

Diablo Valley College Glossary of Commonly Used Terms and Acronyms



3SP Committee	<u>Student Success and Support Program Committee (formerly Matriculation Committee):</u> develops, implements, and evaluates the Student Success and Support Program (3SP) and monitors and recommends improvements to all aspects of the matriculation process in accordance with State guidelines.
AAG	<u>Accreditation Advisory Group:</u> With leaders and members from all constituencies across campus, the AAG is the designated committee responsible for the overall planning and supervision of the self-evaluation process and the preparation of the institutional self-evaluation report. Since September 2012, the AAG has met bi-monthly to discuss issues related to accreditation.
Academic Senate	All faculty members are members of the Academic Senate.
ACCJC	<u>Accrediting Commission for Community and Junior Colleges.</u> One of six (6) regional accrediting agencies authorized by the U.S. Department of Education to accredit colleges in the United States. The ACCJC is the regional accreditor for DVC.
ACT Student Opinion survey	Gathers data on enrolled students' satisfaction with programs, services, and other aspects of their college experience to help DVC obtain reliable information that can be used to evaluate and enhance our programs. The survey was most recently conducted in spring 2011.
AIP	<u>Actionable Improvement Plan:</u> Plans identified in an accreditation Self-Evaluation Report that lead to continuous quality improvement at the college. Work done on AIPs and the extent to which outcomes have been met must be included in the institutional Midterm Report to the ACCJC.
ALO	<u>Accreditation Liaison Officer:</u> The ALO assists the President in addressing accreditation matters, serves as the second contact person for the ACCJC Commission staff, and serves as key resource person for the college in planning the institutional self-evaluation process.
APR	<u>Administrative Program Review:</u> APRs include data on personnel and budgets. Based on the data provided, the units conduct a self-evaluation and develop improvement plans and requests for resource allocations. All program reviews go through a peer review validation process. APRs were most recently written in fall 2013 and validated in spring 2014.
ARCC	<u>Accountability Reporting for the Community Colleges:</u> a performance measurement system that contained performance indicators for the California Community College system and its colleges. ARCC was replaced by the Student Success Scorecard in 2013.
Articulation Officer	Monitors and updates the course articulation agreements with universities and high schools in consultation with discipline area faculty, the Academic

	Senate, the V.P. of Instruction, and the Curriculum Committee; facilitates the process of campus review leading to new articulation of courses between institutions; and disseminates articulation information to the college to be used to assist students.
ASC	<u>Academic Senate Council</u> : The governing and decision making body of the Academic Senate, with college-wide faculty representatives, provides expertise on academic and professional matters to advocate for the education of students.
ASDVC	<u>Associated Students of Diablo Valley College</u> : the governing and decision making body of the students, advocating for and representing students' perspectives and making decisions on how some of the student fees are spent.
BC	<u>Budget Committee</u> : one of the four primary college wide governance committees, responsible for developing an annual plan for resource allocation, guided by the Integration Council's priorities for the use of fiscal resources based on their evaluation of college program reviews, college-wide plans, district and state mandates, as well as the overarching principles within the College's Strategic Plan, Statement of Values and Mission Statement.
Box 2A	Refers to the process by which instructional areas indicate their need to hire new faculty. The term "Box 2A" and "Box 2A Committee" are still used to describe the process of determining and prioritizing need for new faculty although the actual form with a "Box 2A" is no longer used. The form and process have been revised and each instructional area's need for hiring new faculty is data driven as part of the program review process. The Box 2A Committee, which includes the Academic Senate President, the VP of Instruction, the VP of the Faculty Union and the VP of Student Services, consider the data in the IPRs and arrive at a prioritized list for hiring new faculty which is recommended to the College President.
BSI	<u>Basic Skills Initiative</u> : a state-wide funded project to transform the system and effect organizational change to meet the needs of basic skills and ESL students, directed out of the Chancellor's Office.
CalWORKs	<u>California Work Opportunities and Responsibility to Kids</u> : provides comprehensive and coordinated student services to individuals who receive cash assistance from the Employment and Human Services Department and are enrolled at Diablo Valley College
CARE	<u>Cooperative Agencies Resources for Education</u> : provides support services such as study-time child care grants, meal tickets, specialized workshops, and parent support groups to single parent students with dependent children under the age of 14 receiving CalWORKs or county cash aid.
CC	<u>College Council</u> : DVC's central participatory governance committee. CC functions as the institution's primary procedure-making group and acts as a collective review forum where representative leaders validate and support the integrity of the recommendations made to the college president. As a crucial component of the governance structure, the CC will provide

