



DVC

DIABLO VALLEY COLLEGE

EDUCATIONAL MASTER PLAN

2018-2023



SAN RAMON CAMPUS



PLEASANT HILL CAMPUS

BOOK CENTER

**Educational Master Plan
2018-2023**

Submitted by:
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Submitted to:
Contra Costa Community College District
Governing Board
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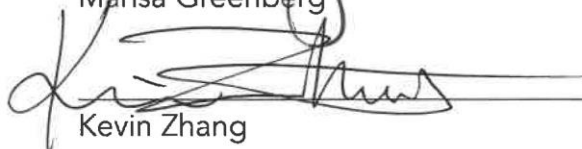
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Table of Contents

Message from the President 1

Educational Master Plan Process and Contributors 2

Introduction and Background 3

Vision for the Future 5

Environmental Scan 9

Preparation for the Future: Transformative Process 13

Tracking our Transformation: Measuring our Progress 20

Conclusion: Recommendations and Next Steps 22

Appendix 23

A Message from Ted Wieden Interim President, Diablo Valley College

Attached herewith, please find the 2018-2023 Educational Master Plan for Diablo Valley College.

Over the last year, our Educational Master Plan Steering Committee has engaged students, employees and the community in a dialogue about a shared vision and goals for the future of student learning at Diablo Valley College. The resulting planning document is our Educational Master Plan. It will be a map to a future where equity and inclusion spur the college to excellence in the learning and success of all of our students, so that they may develop the skills they need to participate productively and successfully in the larger community.

To achieve the shared vision and goals, the college must strive to put in place the ideal cultural and structural conditions that are described in the plan. These ideal conditions will serve as a framework for the development of specific activities leading to the broad goals, to be fleshed out in more detail in future integrated plans, including an updated strategic plan. As such, the goals articulated in this plan may appear to the reader to be overly broad and perhaps even vague. However, this Educational Master Plan should be considered a living document, able to serve as a general guide for the future, but flexible enough to help the college navigate a landscape of changing legislative and administrative mandates.

This Educational Master Plan will serve as the core vision and goals with which all other plans will be integrated. Integrating plans helps to ensure that goals are shared and that the activities of the college are regularly evaluated and focused on achieving those goals. Integration will involve not only other college plans, but also unit program reviews, thereby incorporating future plans for educational programs as well as ancillary programs and services including allocation of resources necessary to achieve these goals.

This plan is the work of countless hours on the part of many individuals who brought both expertise and dedication to many long meetings. A complete list of the contributors and a description of the open, collaborative process can be found on the next page of this plan. While I want to thank everyone involved in this effort, one person, Laurie Lema, Interim Dean of Planning and Research, deserves special recognition for her leadership and tireless effort throughout this process. It is my privilege to be able to let you know how very proud I am of DVC for preparing such a visionary, forward-thinking Educational Master Plan focused on students.

Ted Wieden

Educational Master Plan Process and Contributors

The DVC College Council began updating its 2007-17 Educational Master Plan (EMP) in Fall 2016. An EMP design process, steering committee and committee membership was vetted and approved through the DVC governance process. The EMP Steering Committee began its work in Fall 2016 and completed its task in Fall 2017. During this time, the EMP Steering Committee engaged the college community in ongoing dialogue and feedback about the direction of the plan and its content. Multiple communication strategies were used, including presentations to and discussions with committees and groups, and a survey sent to all employees. Drafts were reviewed and the final plan approved by the DVC governance bodies.

DVC as a whole thanks the EMP Steering Committee and everyone who contributed to the development of the DVC Educational Master Plan.

EMP Steering Committee

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Introduction and Background

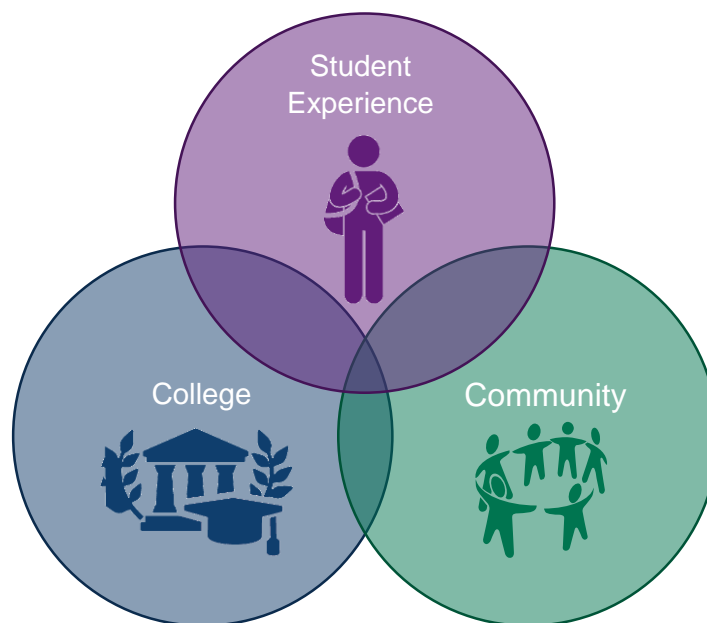
In 2014 Diablo Valley College adopted a Strategic Plan that focuses our efforts in order to increase student success, guided by the core values of excellence, equity, and student learning. Although that plan will sunset in 2017, as a college we remain committed to this directive and these values. We recognize that to improve our successful outcomes, respected reputation and relevance in the community, we must position ourselves to not only support the transformation of our students and the community, but also to continuously transform and improve ourselves as a college. As a college, we must not only expect students to be ready for DVC, we must ensure DVC is truly ready for all of our students.

To achieve this aspirational level of transformation, adaptability and responsiveness we must:

- create a reflective culture of continuous improvement at all levels of the college,
- clearly understand and communicate the ideal cultural and structural conditions for learning (how the college functions and how we serve our students),
- actualize a plan that inspires cultural and structural changes to ensure we achieve equitable student success,
- recognize the college's role as a crucial intermediary between the DVC community of students and employees and the surrounding diverse communities it serves.

This DVC Educational Master Plan provides the DVC community with a high-level, long-term plan (2018-23) and framework with which all other college plans will align in order to achieve transformative change. Woven through this plan are the student experience, transformation of our college and our commitment to the community. Thoughtful examination of these three components broadens our understanding of the relationship and interdependence of our students, college and community, and therefore provides an overarching structure for each section of this document. Furthermore, these three components have informed our deliberations about our mission, values, visions, assessments, and goals.

Figure 1. The DVC Community



This plan builds an integrated framework to ensure equitable student success that will ground and guide the college as we strive to achieve our vision – to empower and transform the institution, its students, and the community. This plan describes our vision for the future, reflects on the current state of the college, and describes our theory of transformation. It also lifts up evidence-based practices that will inform and drive the college’s efforts to achieve inclusive excellence and equitable success for DVC students.

The Educational Master Plan (EMP) is student-centered; that is, it focuses on the student experience and what must be done to optimize it. We used possibility thinking to expand our notion of what is possible, designing a plan that fosters and supports a culture of learning and continuous improvement, with the ultimate goal of increasing equitable student success.

This plan outlines the vision and the goals at each phase of the student experience, the college’s ideal cultural and structural conditions for learning, as well as the role and involvement of community. The EMP vision and goals will serve as guideposts that will inform the development of all other college plans, including the next strategic plan. We will use the EMP to align and inform all future plans that will operationalize the EMP’s vision by adopting specific strategies to achieve our long-term goals. A detailed graph illustrating the alignment and integration of all DVC plans can be found in the appendix.

