DVC

Committee Annual Reports

2020 -2021

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Budget Committee

For Academic Year 2020-2021	
Accomplishments	- Further collaborated with Program Review Committee and the Categorical Directors/Managers, all attending multiple meetings together, resulting in a more detailed and accurate College Council funding recommendation again this year. - Successful transition of our Permanent Vice President of Business and Administrative Services into the full-year cycle of the budget allocation process. - Further clarification of the Budget Committee's role in the Budget Allocation process. - Assignment by the College Council, with the support of the Program Review Committee, to begin the process of reviewing expenses commonly requested in the program review process so that we may identify ongoing funding allocations for expenses in the areas of 1) Supplies, 2) Equipment, 3) Tutoring, 4) Professional Development, 5) Travel, 6) Facilities and 7) Software for Online Education. - We created of a data-gathering tool that will be distributed to all academic departments during out next academic year for a college-wide data-gathering project, and eventual report. - Creation of a Subcommittee that focuses on developing and gathering information on the seven categories listed. - Identified two funding sources, which include the CA State funding for community college facilities and for community college instructional. - Achieved 100% staffing of our committee, with two others ready to join as soon as possible, as well as leadership provided by a growing number of members, including our student representatives.
Goals for 2021-2022	- To further integrate the four Governance Committees and Categorical Directors/Managers in the Resource Allocation process, including a review of the process' timelines. - Continue to focus on trends developing in the program review requests and make a recommendation as to whether a need can become a line-item expense with funding for a refreshment cycle as necessary.

	- To conduct a college-wide analysis of operational funds used for the delivery of DVC's scheduled classes, using a data-collection tool developed this academic year. - To make a recommendation on how the technology committee might be involved in the budget allocation process. - To make a recommendation on how the Vice President of Business and Administrative Services and the Facilities manager might be involved in the budget allocation process. - We will continue to follow the discussions on the delivery of professional development and tutoring within the Guided Pathways transition and will make funding recommendations at the appropriate time in those discussions. - We will continue to follow the discussions on travel expenses and will make funding recommendation at the appropriate time in those discussions. - Determine whether the CA State funding for facilities and for instructional equipment can be integrated into the budget allocation process. - Review State and District budget allocation / funding formulas and develop any needed contingency plans for significant budget impacts. - Monitor the trends in FTES as a result of the District's significant investment in enrollment development and the impact on college funding as "hold harmless" will eventually end. - Clarifying with Program Review Committee how to distribute funds if there is only enough for partial funding of a priority band (e.g. Priority band A requires $3M to be fully funded, but there is only $2M in general fund monies available).
Major challenges/obstacles	- Covid-19 - Knowing what requests had already been funded in a prior year. - Clarification of Program Review priorities between categories and within bands when general fund amounts do not cover 100% of a given bands needs.

College Council Committee

For Academic Year 2020-2021	
Goals	- Continue supporting the work of the College Council committees - Continuous improvement of processes and transparency of decision making at the college - Continue to set goals for the college in accordance with our Educational Master Plan - Continue to serve as vital link in governance process bringing together all constituency groups to the table - Continue supporting the work of many committees towards racial and cultural changes impacting our campus climate. - Support staff and faculty measures for a successful transition to remote learning while offering support services during the pandemic.
Accomplishments/ Achievements	- Approved affinity group development process - Tasked Budget Committee to work on operational budget and program review improvements. - Charged RPEC to begin work on a new strategic plan. - Updated Safety Committee guidance for a return to campus and approved new restructuring of committee. - Supported ASCCC antiracism pledge - Addressed and discussed concerns impacting students, staff, and faculty while working remotely with recommendations. - Support for Guided Pathways ongoing implementation and practices - Approved updated procedures (1019.01, 1010.01, 1016.01, 5018.01) - Approved Program Review Process Improvement Recommendations - Received regular updates from Budget Committee, Communications Committee, Program Review Committee, Research Planning and Evaluation Committee, and Student Equity and Success Committee. - Reviewed and forwarded recommended priorities to college President based on Budget and Program Review recommendations

Goals for 2021-2022	• Continue supporting the work of the College Council committees, including continuing to build on the cross-committee work between the major governance committees. • Continue to be a forum for racial and culture change on campus. • Support the implementation of realignment. • Support the ongoing Guided Pathways work with implementation of student success teams and centers. • Support Classified Senate and the implementation of the Caring Campus initiative • Address and support the ongoing work and protocols for a safe return to campus
Major challenges/obstacles	• Remote work continues to be a challenge, particularly for agenda setting.

Communications Committee

For Academic Year 2020-2021	
Accomplishments	
BCC Policy: Draft Policy 5030.04 Email Protocols	• Developed recommendation for appropriate use of BCC line in emails to DVC All distribution lists • Cycled through governance and decided it should be a recommendation, not an enforceable policy
Banner & Monitor Projects	• PRT funding used to purchase and install 10 monitors for use around both PH & SR campuses. • Research and planning done for banners to place around campus. Project was postponed due to not being on campus all year, as well as interest in tying it to a larger wayfinding/signage project with a longer timeline.
Non-instructional Canvas Shells	• The Distance Education (DE) Committee asked for a process to approve non-instructional (NI) Canvas shells. Canvas is now being overutilized as a method of attempting to communicate with students. • Committee gave input on the request form and helped develop guidelines for how to request the NI shells, and what types of requests should be approved. • Set up process for NI Canvas shell requests to be reviewed by a work group composed of members of the Communications and Distance Education Committees.
Social Media Guidelines: Draft procedure 5030.03	• Developed policy regarding use of DVC logo and branding in social media accounts • Social media accounts must be registered with the Communications & Marketing Office so they can disable old or non-compliant accounts as needed. This does not apply to small group and personal accounts.
DVC Website Audit	• Identified and resolved broken links, orphan pages, and outdated content • Removed PDFs for outdated content and accessibility issues

Goals for 2021-2022	1. Use information from the recent Media Preferences Survey to help guide communications to students.
	2. Work on making all student-facing content accessible.
	3. Ensure that anyone using a non-instructional Canvas shell to interact or share information with students has had the appropriate training to do so effectively.
	4. Develop a monitor content policy.
	5. Continue banner project as appropriate.
	6. Continue developing guiding principles.

