</table>

### Before the end of my first academic term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university).

<table>
<thead>
<tr>
<th>I'm still in my first academic term; I have not yet developed an academic plan.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not very</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td>How supportive is your immediate family of your attending this college?</td>
<td>3.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>None of my instructors explained a class attendance policy</th>
<th>Some of my instructors explained a class attendance policy</th>
<th>Most of my instructors explained a class attendance policy</th>
<th>All of my instructors explained a class attendance policy</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you received any campus safety information at DVC, and if so, where have you received most of this information?</td>
<td>2.9</td>
<td>8.2</td>
<td>17.1</td>
<td>71.9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very</th>
<th>N.A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>How satisfied are you with this service?</td>
<td>3.5</td>
<td>8.3</td>
<td>4.0</td>
<td>84.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

I was told that I should enroll in a developmental/remedial course (also referred to as Basic Skills, College Prep, etc.) in my first academic term at this college, and I...

<table>
<thead>
<tr>
<th>Did not enroll in any of these courses</th>
<th>Did enroll in one of these courses</th>
<th>Did enroll in more than one of these courses</th>
<th>N.A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.0</td>
<td>11.7</td>
<td>12.7</td>
<td>56.7</td>
<td>100.0</td>
</tr>
</tbody>
</table>

During the current academic year, how many textbooks, manuals, book, or packets of course readings have you been assigned?

<table>
<thead>
<tr>
<th>None</th>
<th>1–4</th>
<th>5–10</th>
<th>11–20</th>
<th>More than 20</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>32.9</td>
<td>28.4</td>
<td>21.8</td>
<td>14.8</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Were you required to meet (in person or online) with an academic advisor before registering for classes this academic term at this college?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33.5</td>
<td>66.5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

During the current academic term at this college, how many times have you met (in person or online) with an academic advisor?

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1 time</th>
<th>2 times</th>
<th>More than 2 times</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>37.4</td>
<td>28.7</td>
<td>16.8</td>
<td>17.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

During the current academic term at this college, my instructors clearly explained a class attendance policy that specified how many classes I could miss without a penalty.

<table>
<thead>
<tr>
<th>None of my instructors explained a class attendance policy</th>
<th>Some of my instructors explained a class attendance policy</th>
<th>Most of my instructors explained a class attendance policy</th>
<th>All of my instructors explained a class attendance policy</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9</td>
<td>8.2</td>
<td>17.1</td>
<td>71.9</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Appendix B: Empathy Mindset Questions

In your experiences at this college during the current academic year, about how often have you done each of the following?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had serious conversations with students who differ from you</td>
<td>37.1</td>
<td>38.7</td>
<td>15.0</td>
<td>9.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Participated in a community-based project (service-learning activity) as part of a regular course</td>
<td>75.3</td>
<td>16.5</td>
<td>5.6</td>
<td>2.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Tutored or taught other students (paid or voluntary)</td>
<td>66.2</td>
<td>21.9</td>
<td>7.1</td>
<td>4.9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

How much does this college emphasize the following?

<table>
<thead>
<tr>
<th></th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
<td>15.7</td>
<td>24.3</td>
<td>33.3</td>
<td>26.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
<td>39.0</td>
<td>33.3</td>
<td>18.5</td>
<td>9.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Providing the support you need to thrive socially</td>
<td>32.5</td>
<td>35.8</td>
<td>19.9</td>
<td>11.8</td>
<td>100.0</td>
</tr>
</tbody>
</table>
How important are the services to you at this college?

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student organizations</td>
<td>35.8</td>
<td>33.0</td>
<td>31.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

About how many hours do you spend in a typical 7-day week doing each of the following?

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1–5</th>
<th>6–10</th>
<th>11–20</th>
<th>21–30</th>
<th>More than 30</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in college-sponsored activities (organizations, campus publications, student government, intramural sports, etc.)</td>
<td>78.4</td>
<td>14.0</td>
<td>3.3</td>
<td>2.7</td>
<td>0.9</td>
<td>0.6</td>
<td>100.0</td>
</tr>
</tbody>
</table>

How often have you used the following services during the current academic year?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>1 time</th>
<th>2–4 times</th>
<th>5 or more times</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job placement assistance</td>
<td>90.6</td>
<td>4.9</td>
<td>3.2</td>
<td>1.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Do current college facilities provide enough gathering spaces for students to come together and socialize?

<table>
<thead>
<tr>
<th></th>
<th>The current space is adequate.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>We need more space.</td>
<td>27.6</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>72.4</td>
<td></td>
</tr>
</tbody>
</table>
During my first academic term at this college, I participated in an organized learning community (a formal program in which groups of students take two or more classes together).

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>89.0</td>
<td>11.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

External Support

<table>
<thead>
<tr>
<th></th>
<th>Not very</th>
<th>Somewhat</th>
<th>Quite a bit</th>
<th>Extremely</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>How supportive are your friends of your attending this college?</td>
<td>4.1</td>
<td>14.4</td>
<td>30.2</td>
<td>51.2</td>
<td>100.0</td>
</tr>
<tr>
<td>How supportive is your immediate family of your attending this college?</td>
<td>3.5</td>
<td>10.2</td>
<td>25.0</td>
<td>61.3</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Appendix C: Growth Mindset Questions

During the current academic year, how much has your coursework at this college emphasized the following mental activities?

<table>
<thead>
<tr>
<th></th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying theories or concepts to practical problems or in new situations</td>
<td>8.6</td>
<td>27.3</td>
<td>39.7</td>
<td>24.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Forming a new idea or understanding from various pieces of information</td>
<td>4.9</td>
<td>24.3</td>
<td>41.5</td>
<td>29.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Using information you have read or heard to perform a new skill</td>
<td>8.3</td>
<td>22.7</td>
<td>41.5</td>
<td>27.5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In your experiences at this college during the current academic year, about how often have you done each of the following?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very Often</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Come to class without completing readings or assignments</td>
<td>28.6</td>
<td>55.0</td>
<td>12.0</td>
<td>4.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)</td>
<td>13.4</td>
<td>37.7</td>
<td>28.4</td>
<td>20.5</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Prepared two or more drafts of a paper or assignment before turning it in

<table>
<thead>
<tr>
<th></th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.6</td>
<td>27.2</td>
<td>30.7</td>
<td>22.5</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Worked harder than you thought you could to meet an instructor’s standards or expectations

<table>
<thead>
<tr>
<th></th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.9</td>
<td>39.2</td>
<td>31.3</td>
<td>18.6</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

How much does this college emphasize the following?

<table>
<thead>
<tr>
<th></th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging you to spend significant amounts of time studying</td>
<td>4.7</td>
<td>20.3</td>
<td>43.8</td>
<td>31.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Providing the support you need to help you succeed at this college</td>
<td>5.0</td>
<td>21.2</td>
<td>42.4</td>
<td>31.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?

<table>
<thead>
<tr>
<th></th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring job- or work-related knowledge and skills</td>
<td>27.0</td>
<td>33.0</td>
<td>20.3</td>
<td>19.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Developing clearer career goals</td>
<td>19.8</td>
<td>27.5</td>
<td>28.4</td>
<td>24.3</td>
<td>100.0</td>
</tr>
</tbody>
</table>
## Gaining Information About Career Opportunities

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning effectively on your own</td>
<td>8.8</td>
<td>23.7</td>
<td>33.6</td>
</tr>
<tr>
<td>Thinking critically and analytically</td>
<td>7.5</td>
<td>22.2</td>
<td>38.1</td>
</tr>
</tbody>
</table>

## Has a Staff Member at This College Talked with You About the Types of Jobs Your Program, Major, or Pathway of Study Might Lead to?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have not decided on a program, major, or pathway of study</td>
<td>45.7</td>
<td>6.8</td>
<td>47.5</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## During the Current Academic Term at This College, How Many Times Have You Met (In Person or Online) with an Academic Advisor?

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1 time</th>
<th>2 times</th>
<th>More than 2 times</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>37.4</td>
<td>28.7</td>
<td>16.8</td>
<td>17.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

## During Your First Academic Term at This College, Did a Staff Member Help You Decide on a Program, Major, or Pathway of Study?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had already decided on a program, major, or pathway of study on my own</td>
<td>22.4</td>
<td>40.4</td>
<td>7.8</td>
</tr>
<tr>
<td>I talked with a college staff member about possible programs, majors, or pathways of study, but I have not decided on one</td>
<td>29.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Were you required to meet (in person or online) with an academic advisor before registering for classes this academic term at this college?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.5</td>
<td>66.5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Before the end of my first academic term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university).