Mission Statement

DVC’s mission statement is consistent with the mission of California Community Colleges focusing on students, the college and the community. DVC’s Mission Statement is as follows:

DVC is passionately committed to student learning through the intellectual, scientific, artistic, psychological, and ethical development of its diverse student body. DVC prepares students to transfer to four-year universities; provides career and technical education; supports the economic development of the region; offers pre-collegiate programs; and promotes personal growth and lifelong learning.

Values

DVC’s 2013-17 Strategic Plan¹ identified the following three core values that guide our decision-making, planning, implementation and oversight of all aspects of the college.

Excellence: Diablo Valley College is dedicated to the highest standards of excellence.

Student Learning: Diablo Valley College is dedicated to ensure students meet their goals by learning the knowledge and skills required to complete their program, advance to the next level of their education and career and to make positive contributions to our community.

Equity: Diablo Valley College is dedicated to institutional and inclusive excellence.

¹ “Diablo Valley College (DVC) Strategic Plan 2013-2017”, *Diablo Valley College*, accessed October 18, 2017, <http://www.dvc.edu/about/governance/college-plans/strategic-plan.html>.

With the implementation of our Strategic Plan values, we learned that these three values are interdependent and cannot exist without each other. There can be no excellence, if it is not inclusive. Excellence must be based on equitable teaching, support services, learning and success for all students, which, in turn, underscores our commitment to educational social justice. In recent years we have integrated these three values into our program reviews, resource allocation and hiring processes so that they tangibly guide and inform our planning and decision-making.

Vision for the Future

Vision Statement

In Spring 2017, DVC used an inclusive process to develop a new Vision Statement:

At Diablo Valley College, we empower and transform ourselves and our community through educational excellence, equity, and inclusion.²

While Diablo Valley College’s Educational Master Plan is focused on the student experience, the word *student* does not actually appear in the vision statement. This phrasing is intentional. We are moving away from a traditional view of the student college experience in which the college empowers and transforms the student. Instead, we hope the EMP makes clear that in order to support students as agents of their own empowerment and transformation, the college must continuously transform itself, both culturally and structurally, to create the optimal conditions for student self-determination, transformation and success. Furthermore, we must develop the flexibility and inclusiveness to equitably serve all of our students.

As a college, we have taken pride in our reputation as an excellent institution, and we have built our identity around the breadth of our curriculum and the transfer and career success of our students – or at least of those students who were deemed ready for college. However, local and state student success data have highlighted that while many are successful, we have fallen short in creating the welcoming and nurturing environment that supports successful outcomes for many students who come to us with less preparation for college and academia. By expecting knowledge and skills that they do not yet possess, and by using labels such as *not college ready*, *1-2 levels below college level* and/or *basic skills*, we reinforce in these students a self-concept and attitude that they do not belong here, and that our community is not their community. At the same time, we reinforce our own sense of pessimism and feelings of powerlessness in trying to serve and support them.

So when we say in the vision statement that “we empower and transform...” this is an inclusive “we” that creates a community comprised of students, staff, faculty and administrators and recognizes their agency in designing their own future. In order to serve *all* students, many of whom we (and society as a whole) have historically failed, we must be

² For the purpose of this document, when we refer to “college”, “college community”, “we”, “us”, or “ourselves” we mean the DVC college community, including students, faculty, staff and administration. When we reference the “community” we mean the many broader communities outside of and surrounding DVC. When we reference the EMP we mean the Educational Master Plan.

personally willing to engage in a process of empowerment and transformation. We must prepare ourselves as educators to be ready to serve all students well, to truly meet them where they are, and to support and guide them to explore and achieve their educational goals. We seek an authentic community experience that supports the success of all of our students.

Students' empowerment and transformation can be buttressed by increasing their knowledge of the opportunities and pathways available to them, where those pathways may lead, and the skills and mindset needed to persist through college to achieve their academic and career goals. But empowerment and transformation also require that students have a strong sense of trust and ownership in their community, whether at DVC or elsewhere. These different aspects of empowerment and transformation are deeply inter-connected and interdependent, and all are critical to student success.

Furthermore, our students' success prepares them to participate meaningfully in the empowerment and transformation of the community that surrounds them. This necessitates that DVC engage, understand and respond to the needs and priorities of the community. We must collaborate with members of the community to build on our students' personal foundations that have been provided through their participation in other educational institutions, the workforce, and community organizations. We must also facilitate students' further participation in 21st century employment, community and civic engagement.

DVC commits to collaboratively developing its college culture and structures to ensure that we are focused on our role in the empowerment and engagement of our students, and from there our communities. To do so, we must build a community where all members —students, faculty, staff, administration, partners, and community members— are represented, valued, respected, and truly share ownership of the college community. This is what community, transformation, and empowerment mean to us and what we will work to bring to life over the next 5 years of this Educational Master Plan.

Visions for the Student Experience

Development of the EMP began with a vision of the future that focuses on the student. We grounded our vision of the future with three research-based practices, including, the *Stages of the Student Experience*³, the *Guided Pathways*⁴ Pillars that is designed to guide and assist students through their path, and the optimal *Success Factors*⁵ students need to achieve their educational and career goals.

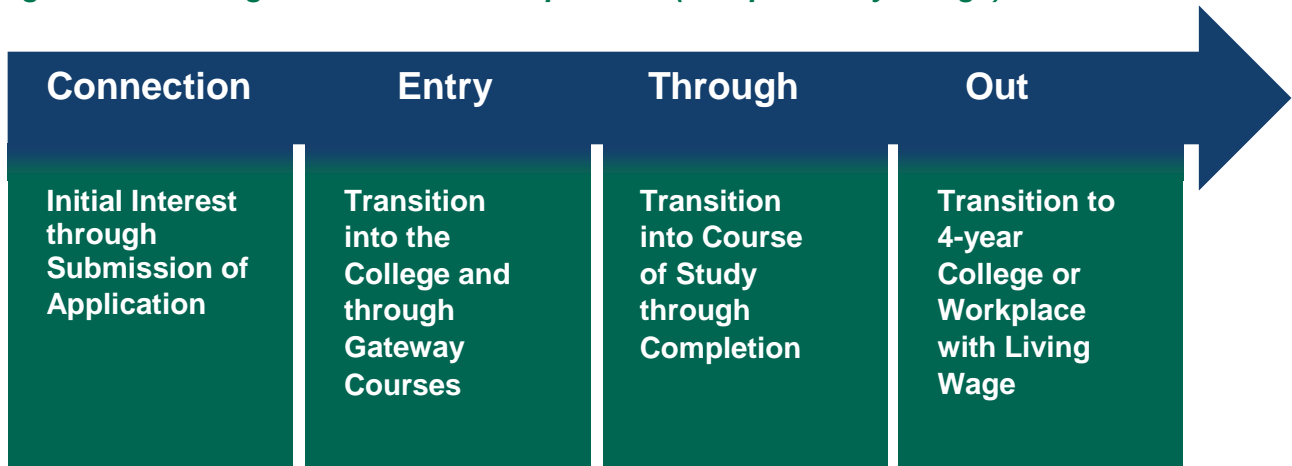
³ Elisa Rassen, Priyadarshini Chaplot, Davis Jenkins, and Rob Johnstone, "Understanding the Student Experience through the Loss/Momentum Framework: Clearing the Path to Completion," *Completion by Design*, accessed August 9, 2017, <https://ccrc.tc.columbia.edu/media/k2/attachments/understanding-student-experience-cbd.pdf>.

⁴ "What is the Pathways Model?," *American Association of Community College*, accessed August 9, 2017, <http://www.aacc.nche.edu/RESOURCES/AACCPROGRAMS/PATHWAYS/Pages/ProjectInformation.aspx>.