Developmental Education Committee

For Academic Year 2020-2021	
Challenges, Progress, and Accomplishments	Dev Ed has made progress on a number of items listed as areas for growth in last year's report: • We continue to broaden Dev Ed support within departments beyond Math and English (i.e. pedagogical support) through projects like the Pedagogy Inquiry Teams and the creation of a new funding application that should make the funding process more visible and accessible to the college. • We have brought a Dev Ed voice to Guided Pathways by participating in GP steering committee meetings and contributing to planning discussions. • We have made progress in developing/supporting a holistic approach to supporting students who do not pass courses under AB 705 placement by providing feedback on the formation of the Guided Pathways Success Teams, supporting the creation of non-credit courses/certificate program in Math and English, and contributing to the analysis of early data on student success in Math and English courses to identify intervention strategies. Covid: During the fall and spring semesters, the student representatives on the committee brought several issues to the Dev Ed meetings related to remote instruction and the new challenges faced by students navigating the college during a pandemic. Members of the committee relayed their concerns to the appropriate constituency and made progress in some areas. Meetings were held with the articulation officer on campus to clarify the transferability of science courses during the pandemic. Students discussed the frustration of trying to connect with resources on campus and the lack of early communication from their instructors. The committee brought these issues to SES and other groups on campus for discussion and further action. Major Institutional Changes (AB705 and Guided Pathways): The Dev Ed Committee has continued to support the implementation of AB705 in English and Math by funding coordinator positions, professional development activities, and student support programs. As the implementation of AB705 has

progressed, the particular needs of the English and Math programs have changed as well. The full effect of AB705 and the challenges and opportunities it creates have been difficult to gauge in light of many other variables currently affecting student success (e. g. Covid and the shift to online instruction); however, the committee remains focused on identifying areas of need and helping to develop and fund programs to address needs related to AB705. The implementation of AB705 is also closely connected with the work of Guided Pathways, and the committee has sought out ways to provide feedback on GP design, relay priorities and/or concerns, and ensure that GP design supports the needs of students traditionally supported through Basic Skills or Developmental-level programming.

Committee Processes:
In the fall semester of 2020, the Dev Ed committee approved the usage of an online form for funding proposals. The plan is to integrate the form into the SEAP innovation fund request process through SES. We are working with SES on that. The committee implemented a more transparent process for funding requests by publicizing the funding form on the college website and sending requests for proposals to the college community. The committee agreed to review applications in both the fall 20 and spring 21 semester to support projects throughout the year as needs arise, given the reality of our online/hybrid environment and needs that have emerged due to the pandemic. Proposals should focus on innovative strategies and activities that will equitably increase student success.

In the spring of 2021, the committee was contacted by a faculty member at the college who felt the language used on the online form, which cited disproportionately impacted student groups from the college's Equity Plan, excluded AAPI students. The committee worked with the faculty member and the SES committee to improve and refine the form to better address the needs of students in other disproportionately impacted groups not included in the Equity Plan.

Additionally, the committee worked throughout the year to improve access to committee documents. All documents were moved to SharePoint so that committee members can easily access information from previous semesters and review proposals. Minutes were added to the college website to inform the public of the ongoing work of the committee.

List of Projects Funded for 2020-2021:
- Academic Support Center (ASC)
- Project Access

| | Pedagogy Inquiry Teams ECE Social Justice Math AB705 Task Force Math Professional Development Coordinator and Statway Program Lead English Faculty Clinics English CoPs English Anchor Papers English AB705 Coordinators Embedded Tutors for English 122L, 122A, and 122 AL Graphic Medicine Library Collection Learning Community Lending Library Umoja Think Tank Umoja SI Positions
Ongoing Work, Needs, and Goals: Continue to Provide support for: Professional Development focused on pedagogy, especially related to equity and online instruction Student curricular support inside and outside the classroom, especially related to online instruction Communication and Collaboration between areas and departments (e.g. RWAC, Flex, Institutes) with particular emphasis on ensuring programs/support address equity Recruit "At Large Faculty" Committee member from "Humanities, Social Sciences, or STEM" Coordinate with Distance Education Committee (DE), Academic Support Center (ASC), and other partners to provide basic computer skills and resources Work to connect/integrate/align individual projects with Guided Pathways structure and the Student Success Centers and establish sustainable funding where appropriate Use data related to AB705 implementation to inform ongoing work Clarify or revise the use of "Dev Ed" a term and continue to clarify the role of the committee in relation to SES and college priorities. |