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>I'm still in my first academic term; I have not yet developed an academic plan.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.6</td>
<td>54.7</td>
<td>9.7</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Tutoring has been proven to boost student success for those who use it. Of these choices, what would most persuade you to get tutoring at the college?

<table>
<thead>
<tr>
<th>If it was required by instructor</th>
<th>If it was recommended by instructor</th>
<th>If extra credit was offered to attend</th>
<th>If more tutoring hours were available</th>
<th>If it is was online and available 24 hours a day</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.0</td>
<td>14.9</td>
<td>34.4</td>
<td>10.7</td>
<td>20.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Have you ever not been successful in a class at this college? What was the reason?

<table>
<thead>
<tr>
<th>This doesn't apply to me, I have been successful in all my classes here.</th>
<th>The professor was not a good teacher.</th>
<th>The class had too much work.</th>
<th>The class text and materials cost too much, and I did not buy them.</th>
<th>The class was too difficult, I did not understand the content.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.9</td>
<td>25.7</td>
<td>11.4</td>
<td>3.4</td>
<td>18.6</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Thinking about your best class at this college, which was the most important thing that contributed to your success?

<table>
<thead>
<tr>
<th>The teaching style of the faculty member.</th>
<th>The content of the class.</th>
<th>I felt connected to the teacher and that they cared about me.</th>
<th>I was connected to other students in the class.</th>
<th>None of the above.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.9</td>
<td>18.2</td>
<td>22.4</td>
<td>5.7</td>
<td>5.8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

What is the biggest obstacle you face that hurts your ability to succeed in college?

<table>
<thead>
<tr>
<th>Child care or other family responsibilities.</th>
<th>Cost of textbooks, tuition, and course materials.</th>
<th>Transportation cost or availability.</th>
<th>Anxiety, stress, post-traumatic stress, or other emotional issues.</th>
<th>I do not face any of the listed obstacles.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.6</td>
<td>18.3</td>
<td>4.9</td>
<td>39.6</td>
<td>27.6</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college.

<table>
<thead>
<tr>
<th>Extremely easy</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
<th>(6)</th>
<th>Extremely challenging</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.9</td>
<td>2.1</td>
<td>5.6</td>
<td>27.4</td>
<td>33.7</td>
<td>22.7</td>
<td>7.6</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Which of the following have you done, or are you currently doing at this college?

<table>
<thead>
<tr>
<th>Service</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship, field experience, co-op experience, or clinical assignment</td>
<td>87.4</td>
<td>12.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Developmental/remedial reading course</td>
<td>77.5</td>
<td>22.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Developmental/remedial writing course</td>
<td>74.2</td>
<td>25.8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### How often have you used the following services during the current academic year?

<table>
<thead>
<tr>
<th>Service</th>
<th>Never</th>
<th>1 time</th>
<th>2–4 times</th>
<th>5 or more times</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job placement assistance</td>
<td>90.6</td>
<td>4.9</td>
<td>3.2</td>
<td>1.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Peer or other tutoring</td>
<td>61.5</td>
<td>11.0</td>
<td>15.9</td>
<td>11.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Skill labs (writing, math, etc.)</td>
<td>61.8</td>
<td>10.5</td>
<td>14.4</td>
<td>13.3</td>
<td>100.0</td>
</tr>
</tbody>
</table>
## How satisfied are you with the services?

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very</th>
<th>N.A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job placement assistance</td>
<td>3.5</td>
<td>8.3</td>
<td>4.0</td>
<td>84.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Library resources and services</td>
<td>2.5</td>
<td>24.8</td>
<td>40.8</td>
<td>32.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Peer or other tutoring</td>
<td>4.5</td>
<td>21.1</td>
<td>16.1</td>
<td>58.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Services for students with disabilities</td>
<td>4.8</td>
<td>7.7</td>
<td>9.5</td>
<td>78.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Skill labs (writing, math, etc.)</td>
<td>3.3</td>
<td>17.4</td>
<td>20.9</td>
<td>58.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Transfer advising/planning</td>
<td>6.1</td>
<td>24.7</td>
<td>23.7</td>
<td>45.5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

## How important are the services to you at this college?

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising/planning</td>
<td>10.2</td>
<td>21.9</td>
<td>67.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Library resources and services</td>
<td>16.4</td>
<td>24.0</td>
<td>59.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Peer or other tutoring</td>
<td>24.8</td>
<td>28.9</td>
<td>46.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Skill labs (writing, math, etc.)</td>
<td>25.8</td>
<td>27.3</td>
<td>46.9</td>
<td>100.0</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>Transfer advising/planning</td>
<td>18.3</td>
<td>16.4</td>
<td>65.3</td>
<td>100.0</td>
</tr>
</tbody>
</table>

During my first academic term at this college, I participated in an organized learning community (a formal program in which groups of students take two or more classes together).

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>89.0</td>
<td>11.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

During my first academic term at this college, I participated in a student success course (a course that teaches the skills needed to succeed in college).

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>81.5</td>
<td>18.5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

I was told that I should enroll in a developmental/remedial course (also referred to as Basic Skills, College Prep, etc.) in my first academic term at this college, and I...

<table>
<thead>
<tr>
<th>Did not enroll in any of these courses</th>
<th>Did enroll in one of these courses</th>
<th>Did enroll in more than one of these courses</th>
<th>N.A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.0</td>
<td>11.7</td>
<td>12.7</td>
<td>56.7</td>
<td>100.0</td>
</tr>
</tbody>
</table>
During the current academic year at this college, I have participated in supplemental instruction/supplemental learning (extra class sessions with the instructor or an experienced student).

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Less than 1 time a week</th>
<th>1–2 times a week</th>
<th>3–4 times a week</th>
<th>More than 4 times a week</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>78.6</td>
<td>10.9</td>
<td>8.8</td>
<td>0.7</td>
<td>0.9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
<th>N.A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>56.7</td>
<td>10.4</td>
<td>32.9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Indicate which of the following are your reasons/goals for attending this college.

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete a certificate program</td>
<td>65.9</td>
<td>34.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Change careers</td>
<td>71.3</td>
<td>28.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Obtain an associate degree</td>
<td>38.8</td>
<td>61.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Obtain or update job-related skills</td>
<td>47.1</td>
<td>52.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Self-improvement/personal enjoyment</td>
<td>34.8</td>
<td>65.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Transfer to a 4-year college or university</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td>22.7</td>
<td>77.3</td>
<td>100.0</td>
</tr>
</tbody>
</table>

When do you plan to take classes at this college again?

<table>
<thead>
<tr>
<th>I will accomplish my goal(s) during this academic term and will not be returning</th>
<th>I have no current plan to return</th>
<th>Within the next 12 months</th>
<th>Uncertain</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.8</td>
<td>5.9</td>
<td>58.8</td>
<td>16.5</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Appendix D: Information and Technological Fluency Questions

During the current academic year, how much has your coursework at this college emphasized the following mental activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying theories or concepts to practical problems or in new situations</td>
<td>8.6</td>
<td>27.3</td>
<td>39.7</td>
<td>24.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Forming a new idea or understanding from various pieces of information</td>
<td>4.9</td>
<td>24.3</td>
<td>41.5</td>
<td>29.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Using information you have read or heard to perform a new skill</td>
<td>8.3</td>
<td>22.7</td>
<td>41.5</td>
<td>27.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Making judgements about the value or soundness of information, arguments, or methods</td>
<td>8.2</td>
<td>29.3</td>
<td>38.0</td>
<td>24.5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In your experiences at this college during the current academic year, about how often have you done each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used e-mail to communicate with an instructor</td>
<td>5.7</td>
<td>28.4</td>
<td>34.5</td>
<td>31.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Worked on a paper or project that required integrating ideas or information from various sources</td>
<td>9.1</td>
<td>23.9</td>
<td>38.2</td>
<td>28.8</td>
<td>100.0</td>
</tr>
</tbody>
</table>
During the current academic year, how much reading and writing have you done at this college?

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1–4</th>
<th>5–10</th>
<th>11–20</th>
<th>More than 20</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of written papers or reports of any length</td>
<td>10.1</td>
<td>28.6</td>
<td>30.9</td>
<td>19.7</td>
<td>10.7</td>
<td>100.0</td>
</tr>
</tbody>
</table>

How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>Never</th>
<th>1 time</th>
<th>2–4 times</th>
<th>5 or more times</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaining information about career opportunities</td>
<td>23.9</td>
<td>31.5</td>
<td>25.5</td>
<td>19.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Solving numerical problems</td>
<td>17.6</td>
<td>28.9</td>
<td>29.2</td>
<td>24.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

How often have you used the following services during the current academic year?