	directions to other college committees to ensure that DVC is working collaboratively on establishing institutional goals.
CCCCD (aka 4CD)	<u>Contra Costa Community College District</u> : one of the largest multi-college community college districts in California, consisting of Contra Costa College, Diablo Valley College, Los Medanos College, San Ramon Campus, and Brentwood Center, and annually serving almost 55,000 students.
CCSSE	<u>Community College Survey of Student Engagement</u> : a tool that helps community colleges focus on sound educational practices and identify areas in which they can improve their programs and services for students. Every two years, DVC surveys students. The CCSSE was used to survey students in spring 2014.
Classified Senate	Constituency group representing all classified staff members. All classified staff members are members of the Classified Senate.
Classified Senate Council	The governing and decision making body of the Classified Senate, with college-wide representatives, provides classified staff with a formal representative voice in determining institutional policies, procedures and regulations.
Close the Loop	The action of evaluating the results of the allocation of college resources and the extent to which those resources achieved the intended outcome(s). Usually, but not exclusively, associated with resources allocated to activities in either program reviews or college-wide plans.
Cohort	A group of students banded together and treated as a group
College-wide Plans	The purpose of college wide planning is to integrate academic, administrative and student services planning with budgeting and facilities planning and to identify areas of the college to direct resources in order to meet the goals and objectives of the college's Strategic Plan. College wide plans include the Strategic Plan, the Educational Master Plan, the Facilities Master Plan, the Technology Plan, the Student Equity Plan, and the Workforce and Economic Development Plan. Plans being developed include the Developmental Education Master Plan, the Professional Development Plan, and the Student Success and Support Plan.
College wide Professional Development Committee	Determines funding priorities for the college-wide portion of the DVC Professional Development budget. College-wide professional development activities target broad institutional needs as identified in the DVC Strategic Plan.
Committee Handbook	Contains the charge/function/membership of all governance and college committees.
Completion	For the purposes of evaluating data, completion is defined as the percentage of students who do not withdraw from a class and receive a valid grade at the end of the term.
COR	Course Outline of Record – the official outline describing the course. For credit courses, the COR includes: Contact Hours and Units; Prerequisites, Corequisites and/or Advisories; Catalog Description; Objectives (and course-level student learning outcomes); Content/Specific Body of Knowledge; Methods of Instruction; Examples of Required Reading,