⁵ Kathy Booth, Darla Cooper, Kelley Karandjeff, Michael Large, Nathan Pellegrin, Rogear Purnell, Diane Rodriguez-Kiino, Eva Schiorring, and Terrance Willett, "Using Student Voices to Redefine Support:

Based on Completion by Design’s *Four Stages of the Student Experience* research, we developed aspirational Vision Statements articulating the ideal student and college experience at each stage of the DVC journey. These statements are aspirational and provide the college with visionary guideposts that it can work toward and cultivate.

Figure 2. Four Stages of the Student Experience (Completion by Design).



Connection: We connect and partner with our diverse communities. We welcome all to join in opportunities for growth, exploration, learning, and empowerment.

Entry: We engage all students and cultivate in them a sense of belonging. Our college community provides a network of resources and guidance to students as they explore interests, build skills for college success, identify academic, career, and personal goals, and enter a DVC pathway with confidence.

Through: We provide an inclusive learning environment that fosters student success for all. Our college community collaborates to support students through clear pathways and guides them to achieve their academic and career goals.

Out: We ensure that students leave the college empowered and transformed, prepared for their careers and further educational goals, and equipped to be engaged community members.

While the *Stages of the Student Experience* model serves as the frame through which we examine and support students and our work as a college, the *Guided Pathways* and the RP Group⁶

What Community College Students Say Institutions, Instructors, and Others Can Do to Help Them Succeed,” *RP Group*, accessed August 9, 2017,

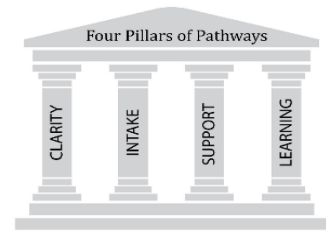
⁶ The RP Group is a non-profit professional organization committed to strengthening student success and institutional effectiveness through research, planning and assessment.

<http://archive.rpgroup.org/sites/default/files/StudentPerspectivesResearchReportJan2013.pdf>.

Student Success Factors frameworks provide research-based practices that will help us bring our visions to life for all students.

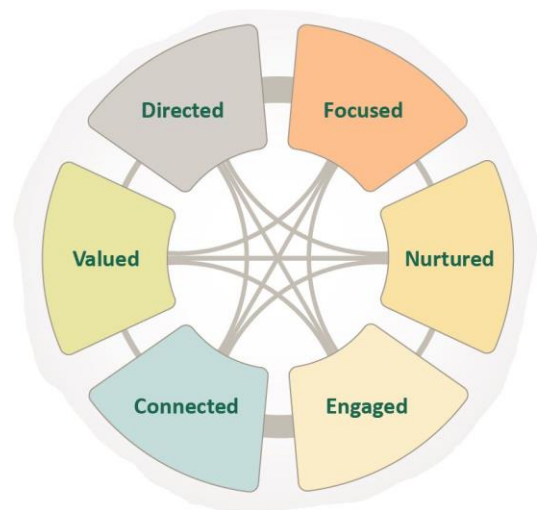
The steps of the student experience are supported by the Four Pillars⁷ of *Guided Pathways* whereby the college:

1. provides clear paths for students to complete their goals,
2. helps them choose and enter a pathway,
3. assists them to stay on the path, and
4. ensures what they are learning is relevant to their lives.



The RP *Student Success Factors* will be woven into the stages of the student experience in order to lead to equitable student success. The success factors are:

- Directed** – Students have a goal and know how to achieve it.
- Focused** – Students stay on track, keeping their eye on the prize.
- Nurtured** – Students feel somebody wants them to succeed and helps with their progress.
- Engaged** – Students actively participate in class and extracurricular activities.
- Connected** – Students feel like they are part of the college community.
- Valued** – Students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.






⁷ Sonia Christian, “Guided Pathways” (presentation, Bakersfield College at the SSSC Post-Conference Session by the Career Ladders Project, October 7, 2016).
https://www.bakersfieldcollege.edu/sites/bakersfieldcollege.edu/files/SSSC_Pathways_Workshop_10.07.16.pdf.

Environmental Scan

The following environmental scan provides insight into the current context of the community, the experiences of the students that attend DVC, and how well the college is achieving equitable student success.

Figure 3. Community, College, and Student Experience Data

Community 	College 	Student Experience 																																																																																						
<p>Demographics¹ 2014-2017</p> <p>Overall Population Modest growth</p> <p>Age Distribution Growth in elderly</p> <p>Ethnicity Growing more diverse</p> <p>Origin of Birth Fastest growth in foreign born</p> <p>Language Spoken English speakers mostly, but changing</p> <p>Education Attainment Most education in the county and growing more so</p> <p>High School Graduation Market²</p> <ul style="list-style-type: none"> Moderate growth Stable capture rates <p>Feeder High School ACT Profile Highest performing</p> <p>Labor Market³</p> <ul style="list-style-type: none"> Strong labor market Growth in high skilled healthcare and technical fields <p>Income and Housing Market⁴</p> <ul style="list-style-type: none"> High income High home valuations 	<p>Students and Employees Students⁵</p> <p>Headcount</p> <table border="0"> <tr><td>Fall 2016</td><td>19,137</td></tr> <tr><td>Spring 2017</td><td>19,535</td></tr> </table> <p>International Students</p> <table border="0"> <tr><td>Fall 2016</td><td>1,435</td></tr> <tr><td>Fall 2017</td><td>1,273</td></tr> </table> <p>Gender</p> <table border="0"> <tr><td>Females</td><td>51.7%</td></tr> <tr><td>Males</td><td>47.6%</td></tr> <tr><td>Unknown</td><td>1.3%</td></tr> </table> <p>Ethnicity</p> <table border="0"> <tr><td>African American</td><td>5.6%</td></tr> <tr><td>Asian</td><td>13.6%</td></tr> <tr><td>Filipino</td><td>4.9%</td></tr> <tr><td>Hispanic</td><td>23.8%</td></tr> <tr><td>Multi-Ethnicity</td><td>8.3%</td></tr> <tr><td>Pacific Islander</td><td>0.4%</td></tr> <tr><td>Unknown</td><td>6.6%</td></tr> <tr><td>White Non-Hispanic</td><td>36.7%</td></tr> </table> <p>Age</p> <table border="0"> <tr><td>Up to 24</td><td>68.6%</td></tr> <tr><td>25 to 29</td><td>12.3%</td></tr> <tr><td>30 to 39</td><td>9.4%</td></tr> <tr><td>40 to 50+</td><td>9.6%</td></tr> </table> <p>Employees Fall 2016</p> <table border="0"> <tr><td>Total Headcount</td><td>1,048</td></tr> <tr><td>Administration</td><td>2%</td></tr> <tr><td>Classified</td><td>19%</td></tr> <tr><td>Faculty</td><td>79%</td></tr> </table> <p>Gender</p> <table border="0"> <tr><td>Females</td><td>53.6%</td></tr> <tr><td>Males</td><td>46.4%</td></tr> </table> <p>Ethnicity</p> <table border="0"> <tr><td>African American</td><td>6%</td></tr> <tr><td>Asian</td><td>10%</td></tr> <tr><td>Hispanic</td><td>10%</td></tr> <tr><td>Multi-Ethnicity</td><td>1.1%</td></tr> <tr><td>Unknown</td><td>9%</td></tr> <tr><td>White Non-Hispanic</td><td>63.4%</td></tr> </table>	Fall 2016	19,137	Spring 2017	19,535	Fall 2016	1,435	Fall 2017	1,273	Females	51.7%	Males	47.6%	Unknown	1.3%	African American	5.6%	Asian	13.6%	Filipino	4.9%	Hispanic	23.8%	Multi-Ethnicity	8.3%	Pacific Islander	0.4%	Unknown	6.6%	White Non-Hispanic	36.7%	Up to 24	68.6%	25 to 29	12.3%	30 to 39	9.4%	40 to 50+	9.6%	Total Headcount	1,048	Administration	2%	Classified	19%	Faculty	79%	Females	53.6%	Males	46.4%	African American	6%	Asian	10%	Hispanic	10%	Multi-Ethnicity	1.1%	Unknown	9%	White Non-Hispanic	63.4%	<p>Success Rates⁶ 2016-2017</p> <table border="0"> <tr><td>Total Awards</td><td>2,858</td></tr> <tr><td>Certificates</td><td>1,239</td></tr> <tr><td>Degrees</td><td>1,619</td></tr> </table> <p>2015-2016</p> <table border="0"> <tr><td>Transfers</td><td>2,311</td></tr> <tr><td>Course Completion</td><td>74.0%</td></tr> <tr><td>Career Technical Employment</td><td>58.9%</td></tr> </table> <p>Completion of Certificates Degrees and Transfer (Cohorts)</p> <table border="0"> <tr><td>African American</td><td>43%</td></tr> <tr><td>Asian</td><td>74%</td></tr> <tr><td>Filipino</td><td>57%</td></tr> <tr><td>Hispanic</td><td>55%</td></tr> <tr><td>White</td><td>64%</td></tr> <tr><td>Equity Gap</td><td>31%</td></tr> </table> <p>CCSSE Survey⁷</p> <p>Favorable Ratings</p> <ul style="list-style-type: none"> Active, collaborative learning Academic challenge Support for learners <p>Less Favorable Ratings</p> <ul style="list-style-type: none"> Student faculty interaction Student effort 	Total Awards	2,858	Certificates	1,239	Degrees	1,619	Transfers	2,311	Course Completion	74.0%	Career Technical Employment	58.9%	African American	43%	Asian	74%	Filipino	57%	Hispanic	55%	White	64%	Equity Gap	31%
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1 - EMSI Demographic Report CCC, 2017, 2 - American Community Survey, 2015,2017, 3 - EMSI Labor Market Report for Contra Costa County, 2016, East Bay Economic Development Report, 2014; COE, Regional Economic Assessment, 2016, 4- American Community Survey, 2017; Bureau of Labor Statistics, U>S> Housing and Urban Development, 2017; National Low Income Housing Coalition, 2017; CCC Association of Realtors, 2017, 5/6 -CCC Chancellor's Office Data Mart, <http://scorecard.cccco.edu/scorecard.aspx>, 7 - Community College Survey of Student Engagement 2016-17



