

DVC

DIABLO VALLEY COLLEGE

DVC Committee Annual Reports 2021-2022



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Budget Committee

For Academic Year 2021-2022	
Accomplishments	<ul style="list-style-type: none"> • Further refinement of tool to determine cost of consumables – multiple meetings including Academic Senate, deans, and department chairs for feedback including definition of consumable items needed for courses. • Developed rollout process for pilot program of above and presented to Deans and Chairs for feedback • Determined the need for a “consumable” category and defined it • Received costs of courses back from 2 departments and sent information to Finance to ensure courses are fully funded next year – borrowed heavily from the process used by Oceanography and Biology • Strong collaboration between both DVC campuses • Categorical managers gave funding recommendations early in the process • Subcommittee accomplished goal in development of the tool to determine cost of course consumable • Met with Program Review committee regarding eLumen implementation and how to make it more user friendly for Budget Committee process • Secured support from administration to fund pilot program
Goals for 2022-2023	<ul style="list-style-type: none"> • Expand the use of data collecting tool to capture the cost of consumables for remaining classes • Assist in the development of a tool to determine necessary funding per department based on schedule and per-course costs • Make recommendation about a process for high dollar items that are consistently found in Program Review and not funded – possibly multi-year funding • To make a recommendation on how or if a facilities committee might be involved in the budget allocation process. • Continue work on 2021-22 goals below: • 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. • 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 make a recommendation on how the technology committee

	<p>might be involved in the budget allocation process.</p> <ul style="list-style-type: none"> • 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. • 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	<ul style="list-style-type: none"> • Knowing what requests had already been funded in a prior year • Lack of formal process between Program Review Committee and Budget Committee • Not enough available funding for all priority items

College Council

For Academic Year 2021-2022	
Accomplishments	<ul style="list-style-type: none"> • Approved the ACCJC fiscal report and the Accreditation Follow-Up Report In collaboration with the Accreditation Advisory Group (AAG). • Successfully achieved reaffirmation of accreditation status from the ACCJC. • Approved the college’s plans for the use of the remaining Measure E bond money and expedited the upgrades to the LA building in preparation for the students return to campus in Fall 2022. • Finalized and articulated vaccine protocols for the campus and adopted the necessary Covid tools and software needed to conduct daily health assessment to ensure a safe return to campus • Program review improvements were made, and the new template was approved. • Started conversation with the various campus constituency groups about the Native American Graves Protection and Repatriation Act and a possible final resting location for the DVC campus. • Continued to support the Guided Pathways ongoing implementation and the successful roll-out of the Student Centers. • Received regular updates from Budget Committee, Communications Committee, Program Review Committee, Research Planning and Evaluation Committee, and Student Equity and Success Committee, and approved committee structure changes as needed. • Engaged with various forms of student data, including student preference data and enrolment patterns data, to promote informed conversations and decision making at the college.
Goals for 2022-2023	<ul style="list-style-type: none"> • 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 ongoing Guided Pathways work with implementation of student success teams and centers. • Advocate for the facility and technological upgrades needed to support teaching, learning and student success in our new multi-modal learning environment. • Continue discussion of optional funding opportunities for the college through a land lease. • Finalize plans for the repatriation of the Native American remains. • Continue to utilize data to make informed decisions for the college.
Major challenges/obstacles	<ul style="list-style-type: none"> • Remote work remains as a challenge as we try to find ways to work effectively online while also seeing the need for more in-person interaction. • Continued challenge of operating in uncertain times, specifically in regard to changing health protocols and changing enrollment patterns.

Developmental Education Committee

For Academic Year 2021-2022	
Challenges, Progress, and Accomplishments	<ul style="list-style-type: none"> • In the fall semester, Dev Ed continued work from last year to align projects with Guided Pathways. The committee reviewed all of the current projects matching them to the pillars of Guided Pathways while also identifying underserved areas. The committee produced a document that was shared with the leaders of the Student Equity and Success Committee. • Over the past few years, as the work of AB705 continued to evolve, the co-chairs along with administration discussed the need to move Dev Ed work into a new committee structure. The co-chairs discussed the idea with committee members in the fall semester and there was consensus to move toward a new structure but to ensure the needs of Dev Ed students are met. • Recognizing the need to align various projects with new Guided Pathways structures and leadership positions, the leads for the Pedagogy Inquiry Teams project, originally designed and supported through Dev Ed, worked to institutionalize the project as a recurring one-year cycle and pass on leadership of the project to the GP Interest Area Pedagogy Leads under the direction of the Dean of English and Equity Pedagogy. • Throughout the spring semester, meetings were held with the co-chairs of SES to discuss the future of Dev Ed and possible new committee structure. The current plan is to incorporate much of the work Dev Ed has traditionally done into a restructured sub-committee structure within the Student Equity and Success Committee. Under this plan, the current SES workgroups (Student Equity Workgroup, 3SP, and Dev Ed) would potentially be restructured as: <ul style="list-style-type: none"> • Student Onboarding • Student Equity Workgroup • <i>Equity Innovation Fund</i> • Dev Ed Committee members will be encouraged to join the Student Onboarding group or any of the other groups. • Projects Funded: The committee funded proposals in the fall of 2021 but did not send out a college-wide request for proposals in the spring. <ul style="list-style-type: none"> • Math in Chemistry Support Courses • Additional Counselor in Counseling 95 • Self-Paced Learning Module for English Skill-Building • ESL Enrollment Evenings • SRC English Supplemental Instruction