Developmental Education Committee Membership

Position	Name	Date Appointed	Term Ends
1. Classified: Student Services	Carissa Craig	Fall 2019	
2. Co-coordinator (English)	Ian Thomas-Bignami	Fall 2020	Spring 2022
3. Co-coordinator (Math)	Julie Walters	Fall 2020	Spring 2022
4. Dean: Student Engagement and Equity	Rosa Armendariz	Fall 2016	
5. Faculty: At-large	Heidi Goen-Salter	Fall 2010	
6. Faculty: At-large (Humanities, Social Science, or STEM)	Vacant		
7. Faculty: Counseling	Khrystyn Pamintuan	Fall 2019	
8. Faculty: English/ESL	Katy Agnost	Spring 2018	
9. Faculty: Math	Peter Willet	Spring 2018	
10. SRC Manager	Kenyetta Tribble	Fall 2017	
11. Faculty: Math/SRC	Asa Scherer	Fall 2017	
12. Manager: Student Services	David Hagerty	Spring 2017	
13. Manager: At-large	Lindsey Kong	Spring 2019	
14. Student: ASDVC	Isuru Dias	Fall 2020	
15. Student: ASDVC	Noah Gordon	Spring 2021	
16. Classified: At-Large	Kristina Gomez	Fall 2017	
17. Classified: At-Large	Nicole Gomes	Fall 2020	

Guided Pathways

For Academic Year 2020-2021	
Goals	1. G1: Integrate student-centered support services with Interest Areas in the ASC model. 2. G2: Improve the communication about and footprint of Interest Areas across the college 3. G3: Support college wide professional development that impacts structural and cultural conditions. 4. G4: Develop and implement culturally responsive curriculum and pedagogy across all disciplines and services. 5. G5: Find opportunities to represent student voice. Progress on Achieving Priorities • 2020-2021 Guided Pathways Scope of Work Tracker: o https://email4cd.sharepoint.com/:x:/r/sites/GuidedPathwaysSteeringTeamGPS-T/_layouts/15/Doc.aspx?sourcedoc=%7BE868B405-E6E2-4BF3-B838-05E0C843A816%7D&file=GP%20SOW%20Tracker-%20CS%2004.14.21%20.xlsx&action=default&mobileredirect=true

Accomplishments	• The Interest Area Design Team (IADT) completed the following projects:
	    o https://email4cd.sharepoint.com/sites/InterestAreaPathwaysTeamSite/Shared%20Documents/Forms/AllItems.aspx
	    o Lead focus groups with departments and divisions at PHC/SRC to gather input of programs and services for the Interest Area (IA) Student Center Programs & Services.
	    o Lead communication to departments and divisions at PHC/SRC to update all student facing program maps and two-year course sequence maps.
	    o Served as a communication/feedback loop with departments and divisions for the ongoing Guided Pathways SOW.
	    o IADT Faculty 2020-21 SOW Evaluation:
	    o https://email4cd.sharepoint.com/:w:/r/sites/InterestAreaPathwaysTeamSite/_layouts/15/Doc.aspx?sourcedoc=%7BEA7B8709-735E-4846-9120-3D2EE34C572B%7D&file=Evaluation%20of%20the%20Design%20Team%2020_21.docx&action=default&mobileredirect=true
	
	• Student Success Centers – Integration of student support services with IA's:
	    o https://email4cd.sharepoint.com/sites/GuidedPathwaysSteeringTeamGPS-T/Shared%20Documents/Forms/AllItems.aspx?newTargetListUrl=%2Fsites%2FGuidedPathwaysSteeringTeamGPS%2DT%2FShared%20Documents&viewpath=%2Fsites%2FGuidedPathwaysSteeringTeamGPS%2DT%2FShared%20Documents%2FForms%2FAllItems%2Easpx&viewid=d59b9238%2D7f90%2D40e6%2D813a%2D5dba5bf9e50f&id=%2Fsites%2FGuidedPathwaysSteeringTeamGPS%2DT%2FShared%20Documents%2FIA%20Development%20SP2021
	    o Five IA Student Centers paused- pending staffing model approval- opening TBD.

| | Two additional IA Student Centers paused – opening TBD. Spring 2021 -Academic Deans formed faculty lead workgroups to discuss, plan and implement the opening of the Interest Area Student Centers in Fall 2021. Dedicated counselors assigned to IA's. Dedicated librarians assigned to IA's. ASC leads & TAC developed recommendations for staffing the new Student Centers. TAC developed proposal for new tutoring model for IA Student Centers. IA Student Center staffing plan developed and shared with deans & VP's (Feb-May 2021).
• PD to address cultural/structural conditions: Completed IEBC Caring Campus.
https://email4cd.sharepoint.com/sites/GuidedPathwaysSteeringTeamGPS-T/Shared%20Documents/Forms/AllItems.aspx?newTargetListUrl=%2Fsites%2FGuidedPathwaysSteeringTeamGPS%2DT%2FShared%20Documents&viewpath=%2Fsites%2FGuidedPathwaysSteeringTeamGPS%2DT%2FShared%20Documents%2FForms%2FAllItems%2Easpx&viewid=d59b9238%2D7f90%2D40e6%2D813a%2D5dba5bf9e50f&id=%2Fsites%2FGuidedPathwaysSteeringTeamGPS%2DT%2FShared%20Documents%2FIEBC%20Caring%20Campus%20Implementation
Prepared proposal for 2021-22 implementation SOW.
• PD to address cultural/structural conditions- Pedagogy Inquiry Team (PIT) completed the second phase of the *Inquiry and Action* Process.
PIT leads developed three faculty Communities of Practice (COP's).
Faculty worked on identifying the new practice(s) to implement for fall 2021.
• PD to address cultural/structural conditions-Distance Education Team has played an essential role supporting faculty into the pivot online and providing training and support for pedagogy improvement in the virtual space.

