



Institutional

DVC

DIABLO VALLEY COLLEGE

SELF-EVALUATION REPORT



Submitted to:

Accrediting Commission
for Community and
Junior Colleges,
Western Association
of Schools and Colleges

June, 2020

Diablo Valley College

Self-Evaluation Report of Educational Quality and
Institutional Effectiveness

In Support of Reaffirmation of Accreditation

Submitted by:

Diablo Valley College
321 Golf Club Road
Pleasant Hill, CA 94523

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

June 9, 2020

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Diablo Valley College
321 Golf Club Road
Pleasant Hill, California 94523

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was broad participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

June 9, 2020

Gene Huff, Interim Chancellor

Date

June 9, 2020

Rebecca Barrett, President, Governing Board

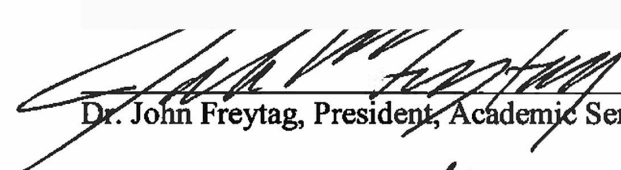
Date



Susan Lamb, President, Diablo Valley College



Date



Dr. John Freytag, President, Academic Senate



Date



Marisa Greenberg, President, Classified Senate



Date



Yuvia Mendoza, President, Associated Students of DVC



Date

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A. Introduction

College History

Diablo Valley College (DVC) is located on land originally home to the Costanoan Indians that was incorporated into the expanding Spanish frontier in the late eighteenth century. In 1844, the Mexican government granted the land to William Welch and it became part of his huge Rancho Las Juntas, which included northwestern Walnut Creek, Pleasant Hill, and the northeastern half of Martinez. After World War II, the land was subdivided into housing tracts; and on November 2, 1950, the College Governing Board purchased the DVC Pleasant Hill site for \$172,500. Construction of the College buildings began in September 1951. DVC's first classes were held in an elementary school in Martinez in the fall of 1950 ([A-1](#)). DVC now has two campuses, one located in Pleasant Hill and one 20 miles south in San Ramon.

Pleasant Hill Campus
321 Golf Club Road
Pleasant Hill, CA 94523

San Ramon Campus
1690 Watermill Road
San Ramon, CA 94582

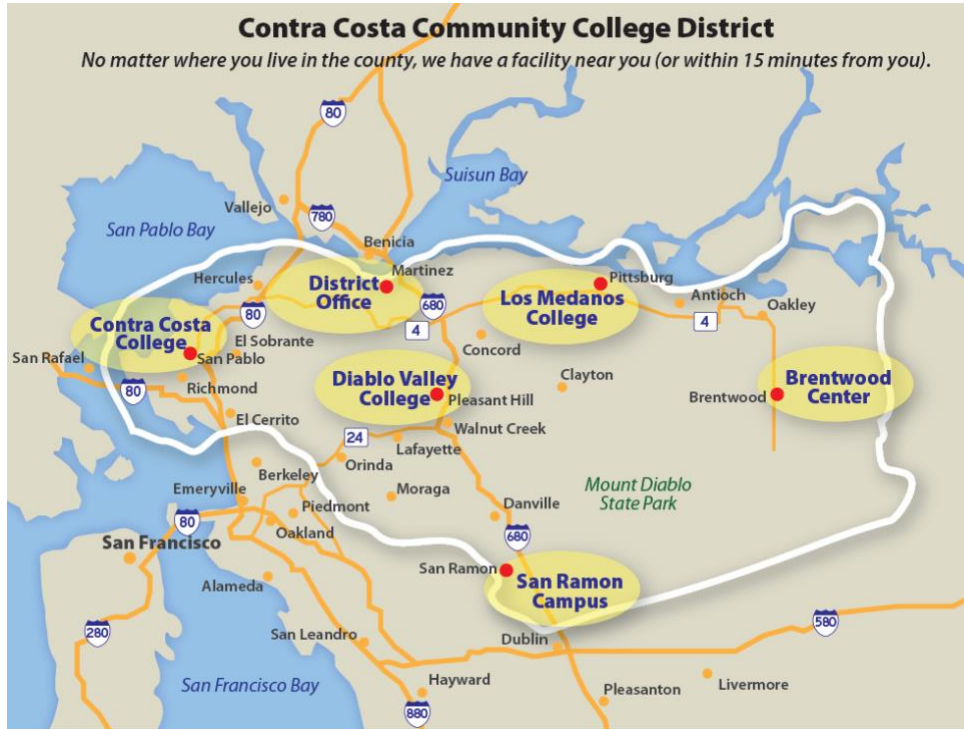
Throughout its seventy-year history, the College has continued to grow and change. With its most recent bond money, the College is renovating and expanding the Physical Education and Kinesiology complex including a new fieldhouse, faculty offices, field improvements, and locker rooms on the Pleasant Hill Campus. Additionally, a new Art complex is underway. At the San Ramon Campus, construction has begun on a new Library and Learning Resource Center, as well as new classrooms and a café on campus. In January 2018, Susan Lamb became the ninth president in the College's history. As of fall 2019, the College has 1,077 employees.

An important moment in College history occurred in March 2020, when the College was forced to move all instruction and services online due to the shelter-in-place order mandated by the county in response to the COVID-19 pandemic. Online instruction and services will continue for summer 2020 and instruction is planned to be primarily online for fall 2020. During this pivot, the College came together to support students and each other. The spirit of cooperation and support exhibited during this period was celebrated by a joint meeting of the Academic and Classified Senates at the end of the spring term. The two Senates collectively issued three resolutions in praise of the work done by the College, the Instruction Office, and the Distance Education support team ([A-2a](#), [A-2b](#), [A-2c](#)).

Service Area Demographic Data

Contra Costa County is a suburban-commercial county of approximately 1,172,306 persons. The county covers about 716 square miles and is currently the 9th most populous county among California's 58 counties. The county is served by three publicly supported community colleges that comprise the Contra Costa Community College District. The District colleges are strategically located in the eastern (Los Medanos College), central (Diablo Valley College), and the western (Contra Costa College) parts of the county. Although access to any of the colleges is open to all residents, the county has been traditionally divided into three service areas, one for each of the three colleges. Diablo Valley College's service area includes the north and south-

central parts of the county and encompasses ten incorporated cities and several unincorporated communities.



Contra Costa County has shown continual population growth over the past thirty years. While the population growth has slowed in Central County, the Eastern County continues to grow at a high percentage. Demographers predict a slower rate of growth in the county in the next few years along with an overall pattern of slow growth in the state of California.