<table>
<thead>
<tr>
<th>Service</th>
<th>Never</th>
<th>1 time</th>
<th>2–4 times</th>
<th>5 or more times</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill labs (writing, math, etc.)</td>
<td>61.8</td>
<td>10.5</td>
<td>14.4</td>
<td>13.3</td>
<td>100.0</td>
</tr>
</tbody>
</table>

How satisfied are you with the services?

<table>
<thead>
<tr>
<th>Service</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very</th>
<th>N.A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career counseling</td>
<td>7.0</td>
<td>20.0</td>
<td>19.5</td>
<td>53.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Skill labs (writing, math, etc.)</td>
<td>3.3</td>
<td>17.4</td>
<td>20.9</td>
<td>58.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

How important are the services to you at this college?

<table>
<thead>
<tr>
<th>Service</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very</th>
<th>Total</th>
</tr>
</thead>
</table>

Final 3/4/20 page 29
<table>
<thead>
<tr>
<th>Computer lab</th>
<th>22.4</th>
<th>25.5</th>
<th>52.1</th>
<th>100.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library resources and services</td>
<td>16.4</td>
<td>24.0</td>
<td>59.6</td>
<td>100.0</td>
</tr>
</tbody>
</table>

During the current academic term at this college, I completed registration before the first class session(s).

<table>
<thead>
<tr>
<th></th>
<th>No; I was not registered for any of my courses before the first class session(s)</th>
<th>Partly; I was registered for some of my courses before the first class session(s)</th>
<th>Mostly; I was registered for most of my courses before the first class session(s)</th>
<th>Yes; I was registered for all of my courses before the first class session(s)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.8</td>
<td>3.8</td>
<td>15.2</td>
<td>78.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

During the current academic term, how many classes are you taking:

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 or more</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online (a class in which all instruction is online)</td>
<td>71.6</td>
<td>19.2</td>
<td>5.7</td>
<td>1.7</td>
<td>1.1</td>
<td>0.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Hybrid (a class that is a mixture of face-to-face and online instruction)</td>
<td>83.9</td>
<td>11.5</td>
<td>1.5</td>
<td>1.1</td>
<td>1.0</td>
<td>0.9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Have you used this college’s website to explore career options?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>My college does not have career options on its website that I know about</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39.0</td>
<td></td>
<td>6.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Final 3/4/20 page 30
What would be the most effective way for you to learn about financial aid and other financial resources that are available to you?

<table>
<thead>
<tr>
<th>The campus website.</th>
<th>In-class presentations.</th>
<th>Workshops.</th>
<th>Direct communication through email.</th>
<th>Direct communication through texts.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.7</td>
<td>31.0</td>
<td>11.9</td>
<td>23.7</td>
<td>4.7</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Have you received any campus safety information at DVC, and if so, where have you received most of this information?

<table>
<thead>
<tr>
<th>I have not received any campus safety information.</th>
<th>I received most of my campus safety information in the Econnect email newsletter.</th>
<th>I received most of my information from an instructor.</th>
<th>I received most of my information on the DVC website.</th>
<th>I received most of my information from a handout or flier.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.6</td>
<td>39.2</td>
<td>12.6</td>
<td>12.2</td>
<td>3.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Appendix E: Solution Mindset Questions

How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?

<table>
<thead>
<tr>
<th></th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaining information about career opportunities</td>
<td>23.9</td>
<td>31.5</td>
<td>25.5</td>
<td>19.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Solving numerical problems</td>
<td>17.6</td>
<td>28.9</td>
<td>29.2</td>
<td>24.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Thinking critically and analytically</td>
<td>7.5</td>
<td>22.2</td>
<td>38.1</td>
<td>32.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In your experiences at this college during the current academic year, about how often have you done each of the following?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very Often</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussed grades or assignments with an instructor</td>
<td>13.8</td>
<td>37.5</td>
<td>33.4</td>
<td>15.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Worked on a paper or project that required integrating ideas or information from various sources</td>
<td>9.1</td>
<td>23.9</td>
<td>38.2</td>
<td>28.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Worked with classmates outside of class to prepare class assignments</td>
<td>33.9</td>
<td>39.9</td>
<td>16.1</td>
<td>10.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>
During the current academic year, how much has your coursework at this college emphasized the following mental activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying theories or concepts to practical problems or in new situations</td>
<td>8.6</td>
<td>27.3</td>
<td>39.7</td>
<td>24.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Forming a new idea or understanding from various pieces of information</td>
<td>4.9</td>
<td>24.3</td>
<td>41.5</td>
<td>29.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Using information you have read or heard to perform a new skill</td>
<td>8.3</td>
<td>22.7</td>
<td>41.5</td>
<td>27.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Making judgements about the value or soundness of information, arguments, or methods</td>
<td>8.2</td>
<td>29.3</td>
<td>38.0</td>
<td>24.5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

During my first academic term at this college, I participated in a student success course (a course that teaches the skills needed to succeed in college).

<table>
<thead>
<tr>
<th>Participation</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>81.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Yes</td>
<td>18.5</td>
<td>100.0</td>
</tr>
</tbody>
</table>
What is the biggest obstacle you face that hurts your ability to succeed in college?

<table>
<thead>
<tr>
<th>Obstacle</th>
<th>Cost of textbooks, tuition, and course materials</th>
<th>Transportation cost or availability</th>
<th>Anxiety, stress, post-traumatic stress, or other emotional issues</th>
<th>I do not face any of the listed obstacles</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child care or other family responsibilities.</td>
<td>9.6</td>
<td>18.3</td>
<td>4.9</td>
<td>39.6</td>
<td>27.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have you ever chosen not to take a specific class due to the cost of textbooks or other required materials?

<table>
<thead>
<tr>
<th>Cost and materials cost have not made any difference in my class choices.</th>
<th>Text and materials costs have caused me to take fewer classes.</th>
<th>Text and materials costs have caused me to work more hours at work.</th>
<th>Text and materials costs have caused me to share materials with another student.</th>
<th>I have taken fewer classes, had to work more, and have had to share materials because of the high cost of textbooks and materials.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text and materials costs have not made any difference in my class choices.</td>
<td>58.9</td>
<td>13.9</td>
<td>10.5</td>
<td>9.5</td>
<td>7.2</td>
</tr>
<tr>
<td>Text and materials costs have caused me to take fewer classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text and materials costs have caused me to work more hours at work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text and materials costs have caused me to share materials with another student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have taken fewer classes, had to work more, and have had to share materials because of the high cost of textbooks and materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What would be the most effective way for you to learn about financial aid and other financial resources that are available to you?

<table>
<thead>
<tr>
<th>The campus website.</th>
<th>In-class presentations.</th>
<th>Workshops.</th>
<th>Direct communication through email.</th>
<th>Direct communication through texts.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28.7</td>
<td>31.0</td>
<td>11.9</td>
<td>23.7</td>
<td>4.7</td>
</tr>
</tbody>
</table>

Final 3/4/20 page 34
How much does this college emphasize the following?

<table>
<thead>
<tr>
<th>Providing the financial support you need to afford your education</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.4</td>
<td>24.9</td>
<td>23.2</td>
<td>21.5</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

About how many hours do you spend in a typical 7-day week doing each of the following?

<table>
<thead>
<tr>
<th>Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)</th>
<th>None</th>
<th>1–5</th>
<th>6–10</th>
<th>11–20</th>
<th>21–30</th>
<th>More than 30</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>35.3</td>
<td>33.1</td>
<td>19.4</td>
<td>6.9</td>
<td>4.2</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

How often have you used the following services during the current academic year?

<table>
<thead>
<tr>
<th>Academic advising/planning</th>
<th>Never</th>
<th>1 time</th>
<th>2–4 times</th>
<th>5 or more times</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.0</td>
<td>23.9</td>
<td>43.4</td>
<td>10.7</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career counseling</th>
<th>Never</th>
<th>1 time</th>
<th>2–4 times</th>
<th>5 or more times</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>57.1</td>
<td>21.1</td>
<td>16.4</td>
<td>5.4</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td>Not at all</td>
<td>Somewhat</td>
<td>Very</td>
<td>N.A.</td>
<td>Total</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------</td>
<td>----------</td>
<td>-------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>Academic advising/planning</td>
<td>6.0</td>
<td>39.9</td>
<td>32.8</td>
<td>21.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Career counseling</td>
<td>7.0</td>
<td>20.0</td>
<td>19.5</td>
<td>53.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Job placement assistance</td>
<td>3.5</td>
<td>8.3</td>
<td>4.0</td>
<td>84.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Peer or other tutoring</td>
<td>4.5</td>
<td>21.1</td>
<td>16.1</td>
<td>58.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Financial aid advising</td>
<td>6.0</td>
<td>16.1</td>
<td>19.6</td>
<td>58.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Computer lab</td>
<td>3.9</td>
<td>23.3</td>
<td>29.7</td>
<td>43.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Student organizations</td>
<td>4.8</td>
<td>13.3</td>
<td>10.2</td>
<td>71.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Transfer advising/planning</td>
<td>6.1</td>
<td>24.7</td>
<td>23.7</td>
<td>45.5</td>
<td>100.0</td>
</tr>
</tbody>
</table>
How important are the services to you at this college?