• Student Voice- The Student Advisory Council (SAC) provided essential feedback and recommendations on how to improve Guided Pathways Projects:
https://www.dvc.edu/about/governance/committees/gps/student-advisory-council.html
• The Marketing and Communications Office supported the GP work.
17-week messaging completed.
New IA Webpages ready to migrate on new DVC Server.
• SES Committee participation in GPST added an explicit focus on equity in the development of our Student Centers. 2021-22 SOW- Started a series of focus groups targeted at understanding the student experience and culture of our current success centers. Findings will help inform how to create equitable programs and services in our new IA Student Centers. |

	- Completed 2020-2021 Guided Pathways Scale of Adoption:
	  - https://email4cd.sharepoint.com/sites/GuidedPathwaysSteeringTeamGPS-T/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FGuidedPathwaysSteeringTeamGPS%2DT%2FShared%20Documents%2F20%2021%20GP%20Scale%20of%20Adoption%2FGP%20Scale%20of%20Adoption%20PDF%20Share%202021%2FDVC%20GP%20Scale%20of%20Adoption%20%28Draft%29%2002%2E09%2E21%282%29%2Epdf&parent=%2Fsites%2FGuidedPathwaysSteeringTeamGPS%2DT%2FShared%20Documents%2F20%2021%20GP%20Scale%20of%20Adoption%2FGP%20Scale%20of%20Adoption%20PDF%20Share%202021
	
	Other major committee accomplishments and achievements in the past year
	- Spring 2021- Dean's group pivoted to focus on GP at their Tuesday's meetings has been essential in moving the work forward this term.
	- Presented Guided Pathways updates at College Council, Academic Senate, Classified Senate, Deans Group, Deans & Department Chairs, & Management Retreat:
	  - https://email4cd.sharepoint.com/sites/GuidedPathwaysSteeringTeamGPS-T/Shared%20Documents/Forms/AllItems.aspx?newTargetListUrl=%2Fsites%2FGuidedPathwaysSteeringTeamGPS%2DT%2FShared%20Documents&viewpath=%2Fsites%2FGuidedPathwaysSteeringTeamGPS%2DT%2FShared%20Documents%2FForms%2FAllItems%2Easpx&viewid=d59b9238%2D7f90%2D40e6%2D813a%2D5dba5bf9e50f&id=%2Fsites%2FGuidedPathwaysSteeringTeamGPS%2DT%2FShared%20Documents%2FIA%20Development%20SP2021%2FGP%20College%20Wide%20CommunicationS
	- Conducted mapping workshop with Dean's group to understand current student experience through the 3SP process:
	  - https://email4cd.sharepoint.com/sites/GuidedPathwaysSteeringTeamGPS-T/Shared%20Documents/Forms/AllItems.aspx?newTargetListUrl=%2Fsites%2FGuidedPathwaysSteeringTeamGPS%2DT%2FShared%20Documents&viewpath=%2Fsites%2FGuidedPathwaysSteeringTeamGPS%2DT%2FShared%20Documents%2FForms%2FAllItems%2Easpx&viewid=d59b9238%2D7f90%2D40e6%2D813a%2D5dba5bf9e50f&id=%2Fsites%2FGuidedPathwaysSteeringTeamGPS%2DT%2FShared%20Documents%2FGP%20Connect%2DEntry%20Sp2021
	  - 2021-22 SOW for Entry-Connect should be developed from activity (improve onboarding).

General recommendations to improve committee function	- Identify leads responsible for the GP 2021-22 SOW. - Continue to integrate the college GP work across the college. - 2021-22 SOW should focus on implementing IA Student Centers and improving onboarding process for new students. - Integrate CCRC's new recommendations into 2021-22 GP SOW. - Support implementation of Caring Campus work with Classified Senate. - Integrate Caring Campus Implementation Team into GPST. - Support implementation of phases 3 & 4 of the PIT work (Ensure Learning). - Continue to integrate pedagogy, equity, DE, & PD strands (Ensure Learning). - Continue to support deans, managers, classified professionals, and faculty with the planning and implementation of integrated student support within our Interest Areas and Student Centers.

	- Support development and completion of 6 IA videos by CDA. - Support development of new IA Homepage by eJae Designs (Marketing and Communications). - Support development of IA based 17-week communication plans. - Continue to support the SAC and faculty lead to provide the student's voice in our GP work. - Integrate 2020-2021 IADT evaluation feedback into the next phase of GP SOW. - Hire local researcher/program evaluation expert to support RPEC, IA program evaluation needs, and alignment of GP work with SCFF.

Major challenges/obstacles	- College still in Covid-19 pivot since March 2020.
	   o Caused changes in how the campus communicates and coordinates its work.
	   o Bandwidth of employees to plan and implement GP SOW continues to be a concern.
	- Despite intentional efforts by the IADT, communication about GP progress not ideal- reports that faculty/staff are unaware of the GP work of the college.