	Writing and Out-of-Class Assignments; and Methods of Evaluation. Title 5, section 55002 (a) and (b).
Core Values	Values are qualities that define DVC’s basic philosophy, principles and ideals that guide the implementation of the Strategic Plan and set the ethical tone for the institution. DVC has identified a set of values: excellence, learning, equity, creativity, diversity, integrity, responsiveness, collaboration, communication, academic freedom, accountability, and stewardship. From this list, the college has identified three Core Values of Excellence, Student Learning and Equity.
CSI	<u>College Success Inquiry</u> : a process for program improvement recommended by the Basic Skills Initiative to engage stakeholders in the process of analyzing data, arriving at next steps, and developing a plan for continuous improvement.
CTE Advisory Committees	<u>Career Technical Education</u> (CTE) programs are served by 27 advisory committees that include representatives from business and industry and are designed to provide advice and assistance to CTE programs.
Curriculum Committee	Oversees the College curriculum and makes recommendations to the vice president of instruction regarding courses and programs, degrees, majors, certificates and transfer requirements including General Education requirements, course revisions, disciplines and other matters which concern curriculum. The Curriculum Committee acts as a representative of the Academic Senate.
DE	<u>Distance Education</u> : a delivery of education and instruction via electronic media to students who are not in the traditional classroom with the instructor. At DVC, the types of online instruction are defined as follow: “Online” instruction includes no face-to face instruction. “Hybrid 0-50%” means less than half of the total hours of instruction are done online, so the majority of the instruction is face-to-face. “Hybrid 51%-99%” means over half of the instructional hours are done online. DVC does not have any Correspondence Education courses.
DE Committee	<u>Distance Education (DE) Committee</u> : an Academic Senate committee charged with analyzing and evaluating Distance Education data; providing strategic direction and policy recommendations regarding DE; participating in ACCJC compliance requirements; and providing guidance in regards to best practices for course development, instructor participation, student participation, and training.
DE Coordinator	<u>Distance Education (DE) Coordinator</u> : oversees all issues in regards to distance education compliance, coordination, and support.
DGC	<u>District Governance Council</u> : the primary participatory governance committee for the Contra Costa Community College District with representation by both constituency and location.
DSS	<u>Disability Support Services</u> : ensures that students with disabilities have equal access to all of the educational offerings at DVC and facilitates equal opportunity through the provision of appropriate support services, curriculum, instruction, and adaptive technology.

DVC Procedures Manual	Procedures established by the College that describe processes and/or actions in operation at the college. Procedures that are considered Academic and Professional are established via consultation between the Academic Senate and the College President with an opportunity for input by College Council. All other procedures are established by College Council as recommendations to the College President. All procedures are evaluated regularly.
EEOAC	<u>Equal Employment Opportunity Advisory Committee:</u> enhances the effectiveness of the College through active implementation of the District Equal Employment Opportunity Plan; acts as an advisory committee to the Equal Employment Opportunity Officer; and reviews the college's hiring process and makes recommendations to enhance equal employment opportunity, staff diversity, and disability access. Reports to the Vice President of Student Services.
Environmental Sustainability Committee	Promotes awareness of environmental sustainability to the campus community, initiates improved sustainability practices, and conducts events that promote or support environmental sustainability.
EOPS	<u>Extended Opportunity Programs and Services:</u> committed to meeting the unique educational needs of students hindered by language, social, and/or economic disadvantages. Eligible students may receive a wide variety of services including, but not limited to, individualized counseling, peer support, book vouchers, and academic and transfer assistance.
Equity	The college community demonstrating equity mindedness, an awareness and a willingness to address fairness issues. A process of examining the proportional participation of historically underrepresented student populations at all levels of an institution that takes into account the educational resources directed at closing the equity gaps.
Excellence	Extremely high quality in delivery, standards, and outcomes for the institution, ourselves, and for the students we support. DVC regularly ranks in the top 5 community colleges for transfer to four-year institutions. In addition, the college offers high-quality career technical education programs in many different fields. All employees are dedicated to the maintaining this level of excellence.
Faculty Senate	See Academic Senate.
FCS Committee	<u>Foundations for College Success Committee:</u> oversees DVC's Basic Skills Initiative (BSI) Annual Plan; determines strategic initiatives for yearly focus, based upon program review and the College's strategic directions; and coordinates funding activities related to the Statewide Basic Skills Initiative funds.
Flex	<u>Flexible (Flex) Program:</u> consists of professional development activities "in lieu of" regular instruction. All faculty have Flex obligations in compliance with state chancellor's requirements and the faculty contract. Flex professional development activities are offered during the few days immediately preceding the start of the semester and throughout the year.
FTEF	Full-time Equivalent Faculty. A unit of measurement equivalent to 15 in-class lecture contact hours, or 12 in-class English composition contact