<table>
<thead>
<tr>
<th>Service</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising/planning</td>
<td>10.2</td>
<td>21.9</td>
<td>67.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Career counseling</td>
<td>20.1</td>
<td>27.6</td>
<td>52.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Job placement assistance</td>
<td>35.8</td>
<td>31.0</td>
<td>33.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Child care</td>
<td>48.4</td>
<td>20.0</td>
<td>31.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Financial aid advising</td>
<td>26.0</td>
<td>17.1</td>
<td>57.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Transfer advising/planning</td>
<td>18.3</td>
<td>16.4</td>
<td>65.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Services for students with disabilities</td>
<td>36.2</td>
<td>15.5</td>
<td>48.3</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Indicate which of the following are your reasons/goals for attending this college.

<table>
<thead>
<tr>
<th>Obtain or update job-related skills</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>47.1</td>
<td>52.9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Were you required to meet (in person or online) with an academic advisor before registering for classes this academic term at this college?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.5</td>
<td>66.5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Has a staff member at this college talked with you about the types of jobs your program, major, or pathway of study might lead to?

<table>
<thead>
<tr>
<th>Yes</th>
<th>I have not decided on a program, major, or pathway of study</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.7</td>
<td>I have not decided on a program, major, or pathway of study</td>
<td>6.8</td>
<td>47.5</td>
</tr>
</tbody>
</table>
The one response that best describes my experience with orientation when I first came to this college is:

<table>
<thead>
<tr>
<th>I was unable to participate in orientation due to scheduling or other issues</th>
<th>I was not aware of a college orientation</th>
<th>I enrolled in an orientation course as part of my course schedule during my first academic term</th>
<th>I attended an on-campus orientation prior to the beginning of classes</th>
<th>I took part in an online orientation prior to the beginning of classes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.2</td>
<td>10.9</td>
<td>6.4</td>
<td>28.3</td>
<td>44.1</td>
<td>100.0</td>
</tr>
<tr>
<td>10.2</td>
<td>10.9</td>
<td>6.4</td>
<td>28.3</td>
<td>44.1</td>
<td>100.0</td>
</tr>
<tr>
<td>10.2</td>
<td>10.9</td>
<td>6.4</td>
<td>28.3</td>
<td>44.1</td>
<td>100.0</td>
</tr>
<tr>
<td>10.2</td>
<td>10.9</td>
<td>6.4</td>
<td>28.3</td>
<td>44.1</td>
<td>100.0</td>
</tr>
<tr>
<td>10.2</td>
<td>10.9</td>
<td>6.4</td>
<td>28.3</td>
<td>44.1</td>
<td>100.0</td>
</tr>
<tr>
<td>10.2</td>
<td>10.9</td>
<td>6.4</td>
<td>28.3</td>
<td>44.1</td>
<td>100.0</td>
</tr>
<tr>
<td>10.2</td>
<td>10.9</td>
<td>6.4</td>
<td>28.3</td>
<td>44.1</td>
<td>100.0</td>
</tr>
<tr>
<td>10.2</td>
<td>10.9</td>
<td>6.4</td>
<td>28.3</td>
<td>44.1</td>
<td>100.0</td>
</tr>
<tr>
<td>10.2</td>
<td>10.9</td>
<td>6.4</td>
<td>28.3</td>
<td>44.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Report from the
Research, Planning, and Evaluation Committee
on the
Community College Survey of Student Engagement
February 12, 2020

About the Survey.......................................................................................................................... 2
About this Report .......................................................................................................................... 3
Project 1: Data Set Analysis ......................................................................................................... 5
Project 2: Frequencies reports of responses sorted by audience.............................................. 16
a. Faculty..................................................................................................................................... 16
b. Student Services ..................................................................................................................... 21
c. Library ................................................................................................................................. 24
d. Students ............................................................................................................................... 25
**About the Survey**

In March and April 2019, the college conducted the Community College Survey of Student Engagement (CCSSE) of our students. 1030 students completed valid paper surveys in 68 face-to-face classes on both the San Ramon and Pleasant Hill campuses. The survey took approximately 45 minutes to complete and asked 165 questions, plus an additional 15 custom questions that were written by the college in fall 2019. The college also participated in the CCSSE survey in spring of 2016.

The CCSSE uses a rigorous selection process to choose which classes are surveyed to create a representative sample. Information about the sampling procedure can be found at: [https://www.ccsse.org/aboutsurvey/sampling.cfm](https://www.ccsse.org/aboutsurvey/sampling.cfm)

This is a comparison of the demographics of the student respondents with the actual college enrollment in spring 2019. Students under 18 were excluded from the results.

<table>
<thead>
<tr>
<th>Demographic Factor</th>
<th>Survey Respondents</th>
<th>DVC Spring 19 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 18-24</td>
<td>78%</td>
<td>65.2%</td>
</tr>
<tr>
<td>Male</td>
<td>43%</td>
<td>47.6%</td>
</tr>
<tr>
<td>White</td>
<td>28%</td>
<td>35.1%</td>
</tr>
<tr>
<td>Latino</td>
<td>12%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Black</td>
<td>3%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>15%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>12%</td>
<td>24.3%</td>
</tr>
</tbody>
</table>

The complete results are available on the RPEC webpage at: [https://www.dvc.edu/about/governance/committees/rpec/report-archive.html](https://www.dvc.edu/about/governance/committees/rpec/report-archive.html)
About this Report

In fall 2019, the Research, Planning, and Evaluation Committee (RPEC) spent several committee meetings engaging in an in-depth analysis of the results. The RPEC did three projects:

1) Data set analysis

In addition to the complete summarized set of responses, the college has the data set of individual responses. By looking at relationships in between questions, the RPEC has analyzed the data to highlight several key findings that we believe are relevant and important for the entire campus community to share. A special thank you is due to Psychology faculty member Daniel Catterson for doing this analysis and creating the charts included in the data set analysis section of the report.

Throughout the data set analysis section, the RPEC offers ideas about how to apply the data to your practice and further questions you can consider. We invite you to generate questions you have about the existing data or offer ideas for future questions you think would be important to include when we conduct a survey like this again. Please reach out to the Dean of Institutional Effectiveness if you have additional research you would like generated from the data set. No one study is perfect, but we hope these data inspire new questions and ideas for how to improve the lives of our students.

2) Frequencies reports of responses sorted by audience

The RPEC sorted the questions into sets we believe will be of most interest to faculty, student services, students, and the library since it takes a long time for any individual to do so. The RPEC then prioritized the questions, to be able to provide a focused set of information for each group. The separated sets are included in this report.

The goal was to highlight the most important and potentially actionable information by college group. This does not mean that there may not be questions in the complete set that are of interest to individuals or groups and if you have time to do so, you are encouraged to look at the entire set of results here in the Reports Archive: https://www.dvc.edu/about/governance/committees/rpec/report-archive.html.

The college was able to incorporate 15 specific questions that we wrote into the survey. In fall 2018, the RPEC finalized those questions after receiving recommendations from many campus groups and committees, for example the Tutoring Advisory Committee and the Financial Aid Office. In fall 2019, the responses to these questions were shared with the groups who helped craft them. They are also included in the full response set on the and as a separate document called “Custom Questions Results 2019” available at the RPEC Reports Archive link.
3) Connection of CCSSE results to Institutional Learning Outcomes

In the fall of 2018, the college adopted five new institutional learning outcomes. These outcomes are skills and attitudes that we work to help every student acquire over their time at the college. They are also concepts that apply to employees and the college itself, in that we all need to continue to grow and improve. The outcomes are:

a. Communication and collaboration
b. Empathy mindset
c. Growth mindset
d. Information and technology fluency
e. Solution mindset

Starting in fall 2019, instructional programs began to map course and program learning outcomes to the larger institutional outcomes. Student services programs began doing the same with the student services learning outcomes. After this mapping is completed, the college plans to evaluate the connections and assess institutional learning outcomes in that process.

Since the mapping project is in its early stages, the RPEC recommended that the CCSSE data be used to provide insight into student perceptions on the institutional learning outcomes. Going forward, the CCSSE data can be used to provide longitudinal points of comparison. This two-pronged approach to institutional learning outcome assessment should provide the college with valuable information.