Program Review Committee

For Academic Year 2020-2021	
Accomplishments	- Conducted and improved trainings for writers and validators - Produced video guide and PowerPoint presentations for writers and validators - Hosted drop-in Program Review office hours to answer questions from writers - Reviewed rubric to better address requests indirectly related to student success - Continued to review and improve the ranking process - Adjusted Program Review ranking timeline to better align with college procedures - Reviewed with Facilities and Vice President of Business and Administrative Services furniture, equipment, and facilities requests - Aligned submission deadlines of Instructional, Student Services, and Hybrid Program Reviews - Worked collaboratively with other committees involved in the resource allocation process to improve communication and workflow - Collaborated with the Professional Development Committee to review the current funds allocation process and make recommendations for improvement - Collaborated with the Technology Committee and IT to better inform technology requests ranking process - Communicated with the Budget Committee to clarify processes - Cross-walked 2020-21 resource allocation funding spreadsheet with 2019-20 Program Review rankings - Provided training about the resource allocation process for PRC members, including how to read and rank Program Review requests - Ranked program/department requests based on the established rubric - Read comprehensive and annual Program Reviews and identified common themes and trends - Incorporated data coaching program into the Program Review writing and validation process by designating at least one data coach to each comprehensive Program Review

Challenges	● Dramatic increase in the number of requests requiring ongoing budget augmentation, which seems contrary to the spirit of Program Review as a tool for innovation ● Requests in areas not directly connected to students (Ex: M&O, Custodial) continue to rank low using our current Program Review ranking rubric ● Managing multiple timelines of key stakeholders while also adhering to the resource allocation process timeline
Goals for 2021-2022	● Continued collaboration and increased integration with key committees and stakeholders (Budget, Technology, and Professional Development Committees) ● Formalization of feedback loop process (i.e., providing Program Review feedback to writers; informing technology requests with IT expertise)

Professional Development Committee

For Academic Year 2020-2021	
Goals and progress achieving the priorities outlined at the start of the year	- Advocate for increased training support and capacity for online/distance education (positions and reassigned time) *One-on-one trainings continued throughout the 20-21 academic year funded by CARES monies. Becoming an Effective Online Instructor cohorts also compensated for faculty. No additional positions or reassigned time secured. For the future, work on integrating the one-on-one trainers into the annual budget through IUPR, possibility to integrate DE support into reassigned time for Interest Area support faculty* - Mentoring structure for faculty for online teaching support *One-on-one trainers, Data Coaches, and Accessibility Ambassadors perform some of these roles. For the future, secure consistent funding stream for POMP cohorts. Possibly include mentoring for online teaching support in the reassigned time positions for Interest Area Support Teams faculty* - Priority: funding and access for adjunct faculty DE training *UF-negotiated one-time stipends and extension of BEOI funding gave some relief to adjunct instructors. The FDC funded adjunct faculty training through cohort-based applications to @ONE courses and the Online Teaching Conference.* - Creating accessible and sustainable equity and anti-racist trainings with sustainable incentives (such as academic credit or OAS). Example: Transforming White Privilege curriculum. *Many college-wide initiatives provided equity and anti-racist trainings. Transforming White Privilege curriculum, USC Equity Institutes, Pedagogy Inquiry Teams, Student Equity Hour, Nexus, others. Sustainable incentives are still unclear.* - Continue working with various groups to promote equity related trainings *See above--several equity initiatives developed and promoted this year. Continued to work with SES Committee, RJTF, and others* - Maximizing GROW@4CD usage and capabilities. Promote resources available. *User guides developed by Jessica Martin, Regional Ambassador for the Vision Resource Center. Automatic system email updates for registration confirmation, training notifications, and promotional purposes. Introduction of college and district-wide communities to share and store information on specific topics. GROW is now our only PD tracking system! Feedback on the system continues to be varied, with user complaints about*

	ease of use and tracking, but this is anticipated when trying to use a new system. We are collecting feedback and will use it to guide training on the system and future editions of user guides. ● Promote training in accessible course content and universal design *Accessibility Ambassador program, content and objectives in BEOI included accessibility. GROW also provides free access to several accessibility trainings and an Accessibility community run by CCCCO.* ● Online orientation materials for adjunct faculty *As of 4/13/21 draft "Adjunct Survival Guide" sent to Academic Senate for consideration* ● PD Strategic Plan Approval Process by end of FA20. *As of 4/13/21, plan is in draft form and ready for feedback from stakeholders and other committees.* ● Create a plan for virtual Flex days for FA20 *Done! We held all Flex for 2020-21 virtually.*
Other major committee accomplishments and achievements in the past year	● Met with Program Review Committee and Research, Planning, and Evaluation Committee reps to discuss funding roles and improve college transparency and function for PD funding. No conclusions, but a promising step! ● Transformed PD funding to respond to COVID pandemic conditions, including more frequent application considerations, the creation of additional cohort opportunities, lowering the funding caps to increase access to lower-cost trainings, and the creation of a DVC Technology Pilot Grant Program to allow faculty to try new and promising technologies.
Goals for 2021-2022	● Increase training for hybrid course delivery methods ● Support all employees in return-to-campus efforts and defining new or updated procedures ● Promote accessibility trainings ● Promote anti-racism and equity trainings for all employees ● Support college implementation of Guided Pathways/Success Teams approach ● Provide support for instructors around assessment in an online environment and authentic assessment ● Support all employees in technology use ● Develop more training specific to Classified professionals
Major challenges/obstacles	● This was a very challenging year for… ○ Ongoing technology changes, updates and challenges ● Inundation of information- we provided the information employees needed to perform various job functions, but there is too much to sift through so things get missed

Research, Planning and Evaluation Committee

For Academic Year 2020-2021	
Goals for This Year from 2019-2020 Report	- Expand and grow the data coaching program. - Develop strategic plan for research needs and activities at the college. - Help groups make strategic plans & create a recommended template. - Prepare for the next CCSSEE survey. - Discuss the role for RPEC in regard to strategic enrollment management. - Work to make our data more useful to a wider audience.
Accomplishments	- Reviewed external and internal data requests - Wrote an end of the year analysis on the data coaching program including recommendations to improve the program next year. - Climate survey planning - Created and conducted a college-wide climate survey. - Developed and helped departments implement activities and goals spreadsheets. - Revised our research request process and policies - Reviewed various strategic plans from colleges across the nation. - Developed RPEC Research and Planning Strategic Plan - Provide evaluations of Professional Development and Technology strategic plans.
Next Year Goals	- Expand data coaching program. - Help groups utilize and gain information from the activities and goals spreadsheets. - Discuss Committee Membership - Discuss the student centered funding formula - Analyze results of DVC Experience survey, prepare a report to share with the college, re-administer in spring 2022 - Work with new contract Research Consultant on new projects for the college - Create a checklist and guide to assist college planning