Community

DVC serves as an engine of economic mobility and educational opportunity for its community. The cost of living in this region is one of the highest in the nation. Housing costs have skyrocketed. The county median home price in 2017 is \$615,000. The countywide median income of \$97,000 is among the highest in California.

The county and regional economy is expanding and the overall unemployment rate is 4.3%. However, for those with only a high school education the unemployment rate jumps to 10%. The most significant growth in the job market is predicted to be in the service sector, healthcare and technical fields. People employed in service sector jobs with lower compensation will struggle to earn a living wage. Healthcare and technical fields provide higher salaries and require more education. Education, especially a college education, will be a major route to improved income, as well as increased quality of life for our community and regional prosperity.

By improving educational outcomes in our community, DVC serves as an engine for socio-economic mobility. We also need to examine our role in enhancing our civic impact in our service area. Some of the notable trends that have implications for the educational needs of our community include:

- National increase in political and social polarization
- Dissatisfaction with our current social, government and political systems is historically high

To maintain and improve the civic knowledge, engagement and participation of our community, DVC must emphasize community/civic engagement in the educational activities of our students.

DVC Service Area Trends (Current)

The population trends for the DVC service area have notable implications for addressing the educational needs of our community. These trends include:

- increased diversity with Latino/a and African-Americans as the two fastest growing demographics in the county
- slightly increased overall population
- stable or slightly decreased numbers in the overall 10-24-year-old population with stable to modest growth in the number of high school graduates
- more significant growth in the older population
- disparity in graduation and college-going rates among feeder high school districts
- disparity in education levels in segments of the service area

These and broader trends indicate that populations will continue to diversify in our local community.



College

As part of the California Community College System, Diablo Valley College serves multiple student and community needs. DVC offers degrees and certificates in transfer programs and career-technical education programs, workforce skill building, developmental education and adult education to a diverse student body at its Pleasant Hill, San Ramon, and off site locations. We provide educational programs and services for local and international students to learn, develop skills and enhance civic engagement that significantly contributes to the region's workforce, economy and overall quality of life.

To more effectively serve our community, DVC must adapt to the changing needs of our service area. The increasing racial and ethnic diversity of the county as well as the increasing median age, will impact the college demographics. We have already experienced significant growth in Latino/a students (who represent close to 25% of our overall student body). Because the year-over-year number of high school graduates is stable, DVC will face increasing competition from colleges for the same students. In addition, our international student enrollments, which had been a growth area for the college, have declined ~13% for the 2017-18 academic year, compared to 2016-17. These demographic changes will impact the work of the college.



Student Experience

DVC is well known as one of the top-performing community colleges in the state. DVC's 2010-16 cohort identified in the California Community Colleges Chancellor's Office Student Success Scorecard has 62.2% completion rate in transfer readiness, degrees, and certificates, which is 14% above the statewide average (48%). Although many students at DVC have been very successful, success is not evenly shared by all student groups. Outcomes vary with higher rates for Asian and white students, as well as our international student population. Despite DVC's significant achievements, particularly in awarding Associates Degrees for Transfer, disparities persist in completion rates for African-American and Latino/a students (44% and 55%) compared to white and Asian student completion (64% and 74%).

Over the last five years, our overall transfer rate has increased. Much of this increase can be attributed to our international students, who are disproportionately transferring to four-year universities. International student transfers to the UC system have increased by 40% since 2012, while our resident population transfers have only increased by 15%. Latino/a transfer numbers to the CSU system are on the rise, reflecting the increase in that population, while African-American numbers have not changed over the most recent 5 years. The transfer rates for African American and Latino/a students are significantly below our overall transfer rates: 10% (African American) and 15% (Latino/a) below the rates for white students respectively. As a college we must address this equity gap for African American and Latino/a students.

We have utilized the Community College Survey of Student Engagement (CCSSSE), a high-quality national survey, to gather data about our students' perceptions of their educational experiences. The survey employs five benchmarks of effective practices that include Active and

Collaborative Learning, Student Effort, Academic Challenge, Student Faculty Interaction and Support for Learners. As stated in the CCSSE 2016 report, “Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.”

Relative to the comparison group of CCSSE colleges:

DVC performed above or at the mean in comparison to the CCSSE cohort of colleges in the following domains:

- **Active and Collaborative Learning** – Working with other students on projects during class AND tutored or taught other students
- **Academic Challenge** – Analyzing ideas, experiences or theories AND number of those who have written five or more papers
- **Support for Learners** – Frequency of career counseling

DVC performed below the CCSSE cohort of colleges in the following domains:

- **Student-Faculty Interaction** – Discussed grades or assignment with an instructor AND talked about career plans with an instructor or advisor
- **Student Effort** – Frequency of student engagement with peer or other tutoring, skill labs and computer labs

While some students thrive at DVC, with high scores on engagement and high academic success rates, the middling to quite low scores on inclusion for the college as a whole suggest that DVC should focus on improvements in student engagement and inclusion, and the institutional conditions that support them. This goal is consistent with research from the RP Group which has found that for students to succeed they must be engaged in all aspects of the educational experience—engagement in the classroom, on campus and extracurricular activities, and immersing themselves in the college experience. And it is our responsibility as a college to ensure we are providing engaging environments for all students.