In November 2019, the Classified Senate dedicated a meeting session to serving as a focus group to map CCSSE questions to the five institutional learning outcomes. In December, as set of faculty completed the same mapping project. After the mapping, the Office of Institutional Effectiveness prepared a report on the findings, which is available on the RPEC Reports Archive webpage.
Project 1: Data Set Analysis
What do our students think about their DVC experience?

What these data show
Overall, the students included in this survey reported they are happy with their experience here at DVC. The graph on the left illustrates that when asked how they would rate their overall educational experience at DVC, 83% of students responded “good” or “excellent”. The graph on the right illustrates that 88.5% of students said they would recommend DVC to a friend or family member.

What forms of support lead to students having the most positive experience at DVC?
The CCSSE survey measured a variety of different forms of support that students might receive from the college.

The students who were the most satisfied felt that the college (1) provided the support they needed to succeed, (2) provided opportunities to have difficult conversations with students who differ from them, (3) encouraged contact among students from different economic, social, and racial or ethnic backgrounds, and (4) provided the financial support they needed to afford your education.

Other forms of social support do not seem to improve student experiences with the college. Specifically, (1) helping students cope with their non-academic responsibilities (work, family, etc.), (2) providing the support students need to thrive socially, and (3) encouraging students to spend significant amounts of time studying were unrelated to ratings of student satisfaction.
Ways to use these data

It’s great to know that this snapshot of our students shows high levels of satisfaction at the college. However, it’s also important to remember that only 33% of our students are reporting an “excellent” experience at the college. To better understand what other factors at the college predict how and when students have positive educational experiences, we conducted some additional analyses based on feedback from members of RPEC. This project provides a few highlights from our analysis, along with discussion questions for you to consider as you examine the data.

It’s important to note that these data were based on approximately 1000 students, and do not represent all students at the college, and these analyses do not represent all voices at the college. Instead, we offer this as a first step to better understand our students and their needs, and inspire new questions and ideas about ways to support our students.
Students who are encouraged to have diverse interactions report higher satisfaction at the college

What these data show

Our diversity is a strength. This graph shows how students’ overall educational experience changes depending on how much students felt like the college encouraged contact among diverse groups. For example, the 137 students\(^1\) who said the college had done “very little” to encourage contact among diverse groups reported an overall educational experience of about 3.0 (shown by the black dot for this group\(^2\)), whereas students who said the college did “very much” to encourage contact among diverse groups reported an overall education experience of about 3.5. These are small differences, but they are statistically significant\(^3\) and highlight the importance of

\(^{1}\) \(n = 137\) refers to the sample size - the number of students who were in this group. The sample sizes for each group will change depending on the question asked, since some students did not answer every question.

\(^{2}\) The bars above and below the black dots illustrate 95% Confidence Intervals, which are similar in concept to the “margin of error” reported in political polls, and estimate how much these specific numbers (based on just one survey) might differ if we were to survey new students. Smaller bars indicate greater confidence in the results; you’ll notice that the confidence intervals are smaller for groups with more students.

\(^{3}\) You can think of “statistically significant” as meaning that you would be unlikely to see this difference due to chance. The actual definition is more precise, and you can read about it at: https://www.vox.com/latest-news/2019/3/22/18275913/statistical-significance-p-values-explained
encouraging students to have contact with students of different economic, social, and racial or ethnic backgrounds.

Ways to use these data and additional questions to consider

- In the classroom, what activities, discussions, assignments will help encourage students to interact with others who may differ from them?
- How can we encourage these types of interactions across the college? What challenges and obstacles will there be to these kinds of interactions?
- What are some other consequences of encouraging diverse contact among students?
Students prefer forming new ideas and applying concepts in the classroom to just memorizing facts

What these data show

Students report that they experience a variety of pedagogical techniques across their classes which influences their overall educational experience at the college. For example, the graph on the left shows that the more often students are encouraged to apply theories or concepts to practical problems, the higher their evaluation of their overall experience at DVC. In contrast, the graph on the right shows that changes in how often students are asked to memorize in their classes does not appear to influence their evaluation of their experience at DVC.

Ways to use these data and additional questions to consider

- What pedagogy techniques do you use the most and least in your classes, programs, and other interactions with students?
- Can you think of ways that you could give students time and space to help them form new ideas or apply theories or concepts to practical problems? What changes to your classes, programs, or services (in terms of content or structure) will this require you to adjust?
- Beyond the classroom, are there things the college could do to encourage the formation of new ideas and the application of concepts to practical problems?

---

4 This is a small, but statistically significant effect.

5 We also found that “forming new ideas” was positively related to students’ overall evaluation at the college. However these data were not graphed due to space constraints.
Overall, students are satisfied with counseling, and the more students attend counseling, the better their experience at the college

What these data show

The graph on the left shows that while our students have a variety of experiences with counseling, the majority have positive experiences with counselors. Critically, the graph on the right shows that the more students attend counseling, the higher their overall educational experience at DVC. These data not only demonstrate how great our counselors are, but also how counseling can help students to have a great experience at DVC. Of other interest is that in this sample of students, around 15% have never seen a counselor.

Ways to use these data and additional questions to consider

- What are some ways that we can encourage students to attend counseling more often?
- What are some of the factors that you think explain why 15% of our students have never seen a counselor? What consequences do you think these students might face?
Students who use the library more also have a better overall experience at the college, report having more challenging courses, and report being assigned more writing and reading assignments.

What these data show

The graph on the top left shows that the majority of students report being satisfied with the library, whereas the graph on the top right shows that students who use the library more frequently report a better educational experience at the college. One other interesting point is that in this sample, about 25% of students reported having never used the library. The graph on the bottom left shows that the more students use the library, the more academic challenge they report experiencing at the college. The graph on the bottom right shows that the more students use the library also tend to be
assigned more papers than students who do not use the library. We found a similar pattern between how much students use the library and how much students are assigned reading.

**Ways to use these data and additional questions to consider**

- Are there ways to encourage library use in your classes that you are not doing?
- How can the library persuade students who have never or rarely been there of the benefits to using it?
Students feel supported by friends and family, but report that they do not feel that the college supports them with their non-academic or social responsibilities.

What these data show

The two graphs on the top show that students feel very supported by both their friends and family. The three graphs on the bottom show that students feel less supported by the college in terms of coping with their non-academic responsibilities, thriving socially, and providing financial support needed to afford their education.

Ways to use these data and additional questions to consider

- What are some ways that the college can draw on students’ support from their friends and family to help them succeed at the college?
- Are there ways you can change the structure of your class to better support students with their non-academic, social, or financial responsibilities? (For
example by changing your late-work policy to accept late work, giving students time in class to work on or complete homework assignments, bringing in ice-breakers and encouraging students to work in groups, using low-cost or free textbook options, or others.)
News flash for students: Skipping class is related to a lower GPA

What these data show

We checked, and our report found that students who skipped classes had both a lower GPA and a lower rating of satisfaction with their experience at the college. It is unclear whether skipping class causes a low GPA, if having a low GPA causes students to skip class, or if there’s some other factor (like life stress) that’s both hurting students’ GPA and causing students to have to skip class.

Ways to use these data and additional questions to consider

- What are some of the reasons why students don’t attend classes?
- What are some of the ways that we can better encourage students to attend class?
- What are some of the ways that we can create environments where students want to attend class?
- Students, how can we encourage you to attend class?
### Project 2: Frequencies reports of responses sorted by audience

#### Faculty

**Overall student experiences**

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you evaluate your overall educational experience at this college?</td>
<td>0.40%</td>
<td>10.20%</td>
<td>52.30%</td>
<td>37.20%</td>
</tr>
<tr>
<td>Would you recommend this college to a friend or family member?</td>
<td>No 4.50%</td>
<td>Yes 95.50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking about your best class at this college, which was the most important thing that contributed to your success?</td>
<td>The teaching style of the faculty 47.90%</td>
<td>The content of the class. 18.20%</td>
<td>I felt connected to the teacher and 22.40%</td>
<td>I was connected to other students in 5.70%</td>
</tr>
<tr>
<td>Have you ever not been successful in a class at this college? What was the reason?</td>
<td>This doesn’t apply to me, I have been successful in all my classes here. 40.90%</td>
<td>The professor was not a good teacher. 25.70%</td>
<td>The class had too much work. 11.40%</td>
<td>The class text and materials cost too much, and I did not buy them. 3.40%</td>
</tr>
<tr>
<td>How supportive are your friends of your attending this college?</td>
<td>Not very 4.10%</td>
<td>Somewhat 14.40%</td>
<td>Quite a bit 30.20%</td>
<td>Extremely 51.20%</td>
</tr>
<tr>
<td>How supportive is your immediate family of your attending this college?</td>
<td>3.50%</td>
<td>10.20%</td>
<td>25.00%</td>
<td>61.30%</td>
</tr>
</tbody>
</table>
Faculty – Student descriptions of their experiences