Safety Committee

For Academic Year 2020-2021	
Accomplishments	Due to the pandemic, the Safety Committee has remained on hiatus since March 2020. In March 2021, the committee identified new members and began to meet again.
Other major committee accomplishment and achievements in the past year	- Several original members of the committee have left, but they have been replaced with strong leaders who will support the work moving forward. - We have determined that all future meetings will be held on Zoom to increase participation from both campuses.
Goals for 2021-2022	- To identify, train and redeploy safety monitors. - To work with the new director of marketing to ensure that the emergency preparedness plan and safety communication plan are implemented. - To participate actively in the return to work at both campuses. - To hold trainings related to safe behaviors post-pandemic. - To institutionalize the cycle of "Great Shake Out Work" in the fall and evacuation in the spring.
Major challenges/obstacles	It is not clear what role the College wants the committee to play as we come back to campus more fully this summer and fall.

Student Equity and Success (SES) Committee

For Academic Year 2020-2021	

Accomplishments	1. Began building the Equity Timeline Project and engaged the GP Student Advisory Group
	2. Approved SEAP funds for Emergency Grant for DREAMers
	3. Engaged ASDVC participation on SES from their Diversity Affairs Officer
	4. Coordinated with the Program Review Committee to have an equity lens in Program Review
	5. Pedagogy workgroup with SES faculty and classified professionals partnered with the Distance Education team to develop equity reminders for key points in the semester
	6. Connected SES work with Guided Pathways initiatives
	7. Built a clear relationship between SES and the workgroups (SEW, DevEd, and SSSP)
	    a. report outs at SES meeting
	    b. Each SES workgroup will submit a separate End-of-Year report
	1. Approved and Supported the change in language for the Dev Ed funding request form
	2. Supported the development of Ethnic Studies
	3. Worked with RPEC to complete the Activities and Goals Spreadsheet
	4. Start the discussions about the Student Advisory/Leadership group for Equity
	5. Increased transparency with the SEAP Budget

Goals for 2020-2021	● Continue coordination between SES and the workgroups (SEW, DevEd, SSSP including AB705)
	    ○ Report back to respective workgroups
	    ○ Workgroups report progress back to SES
	    ○ Workgroup leads coordinate with SES on SEAP
	    ○ Student engagement through workgroups
	● Develop and inform the college on how institutional initiatives intersect
	    ○ Develop Equity Timeline Project
	    ○ Report to College Council

	• Partnership with the Guided Pathways Steering Team with an intentional equity focus in the ongoing implementation of the project including the Success Centers • Coordinate with RPEC to measure the impact of key programs, initiatives, and research needs with an equity lens • Coordinate with Program Review Committee to refine language for the SEAP resource requests • Coordinate with the Professional Development Committee to improve integration and impact of anti-racist training and equity work • Coordinate with RJTF to create a virtual community for students, faculty and staff of color
Major challenges/obstacles	1. Technical obstacles to building the Equity Timeline Project. 2. Challenging to build community and integrate efforts in a virtual environment.

2020-2021 SES Ongoing work	1. Hiring
	    a. Engage in the RJTF Diversifying Hiring workgroup
	    b. Review Equitable language in hiring posts
	2. Research
	    a. Disaggregated Data Needs (e.g. AAPI)
	    b. Equity in Guided Pathways projects
	3. Pedagogy
	    a. Coordinating with Pedagogy Inquiry Teams/Communities of Practices
	    b. Equity reminder emails at the beginning, middle, and end of the semester
	    c. Utilize Social Justice Speaker and Equity Speaker series to connect co-curriculum with curriculum (collaborating with CCC and LMC)
	    d. Support the integration of instruction and services through GP initiatives
	    e. Coordinate with the newly established 4CD Ethnic Studies Council through RJTF action team
	4. Student Support Outside the classroom
	    a. Support DI-focused stakeholders and workgroups
	    b. Work with RJTF to ensure the process of reporting microaggressions and other such incidents are transparent
	    c. Support Equity in Student Services (e.g.
	    d. Caring Campus)
	    e. Facilitate DI student focus-groups input in the Guided pathways process
	    f. Remote community building

Committee Membership	Lisa Gwyn, Sangha Niyogi, Kenyetta Tribble, Angela Parris, Rosa Armendariz, Yusuf Bello, Alicia Brizzi, Kristina Gomez, Beth Hauscarriague, Sarah Peterson, Mercy Pono, Despina Prapavessi, Ian Thomas-Bignami, Julie Walters

Student Equity Workgroup

For Academic Year 2020-2021	
Members	<table><tr><th>Member</th><th>Position/Title</th></tr><tr><td>Rosa Armendariz</td><td>Co-chair</td></tr><tr><td>Sangha Niyogi</td><td>Co-chair</td></tr><tr><td>Mark Akiyama</td><td>Interim Dean, Guided Pathways and Special Projects</td></tr><tr><td>Yusuf Bello</td><td>Diversity Affairs Officer, Associated Students of Diablo Valley College</td></tr><tr><td>Vanessa Darling</td><td>Program Assistant, Student Success & Support Program</td></tr><tr><td>Kristina Gomez</td><td>Administrative Assistant, Office of Student Engagement & Equity</td></tr><tr><td>Diane Lawrence</td><td>Faculty SRC</td></tr><tr><td>Ligia Morcillo</td><td>Assessment Center Technician</td></tr><tr><td>Taylor Oliver</td><td>Faculty SRC</td></tr><tr><td>Lindsey Shively</td><td>Faculty PHC</td></tr></table>
Updated Charge	The Student Equity Workgroup (SEW) is one of the three workgroups under the Student Equity and Success Committee (SES) and partners with ASDVC Diversity Affairs Committee. The charge of thegroup is to: • Plan, coordinate, and implement the Student Equity Speaker Series each academic year • Support professional development opportunities focused on equity and social and racial justice • Review professional development funding requests in partnership with the Professional Development Committee.