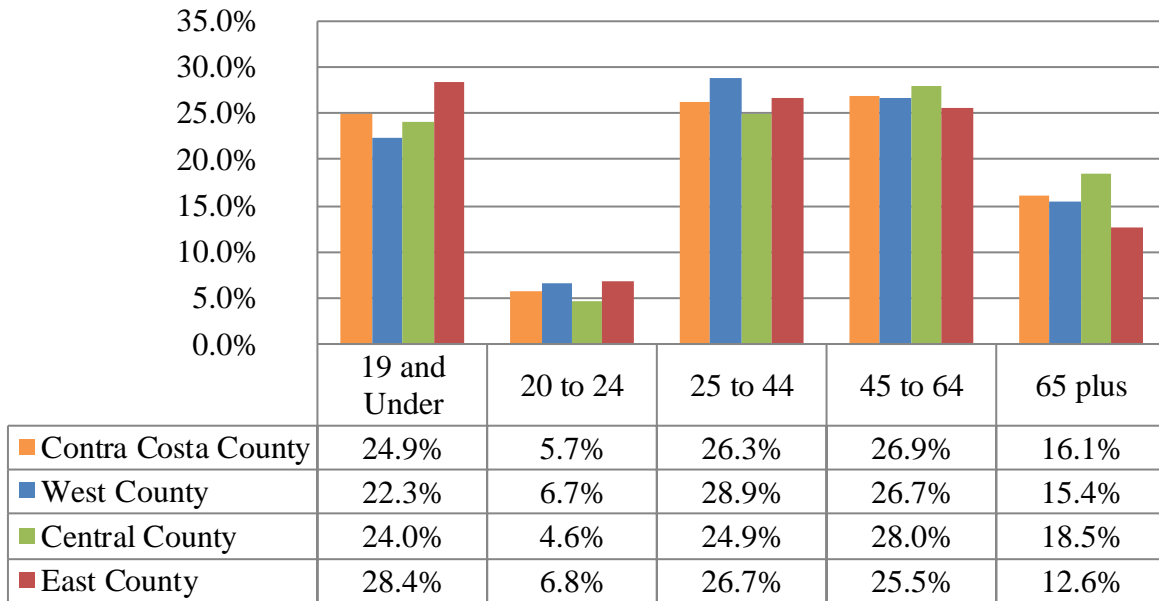
Regional Differences in Population Growth for Contra Costa County				
Year	West County	Central County	East County	All Contra Costa
1990	215,836	434,490	153,406	803,732
2000	242,439	475,403	230,974	948,816
2010	245,523	534,522	268,980	1,049,025
2019 (EMSI)	273,422	555,449	343,435	1,172,306
% Growth 1990 to 2000	12.3%	9.4%	50.6%	18.1%
% Growth 2000 to 2010	1.3%	12.4%	16.5%	10.6%
% Growth 2010 to 2019	11.4%	3.9%	27.7%	11.8%

Source: U.S. Decennial Census. 2019 Economic Modeling Specialist, Inc. (EMSI), Demographic Overview, August 23, 2019

Age and Ethnicity

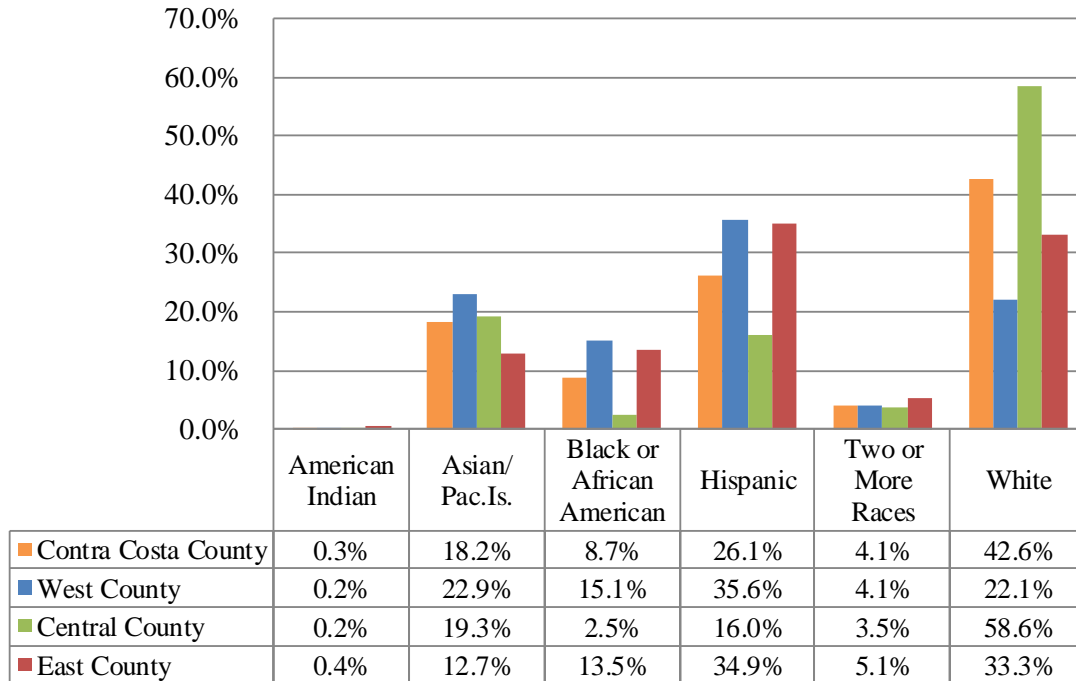
In Contra Costa County, 24.9 percent of people are under the age of 19. Ethnic majorities vary by region, but in the County overall, 42.6 percent of the population is White, followed by a Hispanic population of 26.1 percent. Asian/Pacific Islanders make up 18.2 percent of the population and African Americans 8.7 percent. Comparatively, the state of California has a population of 72.1 percent White, 39.3 percent Hispanic, 15.3 percent Asian, and 6.5 percent African American.