Due to the Scorecard and 2016 CCSSE Survey data on student engagement and the persistent equity gap, the college has been focusing on the correlation between inclusion, engagement and student success. These conversations have led to an increased interest and commitment to building a college experience of inclusion and engagement and expanding civic-minded activities such as clubs, equity speaker series, etc. for our students. We must continue, expand, and evaluate these efforts to build a stronger sense of engagement within our college.

Environmental Scan Summary

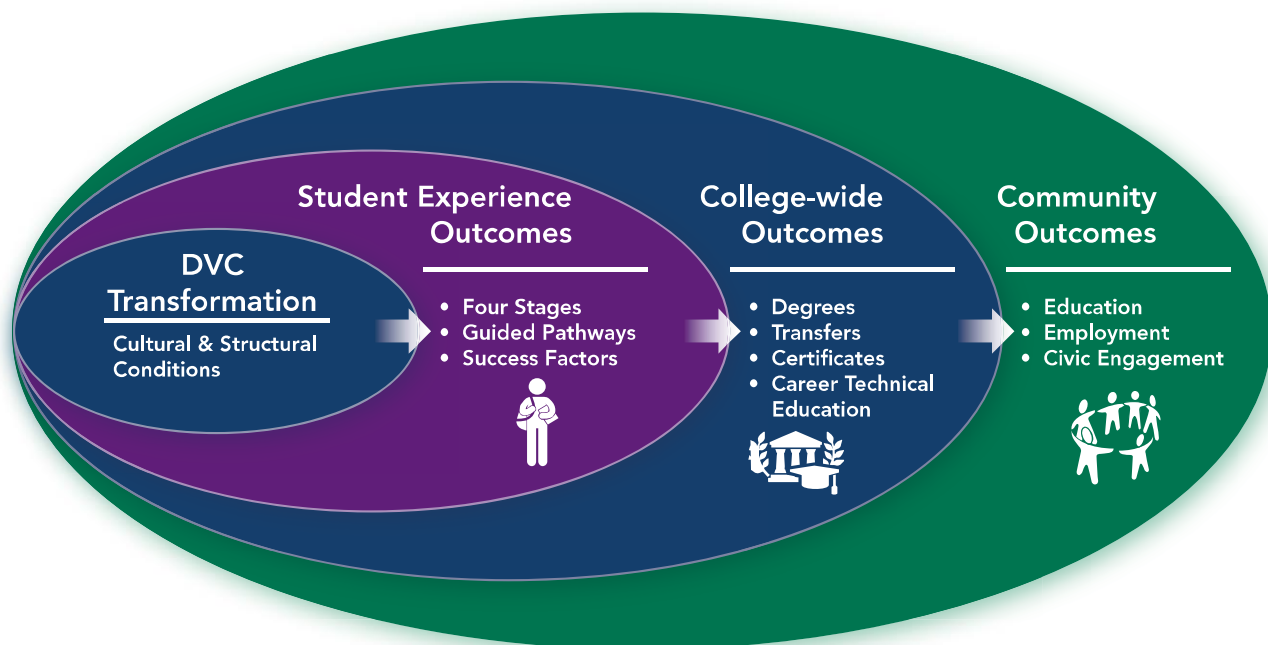
In summary, upon examination of the community demographics, the regional economy and the college’s student success trends, we recognize the urgency of addressing the educational needs of the community we serve. With increasing costs of living and housing in our region and notably higher unemployment rates for community members without post-secondary education, we have an inherent responsibility to provide high quality educational programs and services intentionally designed to meet the educational and career goals of all students in our community. By doing so we help to create, sustain and equitably improve the quality of life for the community we serve.

Preparation for the Future: Transformative Process

Informed by our moral imperative, changing demographics and student need, DVC is prepared and motivated to transform itself into a college that achieves equitable student success. Over the last five years, DVC has embarked on numerous initiatives to increase student success, both in transfer and career education. These initiatives have focused on improvements to student orientation, assessment for entry into math and English classes, individual education plans, basic skills, pathways to transfer, student equity, increased student support services, workforce programs and partnerships with adult education, high schools and four-year institutions, among others. These efforts have produced some improvements in success rates. However, there is much more that needs to be done.

To guide this transformation, this Education Master Plan lays out an Integrated Framework for Equitable Student Success (see Figure 4). This framework incorporates essential components of the student experience, and college-wide and community outcomes. A holistic view increases our understanding of how college conditions impact our students, our college and our community. Our integrated framework supports a transformational process that facilitates continuous assessment, reflection, and adjustment of our college's cultural and structural conditions. It also tasks us with ongoing inquiry regarding how these conditions manifest in our mindsets, behaviors, and practices. We hypothesize that ultimately, our strategic approach to addressing these conditions will improve the student experience throughout all of its stages, resulting in improved student learning and achievement.

Figure 4. Integrated Framework for Equitable Student Success



Transforming our college's culture and structure starts with us. When we create the ideal cultural and structural learning conditions, students will be better able to own and drive their individual college experience; deeply learn about themselves, their passions and their interests; build community and lasting relationships; and identify and connect to supports and opportunities to help them actualize their personal, career, and educational goals. Equitable student access will lead to improved experiences and outcomes for students as they connect to the college, choose a goal and enter a path toward that goal, make their way through that path, and ultimately transition to the next stage of their lives. This approach will lead not only to improved student experiences and college-wide outcomes, it will lead to transformed and thriving communities with more empowered, inspired, educated, and engaged community members providing community leadership, increasing community connection, and contributing to strong local economies. The design of our *Integrated Framework for Equitable Student Success* and the ideal cultural and structural conditions was inspired by the Equity-Driven Systems Change Model, developed by California Tomorrow⁸.

No longer does the college accept the number of students who don't successfully complete their goals and enter into livable wage careers. No longer does the college accept the equity success gap—where not all students are succeeding at the same rates. No longer does the college accept an unwillingness to change to better serve our students. Consequently, we have an imperative to shift the college culture and processes to ensure success for all students. We are ready and committed to transforming our college, our mindsets, behaviors, culture, practices and structures so that more students can accomplish their goals. We are ready and committed to positively impact both the lives of our students and the quality of life for our community. We are ready to transform and be transformed.

Transformation Conditions: Cultural and Structural Conditions for Equitable Student Success

We are committed to creating the ideal conditions to ensure the college provides the optimal environment for all students to learn and succeed, for the college to function at its highest potential and for the community to thrive. Our goal is to ensure all students have what they need, when they need it in order to reach their full intellectual, social-emotional, and physical potential.