Progress	• This last year the Student Equity Workgroup (SEW), formerly the Student Equity Committee, collaborated with the Student Equity and Success Committee (SES) to align its work as one of the three workgroups of the new SES governance committee and with the goals of the Student Equity and Achievement Program (SEAP). • The primary accomplishment of the committee was to organize and implement the 2020-21 Equity Speaker Series in a virtual format. The series was extremely successful on all fronts. Attendance at the events, including students, employees from across CCCCD, and community members. There were 378 participants in thefirst event, and between 70 and 140 for the other 4 events, totaling 774 participants. 68 people attended all of the events (see attached spreadsheet). This is a phenomenal participation rate for any series, especially during the pandemic and online. • The technology team formed by committee members exceeded our expectations with smooth, professional, engaging and artistic webinars. The partnership with the facilitators, Drs. Eve Tuck and Wayne Yang, enhanced and professionalized the series. Additionally, the collaborationwith Corrina Gould and Sogorea Te' Land Trust allowed DVC to grow as partner with local Indigenous communities and leaders. We expect to continue these partnerships. • The most rewarding and inspiring outcome was the unexpected collaboration with the Women of Color Association (WOCA), Pride Alliance, and the Racial Justice Task Force (RJTF) in hosting Debrief Circles with students after three of the events. These were student led and facilitated and demonstrated the impact of the series on students. The description, images and recordings of each session are on the webpage: www.dvc.edu/campus-life/equity-speaker-series/
Future Work	• SEW has started planning the series for the 2021-22 academic year with the theme of *Cultivating Critical Hope.* We hope to connect more intentionally with Instructional departments and Student Services programs to connect with more students and faculty.

Student Success and Support Program (3SP)

For Academic Year 2020-2021	- Implemented online orientation, English and Spanish, on new platform (Canvas) - Implemented student success workshop on new platform, Canvas (level one probation intervention) - Reviewed online placement tool for clarity and provide more information about placement results - Updated course prerequisites and course numbering in the output for multiple measures tool and guided self-placement for MATH 124 and MATH 181 - Continued supporting the English and Math Departments with discipline experts collaboration via email referrals - Created step-by-step video on how to apply - Follow up email to students who complete the application but do not enroll - Reporting on students dropping English/math with reasons for drops (all disciplines as well) - Joint meeting with Developmental Education Work Group, Equity Work Group and AB705 leaders to review AB705 activities and focus on strategies to encourage students to take English and math in first year - Continued implementation of the 19-22 Equity Plan
Tentative goals for the next year	- Develop college specific online orientation with video on importance of completing 3SP steps - Develop ESL video similar to English and math videos on how to choose appropriate course - Ensure all websites updated with accurate and current course information (English, math, assessment center) - Add links to videos (what English and/or math to take) on multiple measure and guided self-placement output pages - Deep dive into COUNS 095 data - Develop marketing to first year students to take English and math in first year - Evaluate the integration of interest areas into online placement - Review the activities in the Equity Plan (SEAP) and prioritize

Work group members	Kim Christiana	Ted Munoz
	Rayshell Clapper	Sonja Nilsen
	Megan Hansen	Despina Prapavessi
	Gabriel Harven	Brian Raymond
	Beth Hauscarriague	Kenyetta Tribble
	Connie Konsavage	Cathy Walton-Woodson
	Sheila Lau	Laura Weaver

Sustainability Committee

For Academic Year 2020-2021	
Goals	- focus on compositing/recycling/waste reduction - Completion of a resolution endorsing alternate modes of transportation to campus - Expansion of side kick recycle bin program from AB to other buildings - Increase in EV charging stations at PHC and SRC
Accomplishments	- Conducted a visioning exercise around waste, developed long-term goals from it - Planning waste audits in FA, messaging about paper and other waste reduction upon return to campus - Passage of transit resolution by Classified Senate - Developed districtwide long-term sustainability goals, in anticipation of revised facilities master plan - Published 4 newsletters - Helped ASDVC organize Earth week with speakers on 4 consecutive days - Added EV charging stations at PHC (14) and SRC (10)