	<ul style="list-style-type: none"> • Academic Support Center (ASC) • Academic and Career Coaching project • Project Access • Pedagogy Inquiry Teams • ECE Social Justice • Math AB705 Lead • Math Embedded Tutoring Coordination • English Faculty Clinics • English AB705 Coordinator • English Retreat • ESL Advising/Liaison • Embedded Tutors for English 122L, 122A, and 122 AL • Textbooks for Learning Community Book Loan Program • Umoja Think Tank • Umoja SI Positions
Ongoing Work, Needs, and Goals	<ul style="list-style-type: none"> • While discussions are ongoing about the final restructuring of the work under SES, the committee members are firmly committed to Dev Ed work at the college. The committee recognizes the need for new structures to be implemented at the college to help students whose educational needs are not yet being met. It is imperative that support structures are developed for at-risk students and that students who need additional support and resources are provided equitable opportunities for success at DVC. There is still a need for college-wide discussions around Dev Ed issues and the current committee hopes that the college administration addresses these concerns within a new structure.

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	Laurie Sample	Spring 2021	
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	Vacant		
10. SRC Manager	Kenyetta Tribble	Fall 2017	
11. Faculty: SRC	Charles Shackett	Fall 2021	
12. Manager: Student Services	David Hagerty	Spring 2017	
13. Manager: At-large	Vacant		
14. Student: ASDVC	Vacant		
15. Student: ASDVC	Vacant		
16. Classified: At-Large	Kristina Gomez	Fall 2017	
17. Classified: At-Large	Nicole Gomes	Fall 2020	

Equal Employment Opportunity Advisory Committee (EEOAC)

For Academic Year 2021-2022	
Goals	<ul style="list-style-type: none"> EEOAC members participate in the DEEOAC EEO Plan and Recruitment and Employment Hiring Guide Workgroups Create clear and consistent communication process, updates, and share Multiple Methods reports from DEEOAC Collaborate with CCC/LMC EEOAC on districtwide professional development and review charge and function
Progress Toward Goals	<ul style="list-style-type: none"> DVC EEOAC members joined workgroup to update the EEO Plan and Recruitment & Employment Hiring Guide EEOAC provide feedback on the EEO Plan and Recruitment & Employment Hiring Guide edits The Multiple Methods report was shared with the EEOAC and feedback was provided to the DEEOAC Chair
Major Accomplishments	<ul style="list-style-type: none"> Membership representation on the DEEOAC sub-committees tasked with updating the EEO Plan and Recruitment and Employment Hiring Guide Members provided updates to the EEOAC and shared the draft EEO Plan for feedback Established permanent leadership with the hiring of the Vice President of Equity and Student Services Determined the need for clear delineation of duties from DEEOAC and campus EEOAC. This will be an ongoing effort
Challenges	<ul style="list-style-type: none"> Understanding the role of the committee as it relates to the district Outlining the differences between EEOAC and Diversity and Hiring Task Force Committee Membership - faced challenges with transition of Chair/Co-Chair
Goals for 22 – 23	<ul style="list-style-type: none"> Collaborate with CCC/LMC EEOAC on districtwide professional development and review charge and function Collaborate with campus HR to review hiring data to analyze trends related to diversity, equity and inclusion of new employees EEOAC members participate in the update of the Recruitment and Hiring Guide