Age Groups by County Region



Source: 2010 U.S. Decennial Census. 2019 Economic Modeling Specialist, Inc. (EMSI), Demographic Overview, August 23, 2019

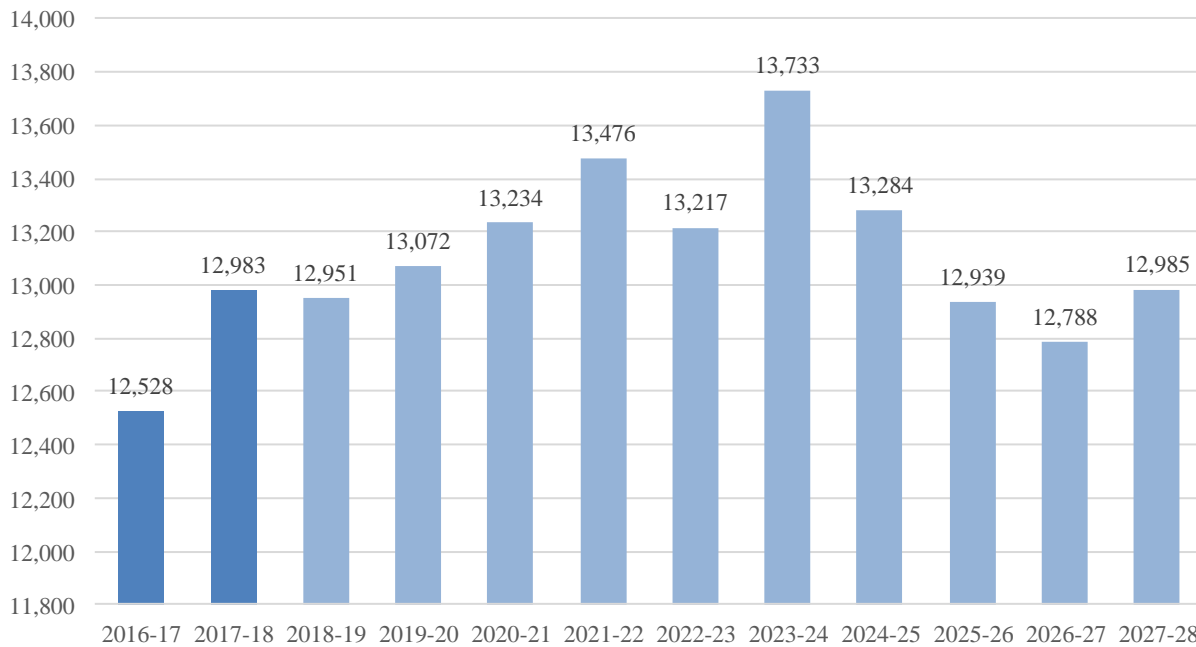
Racial/Ethnic Composition by County Region, 2010-2017



Source: 2010 U.S. Decennial Census. 2019 Economic Modeling Specialist, Inc. (EMSI), Demographic Overview. 8/23/19, JD

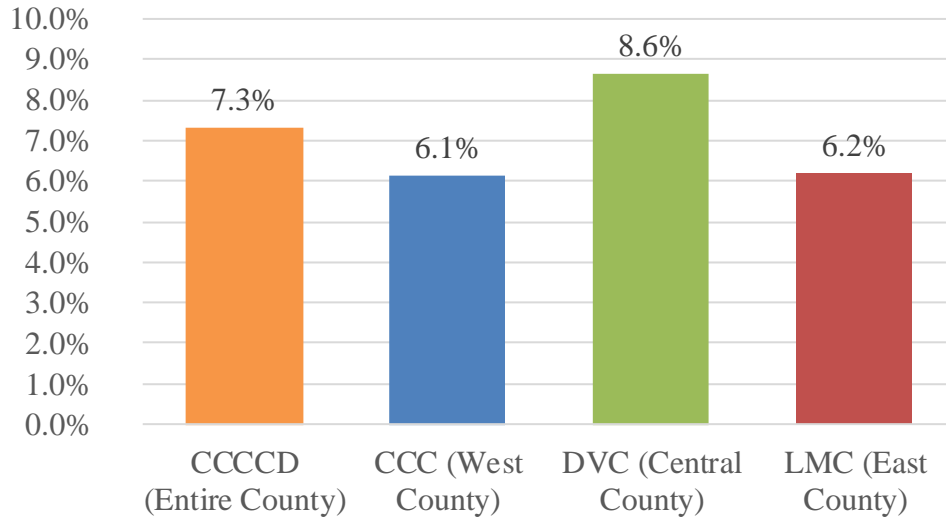
High School Graduates

The predicted number of high school graduates shows an upward trend for the next five years.



Source: State of California, DOF, *California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2018 Series*.

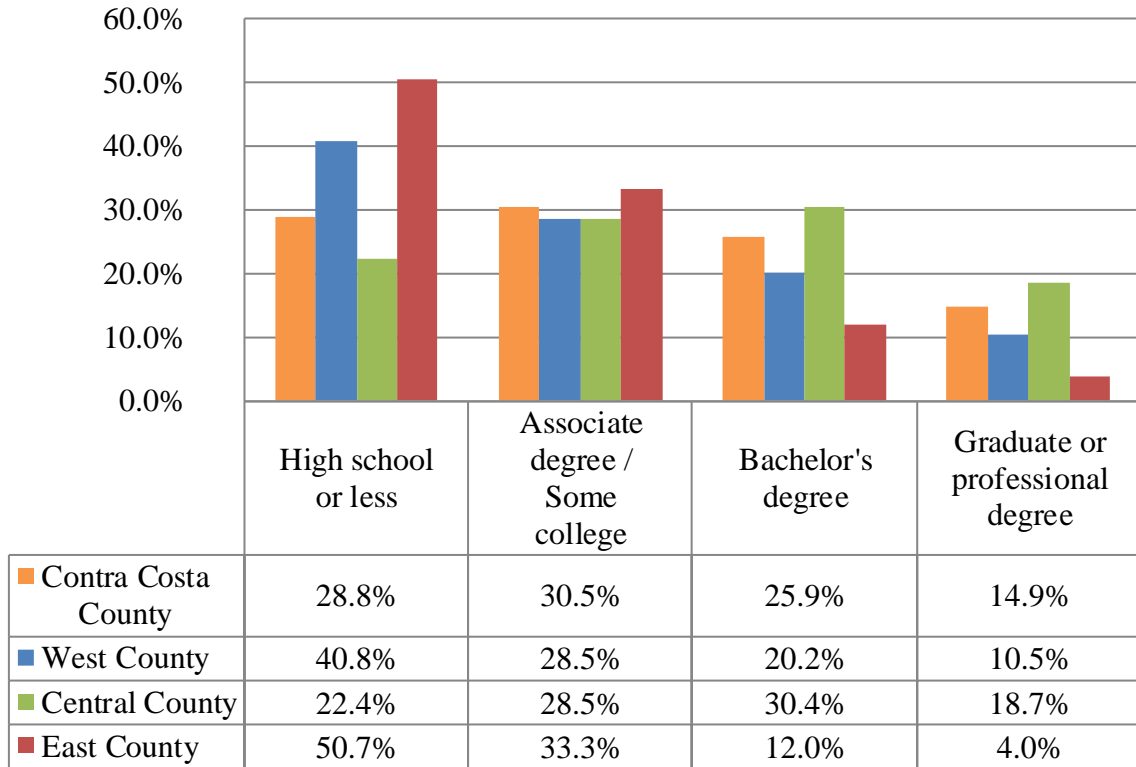
County Adult Population Participation at CCCC by Service Area
Over eight percent of people residing in the central part of the county and aged 18-64 attended Diablo Valley College in the year 2017-2018.