	hours, or 20 in-class laboratory contact hours, or 22 in-class physical education contact hours for instructional faculty. For Counselors, 27.5 student contact hours per week and for Librarians, 40 hours per week, 35 of which are assigned in the library/learning resources facilities and 5 in unscheduled associated and/or professional duties. For additional information refer to Article 7 in the United Faculty Contract.
FTES	<u>Full-time equivalent student.</u> Hypothetical student taking 15 weekly contact hours for two semesters at 17.5 weeks per semester for a total of 525 contact hours. Used to determine state apportionment funding for community colleges.
GELOs	<u>General Education Learning Outcomes:</u> Knowledge, skills, abilities, and attitudes that a student has attained as a result of his or her having met the General Education requirements.
Goals	The planned directions an organization strives to achieve
IC	<u>Integration Council:</u> fulfills the institution’s commitment to college-wide dialog on program review and other data for the purposes of recommending improvements to the College Council on student services, instructional programs and administrative support services as well as the processes for governance and identifying institutional improvement needs.
IEPI	Institutional Effectiveness Partnership Initiative. A program instituted by the California Community Colleges Chancellor’s Office in response to SB 852. DVC is required to establish institutional effectiveness goals and report progress on achieving those goals every year.
ILOs	<u>Institutional Learning Outcomes:</u> Knowledge, skills, abilities, and attitudes that students have attained as a result of their experiences at DVC, including course assignments, SLOs, PLOs, GELOs, registration, accessing student services, and making academic and career choices.
Inclusive Excellence	An intentional and active process through which the college addresses diversity, inclusion, and equity while achieving excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities. Inclusive excellence in practice expands the circle of excellence in learning and success to all students.
Information Technology Committee	Assists the designated staff in the development and the evaluation of the Technology Master Plan and recommends priorities for implementation. The committee periodically evaluates how the College is implementing the plan and makes strategic planning and policy recommendations for campus computing, networking, and instructional technology applications.
Institutional Effectiveness	Ongoing and systematic processes and practices that align governance, operational, and planning processes to achieve student learning and success. Institutional Effectiveness is a comprehensive term, including all college operations (instruction, student services, administration and auxiliary services), compliance with internal and external regulations, as well as student success (learning and achievement).
In-Site portal	Electronic portal, maintained by the Contra Costa Community College District, providing access to the management information system (Ellucian,

	formerly Datatel), student registration, student email (via Microsoft) and other administrative functions.
IPC	<u>Institutional Planning Committee</u> : prepares the college strategic plan, reviewing and revising (as necessary) the college mission, values and philosophy statements, oversees the development and validation of college-wide plans, and recommends to College Council annual and multi-year strategic directions.
IPR	<u>Instructional Program Review</u> : program reviews completed by all instructional units. IPRs were most recently completed in fall 2013 and validated in spring 2014.
Local One	The exclusive bargaining agent for all unit classified employees in the CCCCDC.
Management Council	An advisory group, which includes all managers, supervisors, deans, and vice presidents, who advise the college president.
MESA	<u>Mathematics, Engineering, Science Achievement</u> : A state-wide effort to provide educationally and economically disadvantaged students and their families with the essential skills and resources to achieve success in school, career, life and STEM-related disciplines.
Mission Statement	A written declaration of the college's core purpose and focus that normally remains unchanged over short to moderate periods of time.
Nexus	Nexus is a program that is designed to orient new full-time and new or returning part time faculty to effective community college pedagogy and to state, district and campus policies and procedures. It is also designed to acquaint faculty with services and support available on campus both for faculty and for students. First year tenure track faculty (paired with a faculty mentor drawn from their department) are required to do 50 hours of Flex activities; the Nexus program provides most or all of these activities. A key element of the Nexus program for new tenure-track faculty is the relationships built among the new faculty – each cohort has the opportunity to share professional issues and concerns, and to build a community that will sustain them throughout their service at DVC. The program is managed by a faculty Nexus Coordinator.
Objectives	Measurable and time-specific statements of results designed to achieve institutional goals.
Outcomes	Specific, expected results from activities taken to achieve objectives. Outcomes will be measurable, either quantitatively or qualitatively.
Participatory Governance	A decision-making process that the college uses to stay focused on its mission as well as its strategic directive, three core values and four goals. It relies on a commitment from all participants to put the needs of the students first and to listen to and respect diverse and sometimes divergent opinions. It gives appropriate weight to input from experts and provides the right for all constituency groups to participate while acknowledging the concomitant responsibility to stay focused on what is best for our students.
PLOs	<u>Program Learning Outcomes</u> : Knowledge, skills, abilities, and attitudes that a student has attained as a result of his or her engagement in a defined program of study. The Student Learning Outcomes (SLOs) for the courses