Guided Pathways

For Academic Year 2021-2022	
Accomplishments	<ul style="list-style-type: none"> • Leading, planning, implementation, integration, and opening of 6 Interest Area Student Centers. • Supported onboarding of new Student Center Staff- of the 28 identified positions, 25 have been filled this academic year. • Provided norming, integration, and support for Interest Area Deans and their Student Center Teams. • Provided norming, integration, and support of Interest Area Student Center staff x roles (i.e., Senior Lab Coordinators, Faculty Leads, Faculty Pedagogy Leads, Faculty Tutoring Coordinators). • Provided norming, integration and support for Counseling Liaisons and Work Force Development Liaisons into Interest Area Student Centers. • Katie Kreske planned, coordinated, and supported all Pathways Implementation Team meetings. To increase work transparency of the Pathways Implementation Team, Katie also documented and continuously updated all the 2021-22 Student Center projects/work here (completed SP22): <ul style="list-style-type: none"> ▪ https://email4cd.sharepoint.com/:x/s/InterestAreaPathwaysTeamSite/EXdqmTPueyhGtVa5xCX5umcB2KajVkJkHjThytTi4vKbQ?e=PtOpJ4&wdLOR=c9980BD94-1D17-6644-B89B-BA690997001A • Katy Agnost and Kyle Whitmore led college-wide discussions on moving to a centralized online and face-to face tutoring model. <ul style="list-style-type: none"> ▪ In 2021-22 began implementation of centralized tutoring model across Student Centers: <ul style="list-style-type: none"> ▪ https://www.dvc.edu/current/student-centers/online-tutoring.html • SP22 Interest Area Student Center Data Snapshot: <ul style="list-style-type: none"> ▪ 9000+ face to face campus visits ▪ 8000+ student hours in the centers ▪ 1300+ Online visits (tutoring). ▪ SP22 Student Center Accomplishment and Milestones: <ul style="list-style-type: none"> ▪ https://email4cd.sharepoint.com/:x/s/InterestAreaPathwaysTeamSite/ESsK_azy0hFiOHn7nrL2bgB1IAHiUgGwuhLJynvuA9Gyg?e=ZrWdii&wdLOR=cB8302594-36F5-9644-8DA4-2729B16505F1 • Kat King designed, developed, implemented, and provided ongoing support of our new Interest Area Student Center and Online Tutoring Webpages: <ul style="list-style-type: none"> ▪ https://www.dvc.edu/current/student-centers/index.html ▪ Over 12,000 views on the Student Center index page since fall 2021 ▪ Over 43,000 views when including all our Student Center webpages • Kat King and the Distance Ed Team developed new Canvas Student Support and Basic Needs Hubs (Completed FA21). <ul style="list-style-type: none"> ▪ Over 18,250 Support Hub views since summer 2021 ▪ Most clicked tiles: Tech Help & Loans, Academic Support,

Health and Wellness, Ed Planning

- In coordination with the Dean of Institutional Effectiveness and Accreditation, developed and proctored a survey on data collection practices across all Student Centers and Learning Communities; provided data collection recommendations to begin standardizing data collection practices (completed FA21).
 - In coordination with Lindsay Kong, Dean of Institutional Effectiveness and Accreditation (interim), began the standardization of SARS “Reason” Codes across all student centers.
- Mark Akiyama served as the communication liaison between the Pathways Implementation Team and the VP’s/Deans Group to support the planning, implementation, and integration of the new Interest Area Student Centers.
- Collaborated with our new Marketing and Communications Director, Brandy Howard to support the branding and communication for the Interest Area Student Centers.
 - Supported continued iteration and improvement of 17-week messaging.
 - Supported development and planning of videos by CDA.
 - Supported completion of new IA Homepage by eJae Designs (Marketing and Communications).
- Supported the Dean of Counseling and Student Success Programs with integration of DVC-PHC Counseling Department (Completed SP22).
- Supported the Dean of English and Equity Pedagogy, outgoing Pedagogy Inquiry Team (PIT) leads, and Faculty Pedagogy Leads to develop roll-out of second phase (2.0) of the PIT-*Inquiry and Action* Process for FA22 (completed SP22).
- Worked with an Adjunct Faculty Research Team on implementing focus groups to document the equity minded practices and interventions employed by our Learning Community Program Leads (completed SP22).
- Worked with SEAP Committee to map and align current activities and interventions across the 4 pillars of Guided Pathways (completed FA21).
- Supported DVC Psychology Area in the development of a 100% online ADT Psychology Pathway for the PACE Program.
- Pathways Implementation Team regularly delivered progress updates to Academic & Classified Senates, VP/Deans Group, and Deans and Department Chairs.
 - SP22- Pathways Team also presented on Student Centers at two Statewide Conferences (Pathways to Equity Conference & California Guided Pathways 2.0 Institute).
- Submitted 2021-2022 Guided Pathways Scale of Adoption (completed FA21).