Adult populations (18-64 years old) based on estimates from California Department of Finance (DOF) and Economic Modeling Specialists, Inc. (EMSI). Student populations from Chancellor's Office Data Mart.

Educational Attainment

The residents of Central County are highly educated with 18.7 percent of people possessing a graduate or professional degree and 30.4 percent of people with a Bachelor’s degree. The averages in Central County are higher than the surrounding areas and higher than the averages for the state of California.



Source: 2010 and 2017 5-Yr. American Community Survey (ACS) for Contra Costa County, Table S1501.

Service Area Socio-economic Data

The median household income in Contra Costa County of \$88,456 is much higher than the state of California at \$67,169. In Central County, the median household income is even higher at \$103,481. The residents of Central County are highly educated and are some of the wealthiest communities in the state. In Lafayette and Daville, two cities in Central County, the median household income is over \$150,000.

Median Household Income, 2010 and 2017				
Geographic Region	2010 ACS (a)	2017 ACS (b)	Change: 2010 to 2017	
			(b-a)	(b-a)/a
United States	\$ 51,915	\$ 57,652	\$ 5,737	11.1%
California	\$ 60,883	\$ 67,169	\$ 6,286	10.3%
Contra County County	\$ 78,385	\$ 88,456	\$ 10,071	12.8%
West County	\$ 62,907	\$ 70,213	\$ 7,306	11.6%
Central County	\$ 88,979	\$ 103,481	\$ 14,502	16.3%
East County	\$ 55,387	\$ 95,906	\$ 40,519	73.2%

Source: 2010 and 2017 5-Yr. American Community Survey (ACS) for Contra Costa County, Table S1901.

<https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

Labor Market Data on Service Area

Unemployment Rates

Contra Costa County has a lower unemployment rate at 3.4 percent than the state of California at 4.1 percent and the national average at 3.7 percent. Central County has the lowest unemployment rate of the surrounding areas with 2.9 percent.

Unemployment Rates among Population 16 years and over for U.S., California, Contra Costa County and County Regions

Geographic Region	Annual Average for 2015 (a)	As of July 2019 (b)	Change: 2015 to 2019	
			(b-a)	(b-a)/a
United States	5.3	3.7	-1.6	-30.2%
California	6.2	4.1	-2.1	-33.9%
Contra Costa County	5.0	3.4	-1.6	-32.0%
West County	4.7	3.1	-1.6	-34.0%
Central County	3.8	2.9	-0.9	-23.7%
East County	5.3	4.0	-1.3	-24.5%

Source: California EDD, Labor Market Information Division.

<https://www.labormarketinfo.edd.ca.gov/data/labor-force-and-unemployment-for-cities-and-census-areas.html#CCD>

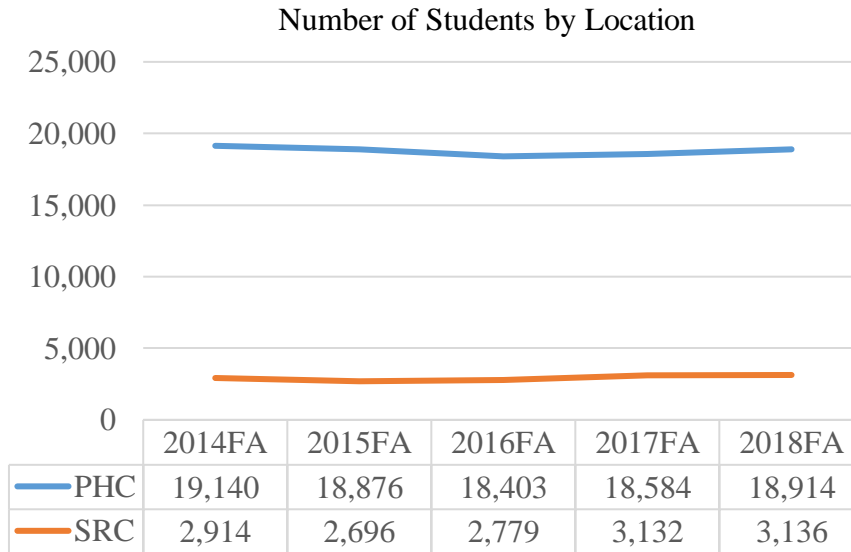
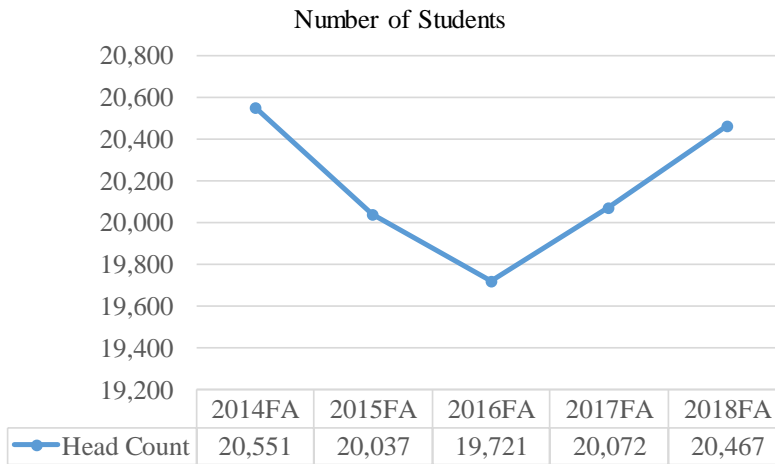
From 2013-2018, jobs in health care and social assistance grew by the largest number in the county, 11,206. Jobs in construction and food service also saw large gains. Workforce data shows that jobs in office and administrative support as well as sales continue to be in high demand.