Creating the organizational culture that we need and want requires that we examine and improve both our cultural and structural conditions. Clearly articulating and promulgating the ideal conditions for learning will serve as the unifying force behind the many required planning processes, including the:

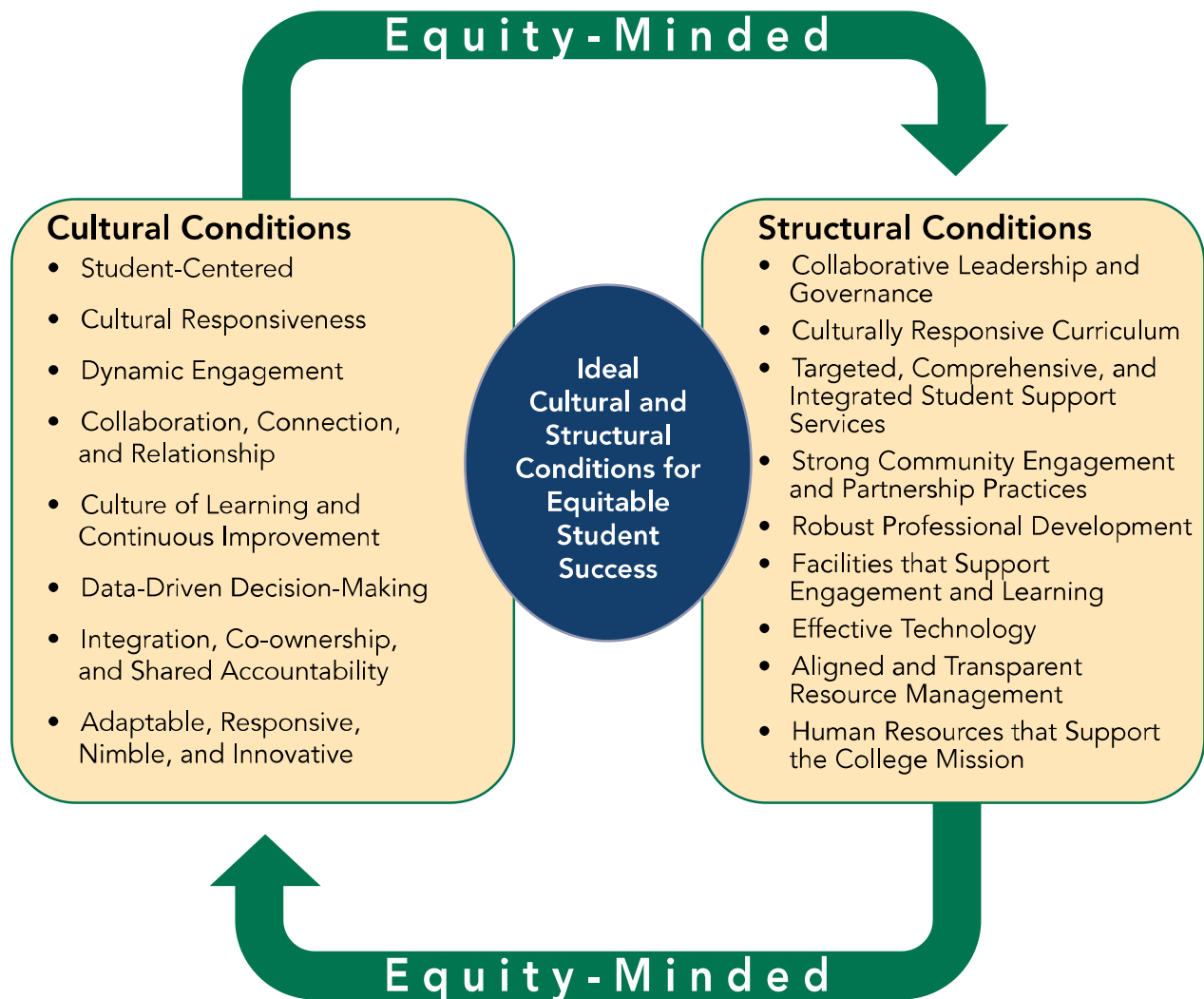
- College Strategic Plan
- Integrated Plan—Student Equity Plan, Student Success and Support Program Plan, Basic Skills Plan
- Workforce and Economic Development Plan

⁸ Singhashri (Kica) Gazmuri, Sheryl Petty, and Ed Porter, "The Equity-Driven Systems Change (ESC) Model: A Toolkit for Improving Institutional Practice and Student Outcomes," *California Tomorrow*, December 2010, <https://skylinecollege.edu/seed/assets/resources/ESC-Toolkit.pdf>.

- Technology Plan
- Professional Development Plan
- Facilities Master Plan
- Instructional, Student Services, and Administrative Unit Plans

The following diagram illustrates DVC’s ideal cultural and structural conditions for equitable student success in an ever-changing environment. Predicated on an equity-minded lens, we commit to addressing patterns of inequity in student outcomes, take institutional responsibility for the success of our students, and critically reassess our practices based on our awareness of the social and historical context of exclusionary practices in higher education.

Figure 5. Ideal Cultural and Structural Conditions



Cultural conditions are the aggregation of mindsets that result in structural conditions that directly impact the student experience, the vision, goals and behavior of the college, which in turn ripple through the community. The structural conditions represent support components that are vital for student learning and transformation to occur. The following are aspirational and affirmative expressions of the cultural and structural conditions we will work to create at DVC in the years to come.

Ideal Cultural Conditions

- **Student-centered:** As a college, we are committed to keeping students at the center of all that we do and using a student-centered approach to our planning, decision-making, design and community-building efforts. For DVC to change from a college that requires students to be college “ready” to a place that accepts and fosters a trusting, nurturing relationship with all students, we must be willing to learn and adopt two keys to student-centered mindsets: Socio-Cultural Competency⁹ and Critical Empathy¹⁰¹¹.

Socio-Cultural Competency is the ability to critically and analytically understand your own and other cultures, be aware of your own social experience and position(s), and be able to interact genuinely and respectfully with others. With Critical Empathy a person sorts through talk, interactions, and other experiences to build a shared understanding of what another person's life experience is like — “walking in another's shoes” (Ponterotto, 2010).

- **Cultural Responsiveness:** As a college, we are committed to supporting culturally responsive practices in the classroom (curriculum and instruction), in student support services and throughout the organization. Cultural responsiveness is the ability to reflect and dialogue with others about one's teaching, service practices, and institutional practices, and the student outcomes to which a given practice leads. We support faculty and student services providers to dialogue about pedagogical strategies and build culturally responsive practices. We also support them in implementing changes in their teaching and student support services. All employees are encouraged to adopt and perfect cultural responsiveness in their mindsets and practices.
- **Dynamic Engagement:** As a college, we are committed to facilitating vibrant engaging environments in which to interact with our students, colleagues and members of the community. The college community understands the importance of broad involvement of faculty, staff and administration to respond to the changing needs of its students and community. We are also committed to providing ample opportunities to impact and improve student, college and community outcomes.

⁹ J.G. Ponterotto, “Multicultural personality: An evolving theory of optimal functioning in culturally heterogeneous societies,” *The Counseling Psychologist*, 38:5 (2010): 714-758.

¹⁰ C. Warren, “Towards a Pedagogy for the Application of Empathy in Culturally Diverse Classrooms,” *The Urban Review*, 46 (2013): 395-419.

¹¹ N. Dolby, *Rethinking Multicultural Education for the Next Generation: The New Empathy and Social Justice* (Florence, KY: Routledge, Taylor & Francis Group, 2012).

- **Collaboration, Connection and Relationships:** As a college, we are committed to fostering a collaborative approach to planning, implementing and evaluating our efforts in order to maximize community engagement, co-ownership and shared accountability. Our collaborative approach also allows us to optimally leverage expertise, skills, and resources to best support our students. Fostering trusting relationships and connections among all members of our college community is at the heart of all we do as a college. We create a nurturing, safe, and respectful climate where students, faculty, staff, and partners come to rely on each other as part of an interconnected community.

- **Culture of Learning and Continuous Improvement:** As a college, we are committed to ensuring adaptability, responsiveness, and innovation, and recognize in order to do so we must cultivate a culture of learning and support cycles of continuous improvement at all levels of the college. We are committed to developing organizational structures, processes, and policies that align with the college mission, values, and vision and to review them regularly. We allocate time, and provide support and collaborative opportunities to reflect on what is working as well as our challenges, encourage collaborative and creative problem-solving, and inspire continuous improvement.

- **Data-Driven Decision-Making:** As a college, we are committed to a culture of inquiry that uses educational research, internal and external data to understand and improve its curriculum, programs, services, and infrastructure to create the conditions, programs, structures, environment, and activities that support student learning and success while increasing institutional effectiveness.