<p>Obstacles and/or problems with goal accomplishment</p>	<ul style="list-style-type: none"> • Bandwidth and motivation of our community to plan and implement DVC Pathways continues to be a concern. • College should consider moving to an <i>inquiry and action cycle</i> for each of its Pathway’s projects. <ul style="list-style-type: none"> ▪ The Office of Institutional Effectiveness and Accreditation should be included in the early planning discussions to assist with data and development of evaluation protocols. • More work needed on how leadership communicates Pathways work broadly to our campus community.
<p>General recommendations/tentative goals for next year</p>	<ul style="list-style-type: none"> • Identify cross-functional leads and team members responsible for developing, planning, and implementing next phase of 2022-23 Pathways Academic Onboarding SOW (GP Pillars: Connect- Entry). • 2022-23 Pathways focus on reimagining onboarding process and support for new students. <ul style="list-style-type: none"> ▪ Begin evaluation and redesign of current AB705 efforts. ▪ Integrate WFD, FYE, LC’s into onboarding discussions • Improve integration of Pathways and Student Equity/SEAP. • Work with Classified Senate to develop “warm handoffs” between Student Support Services and Student Centers. • Continue to integrate pedagogy work into all Interest Areas. • Continue to support deans, managers, classified professionals, and faculty with the planning and implementation of integrated student support across all Interest Area Student Centers. • Continue to support the SAC and faculty lead to provide the student’s voice in our GP work.

Program Review Committee

For Academic Year 2021-2022	
Accomplishments	<ul style="list-style-type: none"> • Conducted and improved training for writers and validators • Produced video guide and PowerPoint presentations for writers and validators • Expanded drop-in Program Review office hours to answer questions from writers • Revised rubric to incorporate college mission and equity outcomes. Rubric to also better address requests indirectly related to student success • Continued to review and improve the ranking process <ul style="list-style-type: none"> ▪ 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 (Goal from 2020-2021 report) ▪ Reviewed with Director of Marketing and Communication Services and Other Needs requests that identify website, social media and marketing needs ▪ Reviewed with Technology Systems Manager technology (software and hardware) requests (Goal from 2020-2021 report) • Worked collaboratively with other committees involved in the resource allocation process to improve communication and workflow (Goal from 2020-2021 report) <ul style="list-style-type: none"> ▪ 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 • Provided training about the resource allocation process for committee members, including best practices for reading and reviewing Program Review requests • Ranked program/department requests based on the established rubric • Read comprehensive and annual Program Reviews and identified common themes and trends

Challenges	<ul style="list-style-type: none"> • Technology requests reveal the need for more frequent refreshment cycle for certain departments/offices, such as A&R. Numerous requests for miscellaneous items, like software license renewals, that should be part of a department budget rather than Program Review. • Need for information/training on alternative sources for needs and requests, such as Work Orders, Help Desk Tickets and Professional Development funds. • Need for a feedback loop process (i.e., providing Program Review feedback to writers; informing technology requests with IT expertise) • Difficulty in having consistent student representation on the committee which impacts the ability of the committee to reach a quorum, as well as having a student voice in discussions and ranking decisions. • Inconsistent quality in written justifications in terms of writing to the rubric. Incomplete requests (e.g., missing cost information) • Concern over requests that score high on the rubric but what is requested seems like it should be part of the job (e.g., stipends for individual faculty to participate in training, faculty to be paid for tutoring). • Consolidating multiple requests for the same type of training (e.g., equity training) and/or direct writers to the existing training available • 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 • 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 2022-23	<ul style="list-style-type: none"> • Transition from WEPR to eLumen system • Implement new resource request form • Continued examination and improvement of PD fund request process • Collaboration, and increased integration with key committees and stakeholders (Budget, Technology, and Professional Development Committees) • Update the Program Review handbook to reflect transition to eLumen and new resource request form • Continue to improve training for writers and validators • Formalization of feedback loop process (i.e., providing Program Review feedback to writers; informing technology requests with IT

	<p>expertise)</p> <ul style="list-style-type: none">• Determine best practices for dealing with requests not directly related to student success but have a positive effect on the student experience• Intentionally incorporate data coaches to assist with the review and analysis of new data sources to inform program review• Integrate the validation processes of Instructional, Student Services, and Hybrid Program Reviews
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Research, Planning and Evaluation Committee