Industry Characteristics - Contra Costa County					
Industry	2013 Jobs	2018 Jobs	Change in Jobs	% Change in Jobs	2018 Earnings Per Worker
Health Care and Social Assistance	55,706	66,912	11,206	20%	\$79,547
Government	48,113	50,182	2,069	4%	\$100,151
Retail Trade	43,466	45,308	1,842	4%	\$42,061
Accommodation and Food Services	30,408	36,036	5,628	19%	\$27,452
Construction	27,484	33,441	5,957	22%	\$84,381
Professional, Scientific, and Technical	33,050	32,411	(639)	(2%)	\$107,826
Administrative and Support and Waste	23,455	28,319	4,864	21%	\$57,038
Other Services (except Public Adminis	21,200	23,375	2,175	10%	\$36,818
Finance and Insurance	20,851	22,474	1,623	8%	\$132,382
Manufacturing	16,643	16,593	(50)	(0%)	\$130,584
Educational Services	9,141	10,808	1,667	18%	\$41,010
Wholesale Trade	9,308	10,292	984	11%	\$111,729
Real Estate and Rental and Leasing	9,320	10,176	856	9%	\$80,737
Transportation and Warehousing	7,016	9,776	2,760	39%	\$66,377
Arts, Entertainment, and Recreation	8,155	8,926	771	9%	\$33,446
Management of Companies and Enter	7,487	8,672	1,185	16%	\$165,783
Information	9,222	8,587	(635)	(7%)	\$132,249
Utilities	2,857	4,227	1,370	48%	\$194,531
Agriculture, Forestry, Fishing and Hun	980	850	(130)	(13%)	\$49,527
Mining, Quarrying, and Oil and Gas E	1,034	85	(949)	(92%)	\$134,126
Total	384,896	427,449	42,554		
Workforce Characteristics - Contra Costa County					
Occupation	2013 Jobs	2018 Jobs	Change in Jobs	% Change in Jobs	2018 Median Hourly Earnings
Office and Administrative Support	53,482	53,263	(219)	(0%)	\$19.92
Sales and Related	42,744	44,280	1,536	4%	\$16.35
Food Preparation and Serving Related	31,784	36,489	4,705	15%	\$13.53
Management	24,702	29,364	4,662	19%	\$54.36
Business and Financial Operations	24,942	28,309	3,367	13%	\$36.86
Personal Care and Service	21,341	27,920	6,579	31%	\$13.04
Education, Training, and Library	24,643	27,755	3,112	13%	\$23.43
Construction and Extraction	21,393	25,288	3,895	18%	\$26.64
Healthcare Practitioners and Technical	21,407	24,956	3,549	17%	\$48.83
Transportation and Material Moving	17,982	22,287	4,305	24%	\$17.29
Building and Grounds Cleaning and Main	16,822	18,408	1,586	9%	\$14.97
Production	13,551	14,023	472	3%	\$18.94
Installation, Maintenance, and Repair	13,371	14,009	638	5%	\$25.70
Computer and Mathematical	10,770	12,291	1,521	14%	\$48.51
Healthcare Support	9,859	10,374	515	5%	\$19.35
Arts, Design, Entertainment, Sports, and	8,349	9,524	1,175	14%	\$24.79
Architecture and Engineering	7,279	7,505	226	3%	\$42.74
Community and Social Service	5,856	6,659	803	14%	\$24.62
Protective Service	6,323	5,850	(473)	(7%)	\$24.92
Legal	3,921	4,118	197	5%	\$48.29
Life, Physical, and Social Science	3,622	3,723	101	3%	\$39.01
Military-only	964	899	(65)	(7%)	\$18.33
Farming, Fishing, and Forestry	722	716	(6)	(1%)	\$16.24
Total	385,830	428,011	42,181		

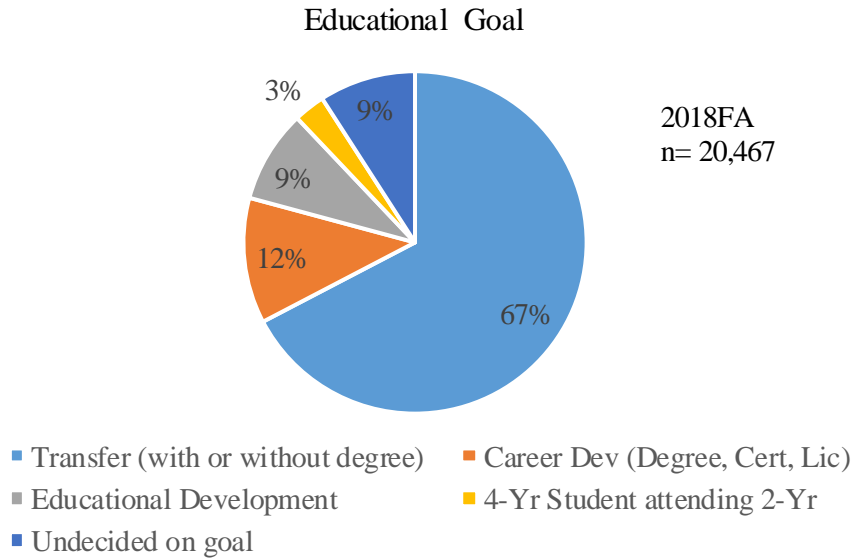
DVC Student Enrollment Data

Diablo Valley College serves students primarily residing in the cities of Concord, Pleasant Hill, Walnut Creek, Martinez, and San Ramon. In the fall of 2018, 20,467 total students took classes at the Pleasant Hill and San Ramon campuses. The demographic data in this section combines information for both campuses and was provided by the Contra Costa Community College District Research Office.

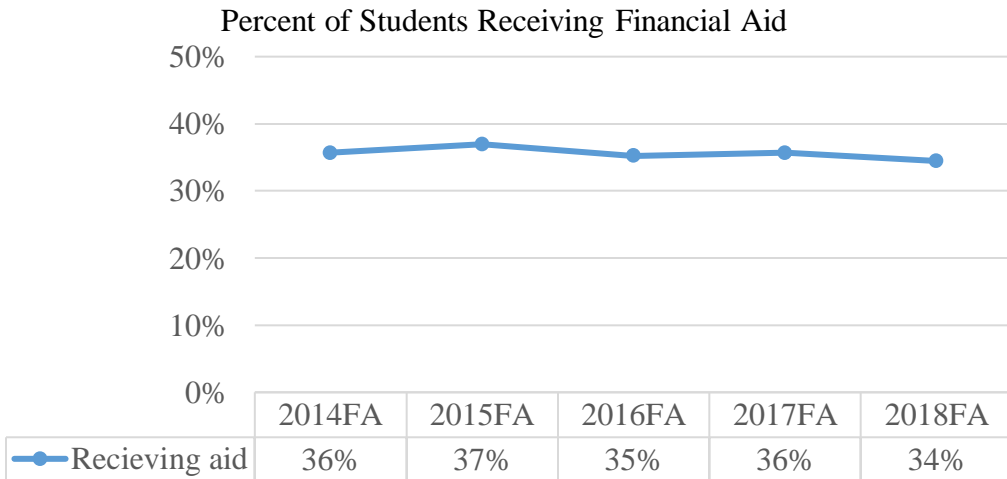
The headcount for the College remains consistent over the past few years with a slight dip in the fall of 2016. Enrollment at the San Ramon Campus increased slightly over the past few years due to additional high demand courses being offered and growth in the service area.



The majority of students at Diablo Valley College declare they intend to transfer to a four-year institution. Twelve percent of DVC’s students are pursuing Career Development with nine percent seeking educational development.