<table>
<thead>
<tr>
<th>How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Acquiring job- or work-related knowledge and skills</td>
<td>27.00%</td>
<td>33.00%</td>
<td>20.30%</td>
<td>19.70%</td>
</tr>
<tr>
<td>b. Writing clearly and effectively</td>
<td>12.10%</td>
<td>26.20%</td>
<td>35.60%</td>
<td>26.10%</td>
</tr>
<tr>
<td>c. Speaking clearly and effectively</td>
<td>13.50%</td>
<td>30.20%</td>
<td>29.00%</td>
<td>27.40%</td>
</tr>
<tr>
<td>d. Thinking critically and analytically</td>
<td>7.50%</td>
<td>22.20%</td>
<td>38.10%</td>
<td>32.20%</td>
</tr>
<tr>
<td>e. Solving numerical problems</td>
<td>17.60%</td>
<td>28.90%</td>
<td>29.20%</td>
<td>24.40%</td>
</tr>
<tr>
<td>f. Working effectively with others</td>
<td>12.70%</td>
<td>28.80%</td>
<td>31.70%</td>
<td>26.80%</td>
</tr>
<tr>
<td>g. Learning effectively on your own</td>
<td>8.80%</td>
<td>30.20%</td>
<td>29.00%</td>
<td>27.40%</td>
</tr>
<tr>
<td>h. Developing clearer career goals</td>
<td>19.80%</td>
<td>27.50%</td>
<td>28.40%</td>
<td>24.30%</td>
</tr>
<tr>
<td>i. Gaining information about career opportunities</td>
<td>23.90%</td>
<td>31.50%</td>
<td>25.50%</td>
<td>19.10%</td>
</tr>
</tbody>
</table>

In your experience at this college during the current academic year, about how often have you done the following?

<table>
<thead>
<tr>
<th>In your experience at this college during the current academic year, about how often have you done the following?</th>
<th>Never</th>
<th>Some</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Asked questions in class or contributed to class discussions</td>
<td>4.20%</td>
<td>37.40%</td>
<td>29.80%</td>
<td>28.60%</td>
</tr>
<tr>
<td>b. Made a class presentation</td>
<td>24.10%</td>
<td>42.90%</td>
<td>21.50%</td>
<td>11.50%</td>
</tr>
<tr>
<td>c. Worked on a paper or project that required integrating ideas or information from various sources</td>
<td>9.10%</td>
<td>23.90%</td>
<td>38.20%</td>
<td>28.80%</td>
</tr>
<tr>
<td>d. Worked with other students on projects during class</td>
<td>10.90%</td>
<td>33.50%</td>
<td>32.90%</td>
<td>22.70%</td>
</tr>
<tr>
<td>e. Received prompt feedback (written or oral) from instructors on your performance</td>
<td>6.90%</td>
<td>26.00%</td>
<td>40.90%</td>
<td>26.20%</td>
</tr>
<tr>
<td>f. Had serious conversations with students who differ from you</td>
<td>37.10%</td>
<td>38.70%</td>
<td>15.00%</td>
<td>9.20%</td>
</tr>
</tbody>
</table>
During the current academic year, how much has your coursework at this college emphasized the following:

<table>
<thead>
<tr>
<th></th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form</td>
<td>8.00%</td>
<td>28.70%</td>
<td>36.70%</td>
<td>26.60%</td>
</tr>
<tr>
<td>b. Analyzing the basic elements of an idea, experience, or theory</td>
<td>4.50%</td>
<td>19.90%</td>
<td>43.60%</td>
<td>32.00%</td>
</tr>
<tr>
<td>c. Forming a new idea or understanding from various pieces of information</td>
<td>4.90%</td>
<td>24.30%</td>
<td>41.50%</td>
<td>29.30%</td>
</tr>
<tr>
<td>d. Making judgments about the value or soundness of information, arguments, or methods</td>
<td>8.20%</td>
<td>29.30%</td>
<td>38.00%</td>
<td>24.50%</td>
</tr>
<tr>
<td>e. Applying theories or concepts to practical problems or in new situations</td>
<td>8.60%</td>
<td>27.30%</td>
<td>39.70%</td>
<td>24.50%</td>
</tr>
<tr>
<td>f. Using information you have read or heard to perform a new skill</td>
<td>8.30%</td>
<td>22.70%</td>
<td>41.50%</td>
<td>27.50%</td>
</tr>
</tbody>
</table>

How much does this college emphasize the following?

<table>
<thead>
<tr>
<th></th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
<td>15.70%</td>
<td>24.30%</td>
<td>33.30%</td>
<td>26.80%</td>
</tr>
<tr>
<td>b. Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
<td>39.00%</td>
<td>33.30%</td>
<td>18.50%</td>
<td>9.10%</td>
</tr>
<tr>
<td>c. Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
<td>39.00%</td>
<td>33.30%</td>
<td>18.50%</td>
<td>9.10%</td>
</tr>
<tr>
<td>d. Providing the financial support you need to afford your education</td>
<td>30.40%</td>
<td>24.90%</td>
<td>23.20%</td>
<td>21.50%</td>
</tr>
</tbody>
</table>
# Faculty – Obstacles students face

<table>
<thead>
<tr>
<th>What is the biggest obstacle you face that hurts your ability to succeed in college?</th>
<th>Child care or other family responsibilities</th>
<th>Cost of textbooks, tuition, and course materials</th>
<th>Transportation cost or availability</th>
<th>Anxiety, stress, post-traumatic stress, or other emotional issues</th>
<th>I do not face any of the listed obstacles</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.60%</td>
<td>18.30%</td>
<td>4.90%</td>
<td>39.60%</td>
<td>27.60%</td>
<td></td>
</tr>
</tbody>
</table>

| Have you ever chosen not to take a specific class due to the cost of a textbook or other required materials? | Text and materials costs have not made any difference in my class choices. | Text and materials costs have caused me to take fewer classes. | Text and materials costs have caused me to work more hours at work. | Text and materials costs have caused me to share materials with another student. | I have taken fewer classes, had to work more, and have had to share materials because of the high cost of textbooks and materials. |
|---|---|---|---|---|
| 58.90% | 13.90% | 10.50% | 9.50% | 7.20% |

<table>
<thead>
<tr>
<th>About how many hours do you spend in a typical 7-day week doing each of the following?</th>
<th>None</th>
<th>1–5</th>
<th>6–10</th>
<th>11–20</th>
<th>21–30</th>
<th>More than 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)</td>
<td>1.1</td>
<td>35.3</td>
<td>33.1</td>
<td>19.4</td>
<td>6.9</td>
<td>4.2</td>
</tr>
<tr>
<td>b. Working for pay</td>
<td>27.2</td>
<td>7.5</td>
<td>9.9</td>
<td>16.7</td>
<td>14.7</td>
<td>24</td>
</tr>
<tr>
<td>c. Participating in college-sponsored activities (organizations, campus publications, student government, intramural sports, etc.)</td>
<td>78.4</td>
<td>14</td>
<td>3.3</td>
<td>2.7</td>
<td>0.9</td>
<td>0.6</td>
</tr>
<tr>
<td>d. Providing care for dependents living with you (parents, children, spouse, etc.)</td>
<td>53.1</td>
<td>18.6</td>
<td>9.7</td>
<td>5.8</td>
<td>2.9</td>
<td>9.9</td>
</tr>
</tbody>
</table>
## Faculty – Learning Support and Outreach

<table>
<thead>
<tr>
<th>Question</th>
<th>No</th>
<th>Yes</th>
<th>N.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.</td>
<td>56.70%</td>
<td>10.40%</td>
<td>32.90%</td>
</tr>
<tr>
<td>During the current academic year at this college, which response best describes your experience with tutoring services on campus?</td>
<td>I have used tutoring.</td>
<td>I do not use tutoring since I do not know where to get tutoring help.</td>
<td>I do not use tutoring since I do not have time to go to tutoring.</td>
</tr>
<tr>
<td>Tutoring has been proven to boost student success for those who use it. Of these choices, what would most persuade you to get tutoring at the college?</td>
<td>If it was required by instructor</td>
<td>If it was recommended by instructor</td>
<td>If extra credit was offered to attend</td>
</tr>
<tr>
<td></td>
<td>20.00%</td>
<td>14.90%</td>
<td>34.40%</td>
</tr>
</tbody>
</table>
## Student Services
### Student advising and satisfaction