2021-2022 Goals	Progress Toward Goals
<i>Expand data coaching program</i>	<ul style="list-style-type: none"> Conducted an evaluation of the prior model Researched models at other institutions New model for data coaching in development with projected launch of data coaching 2.0 in 2022-23
<i>Help groups utilize and gain information from the activities and goals spreadsheets</i>	<ul style="list-style-type: none"> Discussed activities and goals spreadsheet Decided as a committee to pause project
<i>Discuss Committee Membership</i>	<ul style="list-style-type: none"> Completed RPEC committee evaluation survey
<i>Discuss the student-centered funding formula (SCFF)</i>	<ul style="list-style-type: none"> Incorporated discussion of SCFF into KPI development
<i>Analyze results of DVC Experience survey, prepare a report to share with the college, re-administer in spring 2022</i>	<ul style="list-style-type: none"> Developed DVC MyExperience report Incorporated MyExperience results into Data & Information Guide Shared survey results during Spring flex
<i>Work with new contract Research Consultant on new projects for the college</i>	<ul style="list-style-type: none"> Campus-based researcher regularly attends RPEC and has completed numerous projects both with and outside of RPEC
<i>Create a checklist and guide to assist college planning</i>	<ul style="list-style-type: none"> No progress made towards checklist
Major Accomplishments	<ul style="list-style-type: none"> Developed recommendations for Key Performance Indicators Actively recruited new members and expanded RPEC committee membership Worked in conjunction with the Office of Institutional Effectiveness to create the Data and Information Guide (DIG) Presented information about RPEC, MyExperience Survey, and the DIG during Spring flex Provided feedback on surveys to on-campus groups Reviewed and updated IRB processes Recommended methodology for Institution Set Standards and Stretch Goals Reviewed 3 internal and 6 external research requests using established process. 3 internal and 3 external requests were approved.
Challenges	<ul style="list-style-type: none"> No action plans established to turn the large volume of data into action – need to develop protocols for evolving data from points of information to catalysts for action Lack of clarity on how data is being used to inform decisions Lack of working communication flow – how to communicate

	<p>data to key stakeholders to spark action</p> <ul style="list-style-type: none"> • No faculty surveys conducted to assess employee needs
<p>2022-23 Goals</p>	<ul style="list-style-type: none"> • Develop strategies and activities to assist the institution in going from data to action • Develop more efficient and effective communication channels to inform the institution about relevant research (e.g., newsletter) • Develop method for regularly sharing actionable data with the college community (e.g., share out bite-sized actionable data) • Establish timeline for reviewing, evolving, and conducting the MyExperience survey • Offer regular RPEC-focused presentations to the campus community (e.g., fall and spring flex) • Maintain active full committee membership • Create a checklist and guide to assist college planning efforts

Safety Committee

For Academic Year 2021-2022	
Committee Membership	<ul style="list-style-type: none"> • <u>Tri-Chairs:</u> <ul style="list-style-type: none"> o <u>Jose “Mauricio” Najarro</u>, Academic Senate & SRC o <u>Charles Ramos</u>, Management Council o <u>John Christensen</u>, Classified Senate • Student Representative (Lianna Reyrao) • M&O (Jim Buchanan) • Police Services (Kathryn McDonald) • Student Services (Carrie Sadighian) • DSS/CARE (Nicole Despins) • Student Life (John Christensen) • Communication (Brandy Howard) • SRC (Ann Uawithya, Mauricio Najarro) • Kisha Lee, Notes/Minutes Taker
Accomplishments	<ul style="list-style-type: none"> • The DVC Safety Committee reconvened to meet regularly on the 2nd Monday of the month from 12:30-2pm beginning on September 13, 2021. • Filled vacant seats on the committee for Tri-Chair Rep for Management (Charles Ramos), Police Services (Kathryn McDonald) and Communication (Brandy Howard) • Added a Student Appointee from ASDVC (Lianna Reyrao)
Other major committee accomplishment and achievements in the past year	<ul style="list-style-type: none"> • Organized a campus-wide training session: “How to deal with angry students under stress as a result of the Pandemic,” presented & recorded via Zoom; facilitated by CCCSIG Trainer, Steven Weber • Updated the Master Campus Safety Monitor list for both PHC & SRC campuses • Began the task of taking inventory of Safety Monitor supplies • Identified areas of future training needed, e.g., Safety Monitor Refresher I & II, CPR/First-Aid, AED, etc.
Goals for 2022-23	<ul style="list-style-type: none"> • Continue meeting regularly once a month via Zoom with consideration for a hybrid meeting; meeting day/time TBA @ discretion of member schedules • Replace members from vacated seats, e.g. Classified Senate & Tri-Chair Appointment, Student Life Rep., ASDVC Student Rep. • Train and redeploy Safety Monitors • Continue the task of taking inventory of Safety Monitor supplies • Implement other areas of future training as needed, e.g., CPR/First-Aid, AED, Shelter in-place/Active Shooter, etc. • Continue working with the new Director of Marketing to ensure that the emergency preparedness plan and safety communication plan are implemented • Participate actively in the return to work at both campuses.