- **Integration, Co-ownership, and Shared Accountability:** As a college, we are committed to intentionally integrating, coordinating and targeting our academic and student support services college wide to ensure students, faculty, and community partners know about and can easily access, utilize and benefit from all available supports. As a college, we foster a collaborative approach to planning, implementing, and evaluating our efforts in order to maximize community engagement, co-ownership, and shared accountability.

- **Adaptable, Responsive, Nimble and Innovative:** As a college, we are committed to positioning and preparing ourselves to be adaptable, responsive, nimble and innovative to ensure we achieve equitable student success, improve college outcomes, and support the community in an ever-changing environment. This includes but is not limited to our practices, policies, and structures.

Ideal Structural Conditions

- **Collaborative Leadership and Governance:** As a college, we are committed to and value participatory governance. Constituent voices collectively shape the direction of the college, support DVC's mission, values, vision and goals through a collaborative and inclusive process. College leaders model collaboration, value and support participatory governance and create venues to ensure constituent voices are represented.
- **Culturally Responsive, Relevant, and Contextualized Curriculum:** As a college, we are committed to the development of culturally responsive curriculum and instructional practices that puts students at the center of the learning experience. This development starts with the understanding that culturally diverse students can achieve excellence if their culture and experiences are valued and used to facilitate their learning and development. Within a responsive curriculum, the strengths and the social, intellectual capital that students bring to their learning are identified, nurtured and utilized to promote academic success, connectedness, and personal well-being.
- **Targeted, Comprehensive and Integrated Student Support Services:** As a college, we are committed to developing and providing comprehensive student support services that are student-centered and culturally responsive. Instruction and Student Services are integrated to support each stage of the student's college experience. These targeted efforts support student learning, academic and career guidance, and increase equitable student success.
- **Strong Community Engagement and Partnerships Practices:** As a college, we are committed to a culture of engagement within the college community itself and externally through robust collaborative partnerships with our community. These internal and external partnerships are vibrant and support all stages of the student experience. Our engagement with external partners creates strong relationships between institutions to support effective student transition, as well as between students and the community to enhance the learning environment, provide career exploration, job placement and opportunities for civic engagement. Our internal engagement includes partnerships across disciplines to spur curriculum innovation, collaboration amongst services for students, and coordination of all external activities to improve responsiveness to our community. The community is welcomed on campus, and supports and participates in campus life.
- **Robust Professional Development:** As a college, we are committed to supporting a robust professional development program that intentionally designs activities that support the college's mission, vision, values and goals with a targeted focus on equity and inclusion. Additionally, institutional support is provided for professional development that encourages employees to advance their competencies and professional growth.

- **Facilities that Support Engagement and Learning:** As a college, we are committed to designing an environment that is welcoming and conducive to learning and engagement for students, employees, and the community. Classrooms, learning labs, workspaces, building and exterior space are designed to support pedagogical practices, student engagement, independent activities, and group interactions for current uses, while keeping in mind flexibility of spaces for future uses.

- **Effective Technology:** As a college, we are committed to providing responsive and effective technology to support each stage of the student experience, communication broadly throughout the institution, and externally with the community. Campus technology serves many purposes, including, a pedagogical tool to facilitate student learning and success, an avenue for students to learn about available programs and services, a platform for students to monitor their progress toward academic and career goals, and a method for general engagement and dialogue. All of these are important to foster institutional excellence and effectiveness.

- **Aligned and Transparent Resource Management:** As a college, we are committed to being a good steward of public funds and we manage our resources efficiently. We align and allocate our financial and human resources to support the college mission, values, visions and goals. The resource allocation process is transparent, and streamlined. Resource management includes fund development, alignment, integration and allocation of resources. The college uses Program Review as the primary vehicle to review and analyze data for continuous improvement, planning and resource management.

- **Human Resources that Support the College Mission:** As a college, we are committed to a hiring decision-making process that is transparent, informed with accurate and relevant data and aligned with college priorities. It ensures the effectiveness of recruitment processes and strategies in attracting applicants in hiring the most qualified candidates that will help the college increase student success and institutional effectiveness. Hiring decisions focus on the impact of each position to continually improve the stages of the student experience and institutional excellence. DVC attracts and hires outstanding diverse faculty and staff who are committed to learning, excellence, and equity.

DVC believes that outcomes for our students, college and community are informed and influenced by the institutional conditions and environment in which we operate. Therefore, DVC must develop knowledge and capacity to measure qualitative and quantitative student outcomes, as well as institutional conditions and behavior. For numerical measures to change, the conditions must change. To improve our cultural and structural conditions, we must engage and collaborate. We are the agents of change to create this transformation, and we will hold ourselves accountable for our progress on increasing equitable student success.

Tracking our Transformation: Measuring our Progress

Institutional evaluation utilizes a cycle of inquiry that informs continuous change and improvement. We evaluate our data, set goals, analyze, change conditions and then re-evaluate our progression towards outcomes. Defining the relationship between institutional goals and performance indicators is critical. The distinction and connection between the two determines the alignment (or not) of espoused and enacted DVC values. This process allows us to assess if our impact matches our intent. The forthcoming strategic plan will identify corresponding key performance indicators and data sources for each of the goals listed in Figure 6.

DVC believes in facilitating institutional curiosity and willingness to take collective risks. We should not be operating as isolated islands, but rather working together towards our shared vision. This requires us to evaluate our work, have the hard conversations about change, and make improvements and innovation based on our mistakes; that is the road to “excellence” and part of the process of institutional change. Given that our vision places our students firmly at the center of our work, it is imperative that students have a voice and that they are involved throughout the inquiry cycle. Our value of excellence demands a continuous qualitative and quantitative evaluation in which the voices of our students are at the core. We recognize that excellence can only be achieved if we improve our results regarding equity. In all cases, the assessment of our goals will include an equity lens.

The goals that follow are structured by the four stages of the student experience and influenced by the Pillars of *Guided Pathways* and *Student Success Factors* within each stage.

Figure 6. Student, College and Community Goals

Student Experience Goals

Connection	Entry	Through	Out
<p>Potential students are knowledgeable about and engaged with opportunities at DVC, find it easy to access the information they need about the college, and can see themselves as DVC students.</p>	<ul style="list-style-type: none"> • Students feel that they belong at DVC and are supported as they enter a path. • Students are assisted to identify their educational and career goals, develop a plan to achieve them, and enter their pathway within the first year. 	<ul style="list-style-type: none"> • Students progress efficiently through their pathway toward their academic and career goals. • Students' learning is relevant to their lives. • Students participate and are challenged in a dynamic, collaborative, and supportive learning environment. 	<p>Students leave DVC feeling empowered, transformed and prepared for their future.</p>



College Goals

These goals are designed to support the student goals, which can be achieved by focusing on the ideal organizational cultural and structural conditions to support the student experience described above and the ideal experience for employees.

Connection	Entry	Through	Out
<p>DVC has a welcoming environment, a strong reputation for excellence and attracts diverse students and employees to the college.</p>	<p>DVC has a culture that supports staff, faculty, and administrators to develop a strong sense of belonging, engagement, community, connection, and confidence among themselves and for all students.</p>	<ul style="list-style-type: none"> • DVC provides programs and services that are responsive and supportive of our student needs. • The college community collaboratively guides and empowers students to progress through their pathway in a timely manner. 	<ul style="list-style-type: none"> • DVC will reduce the equity gaps that affect traditionally underrepresented student groups in key indicators listed in the following three goals below. • Each year DVC will increase the number and percentage of students who successfully complete their certificates, degrees or in-demand job skill sets, in a timely manner. • DVC will increase the number of students (among those who intend to transfer) who successfully transfer. • DVC will increase the number of students who are gainfully employed in their chosen field 6 months after graduation and/or certification.