Workforce Development Committee

For Academic Year 2020-2021	
Purpose	The purpose of the Workforce Development Master Plan (WFDMP) is to guide the transformation of Career Education to meet the needs of current and emerging business demands and prepare students to compete in the global 21st century workforce. The plan establishes the most important priorities and goals as a continuing guide to our future actions and decisions about the allocation of resources.
Budget Oversight	Continued oversight over Strong Workforce Program (SWP) and Perkins grant funds. Collaboration with the Program Review, CEAP and Budget Committee to increase access to and awareness of Perkins & SWP grant funds. WFD will continue to work with the committees to streamline this process. • In collaboration with the college and district community effectively oversaw SWP budget of over 1.5 million & Perkins budget over $500,000. • WFD successfully hired three career program coordinators who will work with students to develop their career development and work-readiness skills; and promoted two existing program coordinators to Sr program coordinators that will focus on employer engagement and job/internship development. • DVC in partnership with Mount Diablo Unified School District (MDUSD) hired two 50% employees using our CCAP grant to support the CCAP STEM Pathway cohort at Ygnacio Valley HS. • Managed reporting of SWP and Perkins budget through Nova reporting platform. Completed conversion and met requirements for new Perkins V documentation and reporting. • Worked with Resource Allocation Subcommittee (faculty, staff, administrators) to review and allocate 2020-21 and 2021-22 grant funds. Funds support new equipment, software, human resources, program development, research and development
College & Community Infrastructure	Continue strengthening WFD's partnership and collaborative efforts by partnering with industry to increase student success by building access, awareness and engagement.

	• Implemented an Industry Insights Employer Engagement Series. Series highlights local companies and provides hiring and networking information to 4cd and HS students. WFD hosted six to eight companies each semester to promote the importance of career planning and exploration. WFD supports program-specific Industry Speaker Series for programs such as FTVE, MUSX, Journalism, Small Business/Entrepreneurship. Faculty invite industry professionals into class to share and demo real-world projects.
	• Implemented pilot of Career Mentorship program in SP21 with the MESA program to increase student and industry engagement. Mentorship program will be expanded in FA21 to EOPS, Architecture & MESA.
	• Continue to support student growth through the CE Student Leadership Program. Program provides direct support to students through the use of grant funds that enable to CE students to intern and gain relevant experience by using technical knowledge gained from CE programs to enhance their resumes & portfolios by gaining hands-on experience in their area of study, and supporting CE student success by tutoring and mentoring their peers. This programming increases student confidence, success and leadership, within career education (CE) programs. FTVE is developing a Student Internship Program to help students gain real-world experience & support video and tech needs of the college community.
	• Interdisciplinary Programming and new CE program certificates have been developed and implemented to include:
	    o Industrial Automation & Robotics (Fall 2021)
	    o Design for Manufacturing (Fall 2021)
	    o Python Programming (Fall 2021)
	    o Small Business/Entrepreneurship and Music IndustryStudies (Spring 2022)
	    o Interdisciplinary Cannabis/Hemp collaboration with CCC
	        – Biotech & Small Business/Entrepreneurship (Spring/Fall 2022)
	    o Drone Certificate Program- GIS, Administration ofJustice,
	    o Business, (Fall 2020), expanded to FTVE (Fall 2021)
	    o Small Business/Entrepreneurship and Culinary Arts (Fall2021)

	○ Small Business/Entrepreneurship and Horticulture (Fall2021) ○ Small Business/Entrepreneurship and Kinesiology(Spring 2022) ○ Artificial Intelligence/Agile Mindset course collaboration- CIS,ARTDM, Business, Industrial Design,Computer Science(Experimental Course-Spring 2022) - HS Engagement: WFD continues to offer HS Summer Career Academies. For 2019-20 WFD was only able to offer two program academies due to Covid-19. For 2020-21 WFD has been intentional about recruiting participation from local feeder high schools. We are hosting 11 academies that are available through the in-person, hybrid and virtual formats. WFD will pay for staffing, supplies and equipment to ensure access and exposure to engaging and interactive curriculum. - Counseling collaboration: Continued communication and collaborative efforts with the DVC Counseling Department to offer more targeted student support resources and to strengthen industry knowledge & engagement through advisory board participation. Working with Counseling to increase the use of Career Coach (Career exploration software) in Counseling 95 courses to help onboard new students with informed academic program and career/industry labor market information (LMI). - Advisory Board: Focused heavily on strengthening industry engagement through increased recruitment and membership of industry professionals to serve on CE Program Advisory Boards. - Marketing: Increased CE program marketing efforts in conjunction with the DVC Marketing dept. through a robust social media and display advertising campaign. Marketing efforts spotlighted new CE certificates, and supported updates to CE program webpages to ensure the public has access to current and relevant program information. WFD partnered with Marketing to create a new Comcast commercial highlighting DVC CE programs.
Future Goals	The WFD Committee will continue to review the WFD Master Plan annually and identify activities from the below four goals that will contribute to student success. GOAL #1: Curriculum Expedite the development and alignment of Career Education curriculum and processes in response to

	workforce technologies and trends within the regional labor market. Explore expansion of non-credit and not-for-credit CE course & certificates through Community Education.
	GOAL #2: Community Partnerships
	• Increase alignment, coordination and accessibility of DVC Career Education Programs with K-12, Adult Education, community-based organizations (CBO's) and the Workforce Development Board. Continue to expand HS & Adult articulation agreements. Increase engagement and support services to the Department of Juvenile Justice (DJJ). Explore expanding HS career academies to general education programming.
	GOAL #3: College Infrastructure
	• Evaluate and enhance existing college resources and infrastructure – strengthen integration of student services, instruction and learning communities. Partner with Student Services to create a work group of staff, faculty, administrators, students & community partners focused on developing a program infrastructure that supports formerly incarcerated and system-impacted students. Scale the Career Mentorship program.
	GOAL #4: Employer/Industry Engagement
	• Strengthen partnerships with business and industry to prepare students for work in their field of study to assist students in gaining meaningful, self-sustaining employment. With the onboarding of two new Employer Engagement Coordinators –WFD will strategically partner with the Foundation and CE program faculty and administrators to expand & solidify experiential pipelines with local companies. Partner with the Foundation and District Office to begin developing a DVC Alumni Association.