	<ul style="list-style-type: none">• Institutionalize the cycle of “Great Shake Out @ Work” Earthquake Drill in the Fall and Evacuation Drill in the Spring• Resume regular rotation of Fire Drills
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Student Equity and Success (SES) Committee

For Academic Year 2021-2022	
<p>Progress achieving the priorities outlined at the start of the year and related documents</p>	<p>I. This year, a lot of our energy has been focused on coordinating with Guided Pathways and our workgroups to conceptualize the restructuring of SES workgroups: Dev Ed, 3SP, and SEW. We conducted a mapping retreat at the end of the last semester to gain greater transparency about all the programs and activities that impact the student journey. Our goal is to:</p> <ul style="list-style-type: none"> • Avoid duplication of efforts for onboarding, retention, and pedagogy • Harness the talent, dedication, and equity-mindedness of SES workgroup’s members • Integrate and organize technology for implementation and evaluation; create an inquiry cycle • Ensure the best outcomes for disproportionately impacted students in the Success Centers framework • Identify the critical junctures where the work requires support <p>II. The Student Equity Workgroup organized the powerful 2021-2022 Equity Speaker Series, <i>Cultivating Critical Hope</i>, with invited activists, artists, and scholars to realistically assess our environment through a lens of equity and justice while also envisioning the possibility of a better future. The SEW has invited the college to participate in planning the 2022-2023 Equity Speaker Series on the theme of <i>Health Justice: Reimagining Health and Wellness</i>. The Equity Speaker Series has been invaluable in building virtual community in a time of crisis and transition. We hope it will continue to be a tool for integrating curriculum, community engagement, and the work of the different student centers.</p> <p>III. The committee is working with the Program Review Committee to make SEAP funding more transparent and focused on closing equity gaps. The Student Equity and Achievement (SEA) Program was established in July 2018. It combined funding from three distinct programs into one bucket with the goal of providing colleges more</p>

	<p>flexibility in spending related to equity and student services. We are working on a clear and transparent process for allocating SEAP funds. Currently, SEAP is included within Program Review but not everything fits the equity goal, and our committee wants to carefully review the current and future use of SEAP funds to ensure a focus on equity. This means developing a SEAP work-plan that collects the necessary data for each program funded by SEAP and aligns those programs' goals with the Chancellor's Office student equity metrics as well as our own Student Equity Plan. (Targeted completion 22-23)</p> <p>IV. SES has played a significant role in the college's efforts to equitize pedagogy. SES members, including faculty and classified professionals have consistently partnered with the Distance Education team to develop equity reminders for key points in the semester. SES has recommended that the Social Justice Speaker and Equity Speaker series should connect co-curriculum with curriculum and continue successful collaborations with our sister colleges, CCC and LMC. At the beginning of Spring, SES collaborated with the Academic Senate to facilitate a flex workshop on learning and teaching with an equity lens in multiple modalities. We continue to coordinate with the Pedagogy Inquiry Teams to keep equity front and center in the newly sourced Student Centers. (Completed and Ongoing)</p> <p>V. The SES committee members participated in the USC institute to receive the training we need to write a transformational rather than a transactional Student Equity Plan for the college, prioritizing our goal of achieving racial justice and closing the most glaring equity gaps in student success. The deadline to submit the Student Equity Plan is Nov 30th and this semester we are focused on developing the plan including clarifying our notion of equity, accessing, and sharing the template, setting a timeline, gathering and analyzing the data, and finally, writing the plan during the summer. We must also inform and engage all the stakeholders at our college about the plan to ensure successful implementation. Our larger goal is to operationalize the plan by aligning with Program Review and the Pathways Interest Areas.</p>
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<p>Major obstacles and/or problems with goal accomplishment</p>	<ol style="list-style-type: none"> I. Last year we began the Equity Timeline Project that has stalled due to technical obstacles and lack of resources for marketing and communication. II. It has been challenging to build community and integrate efforts in what continues to be a largely virtual environment. III. After major changes such as AB 705, the SES workgroups have experienced transitional instability. We need to clarify roles and functions ASAP to operationalize our goals. IV. This committee is charged with equity in all aspects of the college's functioning but has not been empowered in a way that gives it explicit control over all these projects.
<p>Tentative goals for the next year</p>	<ul style="list-style-type: none"> • Submit the new Student Equity Plan and focus on communication and operationalization of the plan. • Review and finalize new charge, function and membership of the SES by reconfiguring the prior workgroups. Identify what aspects of the workgroups needs to continue and where they will live. Identify gaps and opportunities. • SES must align pedagogy work that has been taken on by Pathways, and coordinate to ensure AB 705/Academic Onboarding work continues. Consider Guided Pathways could be a workgroup under SES and not a parallel structure in aligning with the new Academic Onboarding workgroup. • SES needs a more action-driven agenda to implement projects through new workgroup and choose project managers to own the work.