Community Goals

When we say community we are referring to the many diverse communities surrounding DVC.

Connection	Entry	Through	Out
<p>DVC has strong relationships and partnerships with the community, and the community is well-informed about DVC opportunities and connects students to the DVC community.</p>	<p>In alignment with high schools, adult education, etc., DVC ensures alignment, college-readiness and smooth transitions for students from secondary to post-secondary education.</p>	<ul style="list-style-type: none"> • DVC ensures program learning outcomes are aligned with community needs. • DVC collaboratively partners with the community. • DVC collaborates with the community in the development of external learning experiences. i.e. mentorships, internships. • DVC has strong relationships and articulation with transfer institutions. 	<ul style="list-style-type: none"> • DVC provides the community with a skilled workforce that meets community needs. • DVC develops civically engaged community members.



Conclusion: Recommendations and Next Steps

DVC's Educational Master Plan (EMP) articulates the visions that the college aspires to achieve for students, the college, and the community. It reflects on the current state of the college, both what is working and areas to improve. It also makes the case for why and how the college will transform itself to ensure excellence at every level of the college and equitable success for all students. While we believe we have thoroughly articulated the college's ideal cultural and structural conditions for equitable student success, we also recognize that we aren't there yet. The new plan calls for immediate action, and steady transformation that will take place over many years to come. To achieve these ideal conditions, the college community (staff, educators, administration, students, and community partners) must continue to reflect deeply on what is working, to identify the priority areas for improvement and to map out a plan for transformation and continuous improvement.

This will be operationalized and brought to life as the college community utilizes this integrated framework to ground, guide, and inspire the creation of the strategic plan, program review and operational plans. These forthcoming plans will identify priority areas of improvement and map out the strategic adjustments that successfully move the college closer to the ideal cultural and structural conditions for equitable student success that we have articulated in this plan. As the college embarks upon this journey of transformation, the following serve as recommended next steps and recommendations:

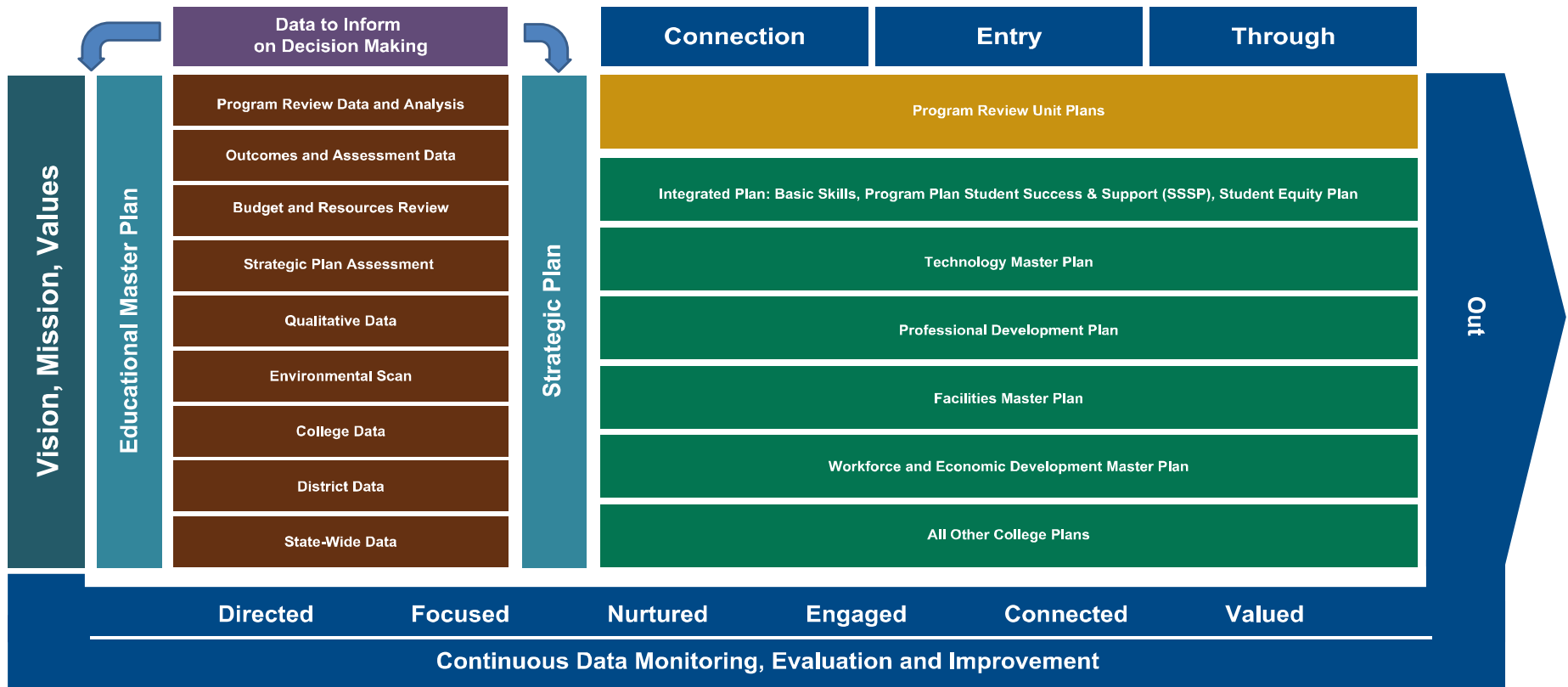
- Create and implement a communications and community engagement plan to rollout the new Educational Master Plan.
- Base the new DVC strategic plan on the integrated framework for equitable student success.
- Conduct a deep listening and learning tour with a diverse cross section of DVC community members, who will identify areas for improvement, priorities, and solutions.
- Conduct a comprehensive assessment of the college's current cultural and structural conditions.
- Ensure that all DVC planning and implementation efforts are integrated, coordinated and aligned with the Educational Master Plan. Familiarize the Integrated Planning Team, the Guided Pathways Steering Team, and the upcoming Strategic Planning Team with the EMP, the Integrated Framework for Equitable Student Success, the cultural and structural conditions that support organizational transformation.
- Develop a shared vocabulary around planning.
- Create a college culture and mode of functioning that is reflective, responsive and adaptable by fostering:
 - **Culturally responsive culture and practices** are integrated into all aspects of DVC, including teaching, curriculum, student supports, and structures.
 - **Culture of learning and cycles of continuous improvement** are infused at every level of DVC to ensure the college is able to reflect on data and community input in order to assess what needs to be adjusted and to adjust practices in a timely manner.
 - **Organizational culture and structures** that support collaboration, integration, and coordination.
- Establish annual priorities and benchmarks to concretize the long-range goal

Appendix

This diagram highlights the components of long-term integrated planning at the college¹². The college’s vision, mission and values are codified in the Educational Master Plan (EMP). The EMP is a high level, long term plan with which all other plans will be integrated. The EMP goals are operationalized in the Strategic Plan, which includes shorter term goals, objectives and strategies. A variety of data is used to inform these plans.

These two overarching college plans provide the framework for Program Review Unit Plans and other college plans. Program Review Unit Plans and college plans are developed to support and enhance the stages of the student experience – connection, entry, through and out. The RP six Student Success Factors are used to maximize inclusive excellence in our learning environments. The college continuously uses data to monitor, evaluate and improve progress on meeting its goals for students, the college and the community.

Long-Term Integrated Planning



¹² Adapted from the San Diego Miramar College Student Success Framework for Long-Term Integrated Planning Fall 2016-Spring 2019