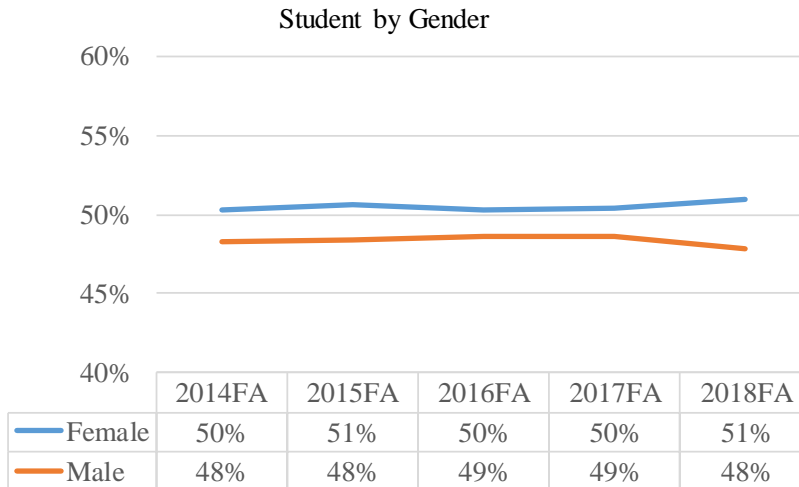


The number of students receiving financial aid at the College remained consistent, around 35 percent, for the past five years.



Student Demographic Data

The five-year demographic data for DVC's student population is consistent with slightly more female students than male. Sixty eight percent of the students are under the age of 24. The racial background of the student population indicates the diverse student body the College serves. The number of Hispanic students increased slightly over the last five years while the number of White students decreased.



Race/Ethnicity		2014FA	2015FA	2016FA	2017FA	2018FA
% of Total Students	African American	6%	5%	5%	5%	6%
	American Indian	0%	0%	0%	0%	0%
	Asian	11%	11%	11%	12%	13%
	Filipino	5%	5%	5%	5%	5%
	Hispanic	22%	23%	24%	24%	26%
	Multi-Race	9%	10%	10%	10%	10%
	Other/Undeclared	8%	8%	8%	7%	6%
	Pacific Islander	0%	0%	0%	0%	0%
	White	38%	37%	36%	36%	35%
Number of Students (Head Count)	African American	1,145	1,090	1,073	1,082	1,165
	American Indian	31	29	29	38	27
	Asian	2,212	2,165	2,203	2,396	2,561
	Filipino	975	952	979	1,027	1,037
	Hispanic	4,588	4,595	4,756	4,884	5,234
	Multi-Race	1,939	1,958	1,906	1,993	1,945
	Other/Undeclared	1,675	1,664	1,564	1,354	1,163
	Pacific Islander	91	75	71	78	83
	White	7,895	7,509	7,140	7,220	7,252

		TERM				
Age Group		2014FA	2015FA	2016FA	2017FA	2018FA
Percentage of Students	< 20 years old	34%	34%	34%	35%	34%
	20 to 24 years old	35%	36%	35%	34%	34%
	25 to 49 years old	26%	26%	26%	26%	27%
	50 + years old	5%	5%	5%	5%	5%
Number of Students (Head Count)	< 20 years old	6,919	6,850	6,783	6,977	6,935
	20 to 24 years old	7,269	7,132	6,967	6,874	6,950
	25 to 49 years old	5,315	5,145	5,055	5,309	5,625
	50 + years old	1,048	910	916	912	957

Programmatic Accreditation Information

The following Diablo Valley College programs are accredited by programmatic accrediting bodies, which are responsible to determine license/certification eligibility.

California Association for Alcohol/Drug Educators
 5230 Clark Road, Suite 3
 Lakewood, CA 90712

California Consortium of Addiction Programs and Professionals
 PO Box 214127
 Sacramento, CA 95821

Culinary Arts, Baking and Pastry, Restaurant Management
 The Accrediting Commission of the American Culinary Federation Education Foundation
 180 Center Place Way
 St. Augustine, FL 32095

Dental Assistant and Dental Hygiene
 Commission on Dental Accreditation of the American Dental Association
 211 East Chicago Avenue
 Chicago, IL 60611-2678

Evidence A

[A-1](#) *Sharing Memories, Contra Costa Community College District: 1948-2008*, p. xviii

[A-2a](#) Academic and Classified Senates resolution in support of the DVC Team of Collaborators, May 19, 2020

[A-2b](#) Academic and Classified Senates resolution in support of the Instruction Office and Curriculum Teams, May 19, 2020

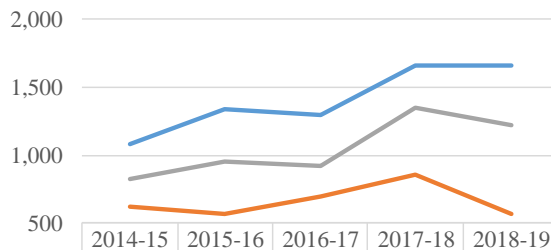
[A-2c](#) Academic and Classified Senates resolution in support of the DVC Distance Education Team, May 19, 2020

B. Presentation on Student Achievement Data and Institution-set Standards

Degrees and Certificates Awarded and Transfer

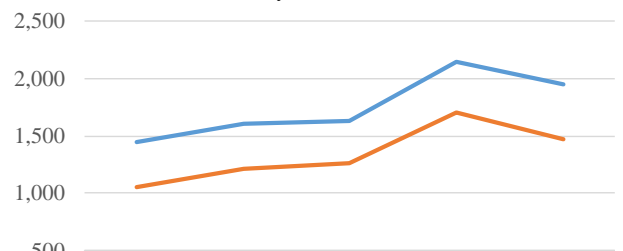
The number of associates degrees awarded by the College increased from 1,086 to 1,659 over the past five years. The number of 1-year certificates increased from 823 to 1,223 while the number of 1 but less than 4-year certificates decreased. Degrees and certificates awarded increased amongst all genders and age groups. Across ethnic groups, awards granted to Asian, Hispanic, and White students increased while the awards to African American students decreased from 118 to 102.