Sustainability Committee

For Academic Year 2021-2022	
Goals	<p><u>Wastes:</u></p> <ul style="list-style-type: none"> • Started term with Shrink, Drink, Think campaign to reduce waste production in SU/FA • Assisted with Implementing a 3-bin system for wastes at SRC and in new PEK building • Met for DW Sustainability Committee • Agreed on uniform signage for waste containers across all colleges and campuses • Planned but could not complete waste audits to assess success of segregation due to change in personnel at the garbage hauler for PHC (Republic Services) <p><u>Events</u></p> <ul style="list-style-type: none"> • Co-organized an Electric Vehicle Demonstration Event Oct. 25, with local non-profit Charge Across Town, • nearly 200 test drives for bikes and cars • Organized an on campus Treasure Hunt April 18-22 for Earth Day • Created videos on 6 sustainable aspects of DVC for the website • Used the app Actionbound to lead students to information about campus sustainable practices <p><u>Water</u></p> <ul style="list-style-type: none"> • Reviewed water usage data • Met twice with rep from Contra Costa Water District • Identified potential sources of a leak on campus <p><u>Other goals</u></p> <ul style="list-style-type: none"> • Approved updates to 8 DW goals on Sustainability that align with those from the CCCCCO • Forwarded a recommendation to DVC's College Council on these goals • Published 3 newsletters sent to all employees.

Workforce Development Committee

For Academic Year 2021-2022	
Committee Charge & Function	<ul style="list-style-type: none"> • Develop, implement, and evaluate the Workforce Development Plan, the Perkins Plan, and the Strong Workforce Plan as articulated in the Education Master Plan • Provide support to the Workforce Development Office on the implementation of plans • Provide advice/suggestions/recommendations regarding issues related to career education programs • Ensure coordination among career education programs, and with student services • Evaluate and approve subcommittee activities and projects • Propose new projects and CE programs • Evaluate/monitor the success of programs • Assist in improving programs • Provide evidence to support college accreditation
WFD Master Plan	<ul style="list-style-type: none"> • 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	<p>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.</p> <ul style="list-style-type: none"> ○ In collaboration with the college and district community effectively oversaw SWP budget of over 1.5 million & Perkins budget over \$500,000 for 2021-22 academic year. ○ 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 WFD Resource Allocation Subcommittee (faculty, staff, administrators) selected from members of the Workforce Development Committee to review all Program Review requests and allocate 2022-23 grant funds of more than 1.2 million. Funds support new

	equipment, software, marketing, human resources, program development, research and development.
College & Community Infrastructure	<p>Continue strengthening WFD’s partnership and collaborative efforts by partnering with industry to increase student success by building access, awareness and engagement.</p> <ul style="list-style-type: none"> ○ Workforce is working closely with DVC’s Interest Area Student Centers to define our role in the career piece of guided pathways. Through collaborative relationship building WFD is working to embed career and college resources into the centers and embed into courses. The Workforce staff regularly attend planning meetings and are developing relationships with Center leads to offer career preparation and work=readiness support services in-person and online. ○ WFD will continue to partner with faculty to fund the efforts of the Co-Lab to increase equitable access to online resources. The CTE CoLab coalition, a co-learning and co-creating laboratory will convene and support a College Community of Practice (CCP) of 15 community and technical colleges to develop a Toolbox of evidence-informed resources to reduce equity gaps in credit-bearing, online, for-credit postsecondary CTE programs. ○ DVC hosts an apprenticeship coordinator through the California Apprenticeship Initiative (CAI). This position is charged with researching and developing traditional and non-traditional apprenticeship programming to support recruitment, training and onboarding of new workforce. ○ Continue to grow the Industry Insights Employer Engagement Series to include CCC & LMC students. 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. ○ Fall 21 and Spring 22 increased participation in the Career Mentorship program that was piloted in SP21 to now include students from EOPS, Architecture & MESA. The mentorship expansion will continue through the inclusion of two new career education program per semester. The goal is to scale college-wide over the next five years.