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very</th>
<th>N.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How satisfied are you with the services of academic advising/planning?</td>
<td>6.00%</td>
<td>39.90%</td>
<td>32.80%</td>
<td>21.30%</td>
</tr>
<tr>
<td>During the current academic term at this college, how many times have you met (in person or online) with an academic advisor?</td>
<td>None</td>
<td>1 time</td>
<td>2 times</td>
<td>More than 2 times</td>
</tr>
<tr>
<td></td>
<td>37.40%</td>
<td>28.70%</td>
<td>16.80%</td>
<td>17.20%</td>
</tr>
<tr>
<td>Before the end of my first academic term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university)</td>
<td>No</td>
<td>Yes</td>
<td>I’m still in my first academic term; I have not yet developed an academic plan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>35.60%</td>
<td>54.70%</td>
<td>9.70%</td>
<td></td>
</tr>
<tr>
<td>Were you required to meet (in person or online) with an academic advisor before registering for classes this academic term at this college?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>33.50%</td>
<td>66.50%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Student Services – Student finances

<table>
<thead>
<tr>
<th>Source of Payment</th>
<th>Not a source</th>
<th>Minor source</th>
<th>Major source</th>
</tr>
</thead>
<tbody>
<tr>
<td>My own income/savings</td>
<td>29.80%</td>
<td>25.70%</td>
<td>44.50%</td>
</tr>
<tr>
<td>Income/savings from family</td>
<td>37.90%</td>
<td>15.80%</td>
<td>46.30%</td>
</tr>
<tr>
<td>Employer contributions</td>
<td>93.30%</td>
<td>4.50%</td>
<td>2.20%</td>
</tr>
<tr>
<td>Active military or veterans benefits</td>
<td>95.90%</td>
<td>1.40%</td>
<td>2.70%</td>
</tr>
<tr>
<td>Grants</td>
<td>72.40%</td>
<td>7.10%</td>
<td>20.50%</td>
</tr>
<tr>
<td>Scholarships</td>
<td>88.50%</td>
<td>5.20%</td>
<td>6.30%</td>
</tr>
<tr>
<td>Student loans (bank, etc.)</td>
<td>93.30%</td>
<td>3.10%</td>
<td>3.60%</td>
</tr>
<tr>
<td>Public assistance</td>
<td>92.90%</td>
<td>3.10%</td>
<td>4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective Way to Learn About Financial Aid</th>
<th>The campus website</th>
<th>In-class presentations</th>
<th>Workshops</th>
<th>Direct communication through email</th>
<th>Direct communication through texts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28.7</td>
<td>31.0</td>
<td>11.9</td>
<td>23.7</td>
<td>4.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Biggest Obstacle Face to Succeed in College</th>
<th>Child care or other family responsibilities</th>
<th>Cost of textbooks, tuition, and course materials</th>
<th>Transportation cost or availability</th>
<th>Anxiety, stress, post-traumatic stress, or other emotional issues</th>
<th>I do not face any of the listed obstacles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9.6</td>
<td>18.3</td>
<td>4.9</td>
<td>39.6</td>
<td>27.6</td>
</tr>
</tbody>
</table>
### Student Services – Obstacles faced by students

<table>
<thead>
<tr>
<th>Question</th>
<th>Option 1</th>
<th>1–5</th>
<th>6–10</th>
<th>11–20</th>
<th>21–30</th>
<th>More than 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which one of the following, if any, poses the biggest obstacle to your academic progress?</td>
<td>I need to work a lot of hours at a job.</td>
<td>33.4</td>
<td>4.6</td>
<td>11.2</td>
<td>13.5</td>
<td>37.4</td>
</tr>
<tr>
<td></td>
<td>I have difficulty getting enough food and maintaining stable housing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I have had a lack of counseling/academic advising.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Family responsibilities take up my time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I do not face any of these obstacles.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which one of the following, if any, poses the biggest obstacle to your academic progress?</td>
<td>I have a lack of motivation/lack of interest.</td>
<td>18.8</td>
<td>24.9</td>
<td>12.1</td>
<td>7.1</td>
<td>37.2</td>
</tr>
<tr>
<td></td>
<td>I have poor time management.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I have poor study skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I was not prepared for the difficulty level of the course work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>None of these have been obstacles to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you ever chosen not to take a specific class due to the cost of a textbook or other required materials?</td>
<td>Text and material costs have not made any difference in my class choices.</td>
<td>58.9</td>
<td>13.9</td>
<td>10.5</td>
<td>9.5</td>
<td>7.2</td>
</tr>
<tr>
<td></td>
<td>Text and materials costs have caused me to take fewer classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text and materials costs have caused me to work more hours at work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text and materials costs have caused me to share materials with another student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I have taken fewer classes, had to work more, and have had to share materials because of the high cost of textbooks and materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About how many hours do you spend in a typical 7-day week doing each of the following?</td>
<td>None</td>
<td>1–5</td>
<td>6–10</td>
<td>11–20</td>
<td>21–30</td>
<td>More than 30</td>
</tr>
<tr>
<td>a. Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)</td>
<td>1.1</td>
<td>35.3</td>
<td>33.1</td>
<td>19.4</td>
<td>6.9</td>
<td>4.2</td>
</tr>
<tr>
<td>b. Working for pay</td>
<td>27.2</td>
<td>7.5</td>
<td>9.9</td>
<td>16.7</td>
<td>14.7</td>
<td>24</td>
</tr>
<tr>
<td>c. Participating in college-sponsored activities (organizations, campus publications, student government, intramural sports, etc.)</td>
<td>78.4</td>
<td>14</td>
<td>3.3</td>
<td>2.7</td>
<td>0.9</td>
<td>0.6</td>
</tr>
<tr>
<td>d. Providing care for dependents living with you (parents, children, spouses, etc.)</td>
<td>53.1</td>
<td>18.6</td>
<td>9.7</td>
<td>5.8</td>
<td>2.9</td>
<td>9.9</td>
</tr>
</tbody>
</table>
### Library

**How often have you used the following services during the current academic year?**

<table>
<thead>
<tr>
<th>Library resources and services</th>
<th>Never</th>
<th>1 time</th>
<th>2–4 times</th>
<th>5 or more times</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>34.3</td>
<td>14.7</td>
<td>23.1</td>
<td>27.9</td>
</tr>
</tbody>
</table>

**How satisfied are you with the services?**

<table>
<thead>
<tr>
<th>Library resources and services</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very</th>
<th>N.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.5</td>
<td>24.8</td>
<td>40.8</td>
<td>32.0</td>
</tr>
</tbody>
</table>

**How important are the services to you at this college?**

<table>
<thead>
<tr>
<th>Library resources and services</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16.4</td>
<td>24.0</td>
<td>59.6</td>
</tr>
</tbody>
</table>

**During my first academic term at this college, I participated in a student success course (a course that teaches the skills needed to succeed in college).**

<table>
<thead>
<tr>
<th>Library resources and services</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>81.5</td>
<td>18.5</td>
</tr>
</tbody>
</table>

**During the current academic year, how much has your coursework at this college emphasized the following mental activities?**

<table>
<thead>
<tr>
<th>Forming a new idea or understanding from various pieces of information</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.9</td>
<td>24.3</td>
<td>41.5</td>
<td>29.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Using information you have read or heard to perform a new skill</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8.3</td>
<td>22.7</td>
<td>41.5</td>
<td>27.5</td>
</tr>
</tbody>
</table>

**During the current academic year, how much reading and writing have you done at this college?**

<table>
<thead>
<tr>
<th>Number of assigned textbooks, manuals, books, or packets of course readings</th>
<th>None</th>
<th>1–4</th>
<th>5–10</th>
<th>11–20</th>
<th>More than 20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.1</td>
<td>32.9</td>
<td>28.4</td>
<td>21.8</td>
<td>14.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of books read on your own (not assigned) for personal enjoyment or academic enrichment</th>
<th>None</th>
<th>1–4</th>
<th>5–10</th>
<th>11–20</th>
<th>More than 20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33.1</td>
<td>45.7</td>
<td>14.1</td>
<td>4.7</td>
<td>2.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of written papers or reports of any length</th>
<th>None</th>
<th>1–4</th>
<th>5–10</th>
<th>11–20</th>
<th>More than 20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10.1</td>
<td>28.6</td>
<td>30.9</td>
<td>19.7</td>
<td>10.7</td>
</tr>
</tbody>
</table>

**During my first academic term at this college, I participated in a student success course (a course that teaches the skills needed to succeed in college).**