Awards by Type



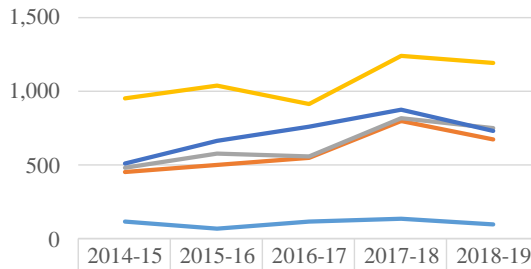
	2014-15	2015-16	2016-17	2017-18	2018-19
AA/AS degree	1,086	1,342	1,296	1,665	1,659
At least 1 but less than 4-year certificate	622	562	698	855	568
Less than 1-year certificate	823	956	920	1,353	1,223

Awards by Gender



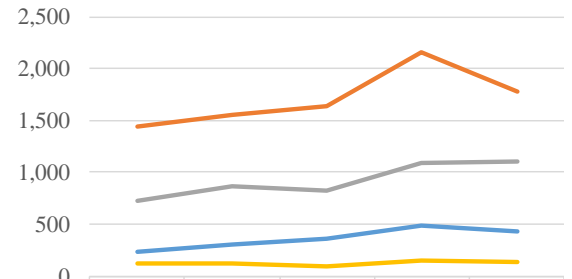
	2014-15	2015-16	2016-17	2017-18	2018-19
Female	1,449	1,611	1,633	2,146	1,955
Male	1,048	1,216	1,258	1,703	1,472
Gender Unknown	34	33	23	24	23

Awards by Race/Ethnicity



	2014-15	2015-16	2016-17	2017-18	2018-19
African American	118	70	119	142	102
Asian	458	507	554	795	673
Hispanic	482	578	561	821	756
White	957	1,041	917	1,243	1,190
Other/Undeclared	515	664	763	872	729

Awards by Age Group



	2014-15	2015-16	2016-17	2017-18	2018-19
< 20 years old	239	311	357	480	433
20 to 24 years old	1,447	1,559	1,642	2,152	1,786
25 to 49 years old	721	865	818	1,094	1,101
50 + years old	123	125	97	147	130

As reported in the College's 2020 Annual Report to the ACCJC, the College has institution-set standards for degree and certificate attainment and aspirational stretch goals for these metrics (B-1). Details on the processes used in the establishment of the goals are included in Standard I.B.3.

Certificates	2016-2017	2017-2018	2018-2019
Institution-set standard (floor)	561	561	1212
Stretch goal (aspirational)	n/a	n/a	1889
Actual	868	1121	823

It is of note that the ACCJC Annual Report template changed in 2019-2020, such that certificate counts now are only to include those that are 16 or more units. When the College established its aspirational stretch goal on this metric, it was based on all certificates that were awarded regardless of total units required. The College is working to develop a new stretch goal and should have that completed in early fall 2020.

Associates Degrees	2016-2017	2017-2018	2018-2019
Institution-set standard (floor)	573	573	1701
Stretch goal (aspirational)	n/a	n/a	2339
Actual	1682	2146	2062

Transfer	2016-2017	2017-2018	2018-2019
Institution-set standard (floor)	1674	1674	1887
Stretch goal (aspirational)	n/a	n/a	2371
Actual	2437	2359	2047

The College works to continuously improve student outcomes on these metrics, as is evidenced in the Guided Pathways work in the Quality Focus Essay.

Course Success

The success rates at the College remain consistent over the last five years. Success rates, students receiving a passing grade in a course, remain near 74 percent. Fall to spring persistence (retention) rates, around 74 percent, are consistently higher than fall to fall persistence, at 53 percent. Course completion, students who receive a grade at the end of the term, also holds around 85 percent for the College.

All Coursework	2014FA	2015FA	2016FA	2017FA	2018FA
Course Success Rate	73%	73%	74%	75%	74%
Course Completion Rate	85%	85%	86%	86%	85%
Fall-to-Spring Persistence Rate	73%	77%	76%	76%	74%
Fall-to-Fall Persistence Rate	54%	54%	54%	53%	na
Number of Course Enrollments	59,192	57,875	56,515	57,090	57,163
Number Successful	43,054	42,288	41,906	42,714	42,501
Number Retained	50,179	49,322	48,525	49,128	48,509

As reported in the College's *2020 Annual Report to the ACCJC*, the College has an institution-set standard for success and has recently established an aspirational stretch goal for this metric.

Course Successful Completion Rates	2016-2017	2017-2018	2018-2019
Institution-set standard (floor)	72%	72%	72%
Stretch goal (aspirational)	n/a	n/a	77%
Actual	76%	76%	76%

The College breaks success rates by delivery method into several categories to cover the wide range of courses offered. Face-to-face classes have no online instruction, hybrid classes 0-50% have less than half of instruction hours completed online, hybrid 51-99% have more than half of instruction hours completed online, and 100% online classes have no face-to-face instruction hours.

The success rate for face-to-face classes at 75 percent and hybrid 0-50% classes at 76 percent are consistent over the past five years. Hybrid 51-99% increased four percentage points to 62 percent and 100% online increased 3 percentage points to 70 percent. The number of enrollments in face-to-face courses dropped from 50,886 to 45,219 and hybrid 51-99% dropped from 1,809 to 1,435 while the hybrid 0-50% category grew from 1,891 to 1,969 and the 100% online grew dramatically from 4,606 to 8,540. Improvements in success rates in online courses has been observed and continuation of this trend is a College goal.

In basic skills courses at the College, the number of course enrollments dropped in both the face-to-face and hybrid 51-99% categories, while success rates increased. For career education offerings, the number of course enrollments increased across all categories and success rates remained consistently high or increased. For degree applicable courses, success rates increased in

all categories while only hybrid classes 0-50% and 100% online classes increased in course enrollments.

All Coursework by Delivery Method		2014FA	2015FA	2016FA	2017FA	2018FA
Course Success Rate	Face-to-face	74%	74%	75%	76%	75%
	Hybrid 0-50%	75%	80%	76%	78%	76%
	Hybrid 51-99%	58%	61%	64%	62%	62%
	100% Online	67%	66%	69%	72%	70%
Course Completion Rate	Face-to-face	85%	86%	86%	86%	85%
	Hybrid 0-50%	86%	90%	86%	87%	87%
	Hybrid 51-99%	72%	78%	78%	77%	73%
	100% Online	83%	82%	84%	85%	83%
Number of Course Enrollments	Face-to-face	50,886	49,724	47,995	47,826	45,219
	Hybrid 0-50%	1,891	586	943	825	1,969
	Hybrid 51-99%	1,809	2,075	1,937	1,560	1,435
	100% Online	4,606	5,490	5,640	6,879	8,540

Basic Skills Courses by Delivery Method		2014FA	2015FA	2016FA	2017FA	2018FA
Course Success Rate	Face-to-face	63%	62%	65%	64%	67%
	Hybrid 51-99%	38%	43%	55%	50%	41%
Course Completion Rate	Face-to-face	83%	81%	83%	84%	85%
	Hybrid 51-99%	57%	64%	69%	68%	63%
Number of Course Enrollments	Face-to-face	2,038	1,899	1,839	1,802	1,670
	Hybrid 51-99%	217	207	189	145	142

CE Courses by Delivery Method		2014FA	2015FA	2016FA	2017FA	2018FA
Course Success Rate	Face-to-face	85%	83%	84%	84%	85%
	Hybrid 0-50%	79%	82%	78%	85%	84%
	Hybrid 51-99%	81%	82%	82%	87%	81%