	<ul style="list-style-type: none"> ○ Purchased a subscription to LinkedIn Sales Navigator to strengthen engagement to the industry employers and alumni. This utilization of this platform has significantly increased our program’s ability to connect with community members by industry. This has resulted in increased numbers of advisory board members, guest speakers and career mentors. We will be partnering with the DVC Foundation to onboard an alumni association and hope to use this tool to foster relationships with former students to provide career mentorship and networking support to current students. ○ WFD hosted multiple career-focused events this year to include ECE Job Fair, Public Safety Expo, CA Building Officials Hiring Event, Film Television & Electronic Media Networking, & Kinesiology Employer Interviewing. ○ Continue to support student career growth through the CE Student Leadership Program. Program provides direct support to students through the use of grant funds that enable 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. <p>HS Engagement: WFD is partnering more intentionally with MDUSD to identify HS career pathways that can funnel into career education programs. Committee members have requested more engagement and outreach to local feeder high schools. Workforce staff have increased outreach efforts to feeder high schools and additional outreach to schools outside our district who inquire about DVC career ed programs.</p> <ul style="list-style-type: none"> ○ DVC continues to offer HS Summer Career Academies for academic credit. WFD pays for staffing, supplies and equipment to ensure access and exposure to engaging and interactive curriculum. ○ Summer 2021 WFD was intentional about recruiting participation from local feeder high schools. DVC hosted 11 academies that were available through the in-person, hybrid and virtual formats. High touch recruitment efforts resulted in 21 more students participating in the academies in 2021 from 2019 (2020 academies were canceled due to Covid) from Mt. Diablo schools. <p>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</p>
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	<p>advisory board participation. An academic counselor gets .1 hours (4 hours per week) of reassign time to partner with Workforce to support the collaborative efforts between Student Services and WFD. Counseling time is used to support student-facing events. Strategic conversations and training to embed industry-specific career development and labor market information (LMI) curriculum into CE and GE courses. This is being designed to ensure all DVC students have a connection to support services and access to transitional resources (resume development, interviewing, networking, internships).</p> <p>Advisory Board: WFD is developing an advisory board application and welcome letter to streamline the board member onboarding process. Utilizing the new LinkedIn Sales Navigator subscription WFD was able to increase the number of engaged advisory board members. The committee is also exploring opportunities to increase board member engagement with students by adding a student member to each board, and through interactive activities such as networking events, guest speaking and industry-specific competitions such as the Piranha Pool Pitch Competition, hackathons, Industry Insights, etc.</p> <p>Marketing: WFD continues to market individual CE programs through social media and display ads. WFD pays for a Comcast commercial and is planning increase marketing to targeted audiences next year through program-specific commercials. WFD produces the Career Focus publication that is mailed to residents of CCC twice per year highlighting DVC & SRC career education and student services programming. WFD is partnering with the Marketing Office to create a Marketing & Communication Coordinator position. This work will focus on increased visibility of individual college programs and build awareness of support services and experiential opportunities.</p>
<p>Future Goals</p>	<p>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.</p> <ul style="list-style-type: none"> • <u>GOAL #1: Curriculum</u> Expedite the development and alignment of Career Education curriculum and processes in response to workforce technologies and trends within the regional labor market. Continue to provide training and explore expansion of non-credit and not-for-credit CE course & certificates through Community Education. • <u>GOAL #2: Community Partnerships</u> 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. High School Outreach:

	<ul style="list-style-type: none"> ○ Combine DVC Day with 9th and 10th graders. DVC teams visit two high schools, plus the Olympic Continuation School. Run these HS campus events in the fall semester each year. Partner with DVC Outreach and MDUSD to pilot DVC Day at Mt. D, Ygnacio Valley & Olympic for FA22. ○ Partner with DVC Outreach & MDUSD to host Junior Day on the DVC campus SP23. Partner with DVC Outreach and program faculty to host DVC Career Day's by Interest Area. Juniors in HS career pathways will meet DVC support teams and program faculty while getting facility tours and equipment demonstrations. Potential pilot DVC Career Pathway Days include: Art Digital Media/Arts/Culinary Health Science Career Pathway Day, Math & Engineering Career Pathway Day. ○ Increase high school engagement opportunities with MDUSD, MUSD & SRVUSD through projects and competitions to get HS students excited and engage them in activities with instructors and students. ● <u>GOAL #3: College Infrastructure</u> Continue to work with Student Centers to embed college and career readiness activities and curriculum into workshops and course curriculum. <ul style="list-style-type: none"> ○ 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. ○ Continue to scale the Career Mentorship Program. ● <u>GOAL #4: Employer/Industry Engagement</u> <ul style="list-style-type: none"> ○ Continue to strengthen partnerships with business and industry using the LinkedIn Sales Navigator and participate in virtual & in-person events hosted by local chambers and associations. These industry connections will help us to define opportunities for students to gain knowledge & exposure, build an industry network and gain experience through entry-level jobs & internships. ○ Partner with the Foundation and District Office to begin developing a DVC Alumni Association.
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