	in the program contribute to the students' completion of the Program Learning Outcomes. SLOs for courses are aligned and mapped to the PLOs for each program.
Pre-Apprenticeship Program	A full-time training program designed to assist students in preparation to pass the entrance exams for a variety of apprenticeship programs or gain entry level employment in the trades.
President's Cabinet	Reporting, advisory, and consulting group consisting of the President and Vice Presidents of the College.
Priorities	A subset of objectives selected for emphasis in a given year.
PRTF	<u>Program Review Task Force</u> : A task force of the Academic Senate Council charged with reviewing and making recommendations for the improvement of the program review process.
Puente Program	The Puente Program is a statewide effort founded in 1981 to increase the number of Mexican American/Latino students transferring to four-year colleges and universities. Puente is a one-year pre-transfer writing program with counseling and mentoring support with all elements of the program working to instill the values of education, earning degrees, and returning to the community as leaders. DVC has offered the Puente Program since 1997 and in 2011 added a second cohort.
RAP	<u>Resource Allocation Process</u> : Process by which the College allocates resources. The process is tied to resource requests from validated program reviews and college-wide plans.
Research, Planning and Evaluation Committee	A standing college-wide committee reporting to College Council and providing support for the work of the college to achieve its strategic plan goals, annual priorities and other objectives.
Retention	For the purposes of evaluating data, the percentage of students who are enrolled as of census for an initial and subsequent term, often measured fall-to-fall.
Scheduling Committee	An Academic Senate committee, created in spring 2011, responsible for making expertise-based recommendations about the college's course schedule offerings. This committee is charged with developing, communicating, and implementing the criteria used for making scheduling additions and cuts, with the goals of preserving the core values and strategic directions of the college and increasing the overall productivity of the schedule.
Student Success Scorecard	A performance measurement system that tracks student success at all 112 community colleges in remedial instruction, job training programs, retention of students and graduation and completion rates. The Scorecard replaced ARCC data in 2013 and is available on the California Community Colleges Chancellor's Office website.