<table>
<thead>
<tr>
<th>Library resources and services</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>81.5</td>
<td>18.5</td>
</tr>
<tr>
<td>Students</td>
<td>Poor</td>
<td>Fair</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>How would you evaluate your overall educational experience at this college?</td>
<td>0.40%</td>
<td>10.20%</td>
</tr>
<tr>
<td>Would you recommend this college to a friend or family member?</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>How supportive are your friends of your attending this college?</td>
<td>4.10%</td>
<td>14.40%</td>
</tr>
<tr>
<td>How supportive is your immediate family of your attending this college?</td>
<td>3.50%</td>
<td>10.20%</td>
</tr>
<tr>
<td>How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?</td>
<td>Very little</td>
<td>Some</td>
</tr>
<tr>
<td>a. Acquiring job- or work-related knowledge and skills</td>
<td>27.00%</td>
<td>33.00%</td>
</tr>
<tr>
<td>b. Writing clearly and effectively</td>
<td>12.10%</td>
<td>26.20%</td>
</tr>
<tr>
<td>c. Speaking clearly and effectively</td>
<td>13.50%</td>
<td>30.20%</td>
</tr>
<tr>
<td>d. Thinking critically and analytically</td>
<td>7.50%</td>
<td>22.20%</td>
</tr>
<tr>
<td>e. Solving numerical problems</td>
<td>17.60%</td>
<td>28.90%</td>
</tr>
<tr>
<td>f. Working effectively with others</td>
<td>12.70%</td>
<td>28.80%</td>
</tr>
<tr>
<td>g. Learning effectively on your own</td>
<td>8.80%</td>
<td>23.70%</td>
</tr>
<tr>
<td>h. Developing clearer career goals</td>
<td>19.80%</td>
<td>27.50%</td>
</tr>
<tr>
<td>i. Gaining information about career opportunities</td>
<td>23.90%</td>
<td>31.50%</td>
</tr>
<tr>
<td>In your experience at this college during the current academic year, about how often have you done the following?</td>
<td>Never</td>
<td>Some</td>
</tr>
<tr>
<td>a. Asked questions in class or contributed to class discussions</td>
<td>4.20%</td>
<td>37.40%</td>
</tr>
<tr>
<td>b. Made a class presentation</td>
<td>24.10%</td>
<td>42.90%</td>
</tr>
<tr>
<td>c. Worked on a paper or project that required integrating ideas or information from various sources</td>
<td>9.10%</td>
<td>23.90%</td>
</tr>
<tr>
<td>d. Worked with other students on projects during class</td>
<td>10.90%</td>
<td>33.50%</td>
</tr>
<tr>
<td>e. Received prompt feedback (written or oral) from instructors on your performance</td>
<td>6.90%</td>
<td>26.00%</td>
</tr>
<tr>
<td>f. Had serious conversations with students who differ from you</td>
<td>37.10%</td>
<td>38.70%</td>
</tr>
</tbody>
</table>
### During the current academic year, how much has your coursework at this college emphasized the following:

<table>
<thead>
<tr>
<th></th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form</td>
<td>8.00%</td>
<td>28.70%</td>
<td>36.70%</td>
<td>26.60%</td>
</tr>
<tr>
<td>b. Analyzing the basic elements of an idea, experience, or theory</td>
<td>4.50%</td>
<td>19.90%</td>
<td>43.60%</td>
<td>32.00%</td>
</tr>
<tr>
<td>c. Forming a new idea or understanding from various pieces of information</td>
<td>4.90%</td>
<td>24.30%</td>
<td>41.50%</td>
<td>29.30%</td>
</tr>
<tr>
<td>d. Making judgments about the value or soundness of information, arguments, or methods</td>
<td>8.20%</td>
<td>29.30%</td>
<td>38.00%</td>
<td>24.50%</td>
</tr>
<tr>
<td>e. Applying theories or concepts to practical problems or in new situations</td>
<td>8.60%</td>
<td>27.30%</td>
<td>39.70%</td>
<td>24.50%</td>
</tr>
<tr>
<td>f. Using information you have read or heard to perform a new skill</td>
<td>8.30%</td>
<td>22.70%</td>
<td>41.50%</td>
<td>27.50%</td>
</tr>
</tbody>
</table>

### How much does this college emphasize the following?

<table>
<thead>
<tr>
<th></th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
<td>15.70%</td>
<td>24.30%</td>
<td>33.30%</td>
<td>26.80%</td>
</tr>
<tr>
<td>b. Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
<td>39.00%</td>
<td>33.30%</td>
<td>18.50%</td>
<td>9.10%</td>
</tr>
<tr>
<td>c. Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
<td>39.00%</td>
<td>33.30%</td>
<td>18.50%</td>
<td>9.10%</td>
</tr>
<tr>
<td>d. Providing the financial support you need to afford your education</td>
<td>30.40%</td>
<td>24.90%</td>
<td>23.20%</td>
<td>21.50%</td>
</tr>
</tbody>
</table>

### Have you ever chosen not to take a specific class due to the cost of a textbook or other required materials?

<table>
<thead>
<tr>
<th>Text and materials costs have not made any difference in my class choices.</th>
<th>Text and materials costs have caused me to take fewer classes.</th>
<th>Text and materials costs have caused me to work more hours at work.</th>
<th>Text and materials costs have caused me to share materials with another student.</th>
<th>I have taken fewer classes, had to work more, and have had to share materials because of the high cost of textbooks and materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.90%</td>
<td>13.90%</td>
<td>10.50%</td>
<td>9.50%</td>
<td>7.20%</td>
</tr>
</tbody>
</table>

### Which one of the following, if any, poses the biggest obstacle to your academic progress?

<table>
<thead>
<tr>
<th>I need to work a lot of hours at a job.</th>
<th>I have difficulty getting enough food and maintaining stable housing.</th>
<th>I have had a lack of counseling/academic advising.</th>
<th>Family responsibilities take up my time.</th>
<th>I do not face any of these obstacles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.4</td>
<td>4.6</td>
<td>11.2</td>
<td>13.5</td>
<td>37.4</td>
</tr>
</tbody>
</table>

### Which one of the following, if any, poses the biggest obstacle to your academic progress?

<table>
<thead>
<tr>
<th>I have a lack of motivation/lack of interest.</th>
<th>I have poor time management.</th>
<th>I have poor study skills.</th>
<th>I was not prepared for the difficulty level of the course work.</th>
<th>None of these have been obstacles to me.</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.8</td>
<td>24.9</td>
<td>12.1</td>
<td>7.1</td>
<td>37.2</td>
</tr>
</tbody>
</table>
### About how many hours do you spend in a typical 7-day week doing each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>None</th>
<th>1–5</th>
<th>6–10</th>
<th>11–20</th>
<th>21–30</th>
<th>More than 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Preparing for class (studying, reading, writing, rehearsal, homework)</td>
<td>4.2</td>
<td>6.9</td>
<td>19.4</td>
<td>33.1</td>
<td>35.3</td>
<td>1.1</td>
</tr>
<tr>
<td>b. Working for pay</td>
<td>24.0</td>
<td>14.7</td>
<td>16.7</td>
<td>9.9</td>
<td>7.5</td>
<td>27.2</td>
</tr>
<tr>
<td>c. Participating in college-sponsored activities (organizations, campus publications, student government, intramural sports)</td>
<td>2.9</td>
<td>0.6</td>
<td>0.9</td>
<td>3.3</td>
<td>14</td>
<td>78.4</td>
</tr>
<tr>
<td>d. Providing care for dependents living with you (parents, children, spouses)</td>
<td>9.9</td>
<td>2.9</td>
<td>5.8</td>
<td>9.7</td>
<td>18.6</td>
<td>53.1</td>
</tr>
</tbody>
</table>

### How satisfied are you with the services of academic advising/planning?

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very</th>
<th>N.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>6.00%</td>
<td>39.90%</td>
<td>32.80%</td>
<td>21.30%</td>
</tr>
</tbody>
</table>

### During the current academic term at this college, how many times have you met (in person or online) with an academic advisor?

<table>
<thead>
<tr>
<th>Meeting Frequency</th>
<th>None</th>
<th>1 time</th>
<th>2 times</th>
<th>More than 2 times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>37.40%</td>
<td>28.70%</td>
<td>16.80%</td>
<td>17.20%</td>
</tr>
</tbody>
</table>

### Before the end of my first academic term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university)?

<table>
<thead>
<tr>
<th>Plan Developed</th>
<th>No</th>
<th>Yes</th>
<th>I'm still in my first academic term; I have not yet developed an academic plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>35.60%</td>
<td>54.70%</td>
<td>9.70%</td>
</tr>
</tbody>
</table>