SLOs	<u>Student Learning Outcomes</u> : Knowledge, skills, abilities, and attitudes that a student has attained as a result of his or her engagement in a particular set of collegiate experiences. In consultation with the Curriculum Committee, the Student Learning Outcomes Assessment Committee, and the State Chancellor's Office, the DVC Academic Senate approved the alignment of existing, measurable course objectives with student learning outcomes on the official course outline of record.
SLOAC	<u>Student Learning Outcomes Assessment Committee</u> : an Academic Senate committee comprised of representative from all divisions, facilitates communication among faculty; holds bi-monthly meetings and drop-in hours, assesses SLOs, assessments, and action plans, and communicates regularly with all college groups to ensure that work on SLO development and assessment progress smoothly and continuously across the college
Soft Space	Soft Space is a multipurpose space that may serve as a bridge for our students between their home, work and classroom lives. The development of appropriate soft space around DVC promotes student life, engagement, expanded learning, retention, and community. Example locations of soft spaces are the library, student quad, student union, food court, building hallways, etc.
SSPR	<u>Student Services Program Review</u> : Program reviews completed by all student services units. SSPRs were most recently completed in fall 2013 and validated in spring 2014.
STEM	<u>Science, Technology, Engineering and Math</u> : Acronym used to refer to science, technology, engineering, and math courses as a group.
Strategic Directive	The focal point that connects all elements of the plan: mission, vision, values, goals and strategies, intended to guide, govern and influence the direction of the college. For DVC, the Strategic Directive for 2013-2017 is, "Diablo Valley College will increase student success".
Student Equity Committee	Develops, implements, and evaluates the Student Equity Plan and provides support to the vice president of student services on the implementation of the Student Equity Plan.
Student Learning	Transformative student experiences that leads to a change in the knowledge, skills, beliefs, behaviors or attitudes of the student.
Student Success	Quantitative and qualitative measures of student learning that culminates in completion of courses, degrees and certificates, and personal achievements defined by the student.
SSSP Plan or 3SP Plan	<u>Student Success and Support Program Plan</u> : A state-mandated plan requiring the college to plan and document how SSSP services will be provided to credit students. Services include: orientation; assessment and placement; counseling, advising, and other education planning services and the support services necessary to assist them in achieving their educational goal and declared course of study.
Success	For the purposes of evaluating data, the percentage of students who receive a passing or satisfactory grade in a course (A, B, C or passing/credit).
TAC	<u>Tutoring Advisory Committee</u> : evaluates College tutoring services and makes recommendations based on its findings.

Technical Review	A process within the Curriculum Committee course and program approval process in which the Technical Review Committee, composed of the Curriculum Committee Chair, the Senior Dean of Curriculum and Instruction, and the Articulation Officer, review new and revised course outlines and programs for consistency in format, style, accuracy of assigned data elements, alignment of course elements (objectives/SLOs/content/assignments), and general adherence to the “Components of a Model Course Outline of Record” as published by the Academic Senate for California Community Colleges prior to review and approval by the Curriculum Committee.
Title 5 Review	The process of faculty revision of course outlines of record, technical review by the Technical Review Committee (see Technical Review), and Curriculum Committee review and approval in compliance with Title 5 regulations. Active courses are systematically reviewed on a five-year cycle.
Title IX	A portion of the U.S. Education Amendments of 1972 guaranteeing that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.
Total Cost of Ownership	Estimate of all direct and indirect costs associated with an asset or acquisition (building or equipment) over its entire life cycle. Required for all new facility planning and/or equipment purchases. (III.B.4)
U drive	A local network drive available to all DVC employees that is used to store documents useful to the college such as instructional and business services forms.

Umoja Program	<i>Umoja</i> (a Kiswahili word meaning unity) is a statewide community of educators and learners committed to the academic success, personal growth and self-actualization of African American and other students. The Umoja Community at Diablo Valley College joined with the statewide community in a new program in spring 2013. The Umoja Program is a year-long learning community with mentoring.
United Faculty (UF)	<u>United Faculty of Contra Costa Community College District:</u> an independent collective bargaining association and a member of the California Community College Independents (CCCI) and the Bay Faculty Association (BFA). The UF represents both part-time and full-time faculty throughout the CCCCDC.
Values	Qualities that define DVC’s basic philosophy, principles and ideals that guide the implementation of the Strategic Plan and set the ethical tone for the institution.
Vision Statement	An aspirational description of what an organization would like to achieve or accomplish in the future.
WCS	<u>Web Curriculum System:</u> a locally-developed curriculum management database that ensures the consistent quality and presentation of all course information.

WebSLOs	<u>Web-based Student Learning Outcomes:</u> a locally developed SLO database and scheduling/management software package.
Workforce Development Committee	Develops, implements, and evaluates the Workforce Development Plan and the Perkins Plan; provides support to the Sr. Dean of Curriculum and Instruction on the implementation of plans; and ensures coordination among career/technical programs with student services.

September 9, 2015