	100% Online	69%	67%	73%	78%	73%
Course Completion Rate	Face-to-face	92%	91%	91%	91%	92%
	Hybrid 0-50%	85%	91%	89%	91%	90%
	Hybrid 51-99%	92%	88%	89%	90%	86%
	100% Online	87%	84%	88%	90%	87%
Number of Course Enrollments	Face-to-face	4,925	4,882	4,706	5,428	5,274
	Hybrid 0-50%	298	392	467	324	381
	Hybrid 51-99%	48	98	165	60	118
	100% Online	1,136	1,159	1,253	1,209	1,474

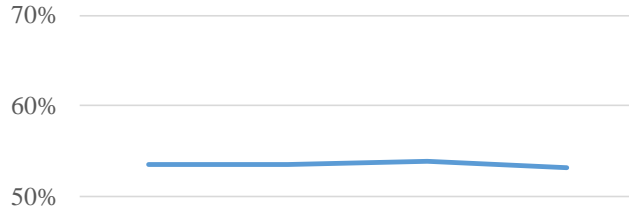
Degree Applicable Courses by Delivery Method		2014FA	2015FA	2016FA	2017FA	2018FA
Course Success Rate	Face-to-face	74%	75%	75%	76%	76%
	Hybrid 0-50%	75%	80%	76%	78%	76%
	Hybrid 51-99%	60%	62%	65%	62%	63%
	100% Online	67%	66%	69%	72%	70%
Course Completion Rate	Face-to-face	85%	86%	86%	87%	85%
	Hybrid 0-50%	86%	90%	86%	87%	87%
	Hybrid 51-99%	74%	79%	79%	77%	74%
	100% Online	83%	82%	84%	85%	83%
Number of Course Enrollments	Face-to-face	48,682	47,730	46,101	45,931	43,433
	Hybrid 0-50%	1,891	586	943	825	1,969
	Hybrid 51-99%	1,555	1,823	1,719	1,385	1,263
	100% Online	4,606	5,490	5,640	6,879	8,540

The College works to continuously improve student outcomes on these metrics, as is evidenced in the Guided Pathways work described in the Quality Focus Essay.

Retention

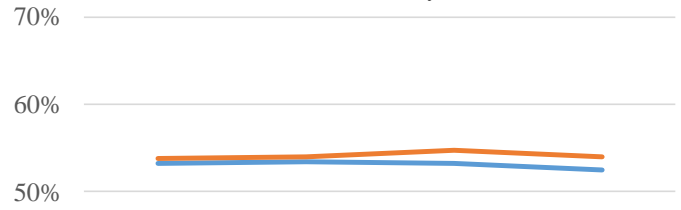
Fall-to-fall retention (persistence) rates at the College remain consistent over the past four years. There was a slight increase in retention of African American students and in the age bracket from 25-49 years of age.

Fall-to-Fall Retention Rate



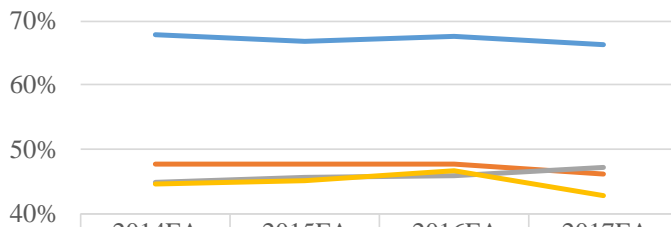
	2014FA	2015FA	2016FA	2017FA
All Students	54%	54%	54%	53%

Fall-to-Fall Retention Rate by Gender



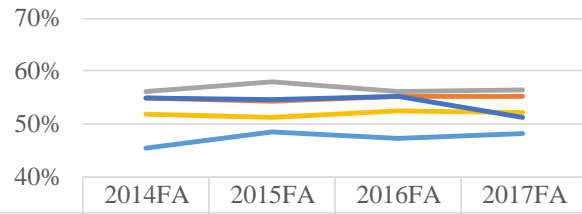
	2014FA	2015FA	2016FA	2017FA
Female	53%	53%	53%	53%
Male	54%	54%	55%	54%

Fall-to-Fall Retention Rate by Age Group



	2014FA	2015FA	2016FA	2017FA
<20	68%	67%	68%	66%
20 to 24	48%	48%	48%	46%
25 to 49	45%	46%	46%	47%
50 +	45%	45%	47%	43%

Fall-to-Fall Retention Rate by Race/Ethnicity



	2014FA	2015FA	2016FA	2017FA
African American	46%	48%	47%	48%
Asian	55%	54%	55%	55%
Hispanic	56%	58%	56%	56%
White	52%	51%	52%	52%
Other/Undeclared	55%	55%	55%	51%

The College works to continuously improve student outcomes on these metrics, as is evidenced in the Guided Pathways work described in the Quality Focus Essay.

Career education job placement rates

As included in the *2020 Annual Report to the ACCJC*, these are the job placement rates for all programs which had more than 10 completers in the year.

CE Programs Job Placement Rates	Institution-set standard	2016-2017	2017-2018	2018-2019
Accounting	73.23	62.5	68.75	65.38
Administration of Justice	73.23	75.73	78.15	82.98
Architecture	73.23	40.91	63.64	50.00
Business & Commerce	73.23	76.92	88.89	73.58
Business Administration	73.23	66.91	70.59	71.26
Business Management	73.23	72.73	n/a	n/a
Child Development	73.23	67.86	71.43	76.03
Civil and Construction Management	73.23	80	84.64	80.00
Commercial Music	73.23	54.55	81.48	80.66
Computer Information Systems	73.23	61.54	82.35	76.92
Computer Infrastructure	73.23	69.57	83.33	84.85
Computer Science	73.23	40.91	52.78	54.29
Computer Software Development	73.23	49.21	50.00	61.43
Construction Crafts Technology	73.23	100	100.00	100.00
Dental Occupations	73.23	90.57	84.44	85.45
Digital Media	73.23	61.29	69.23	63.64
Electronics & Electric Technology	73.23	80	80.00	88.57
Environmental Control (HVAC)	73.23	n/a	90.91	100.00
Geography	73.23	85.71	n/a	90.00
Health Professions	73.23	70	83.13	77.22
Horticulture	73.23	50	81.82	n/a
Hospitality	73.23	87.5	n/a	85.71
Human Services	73.23	73.68	63.33	84.85
Library Technician	73.23	n/a	90.00	n/a
Nutrition, Foods, and Culinary	73.23	82.86	82.93	82.00
Physical Education	73.23	58.82	70.00	66.67
Real Estate	73.23	68.75	n/a	n/a

Two programs at the College have external licensing exams. Both have very strong passage rates over time.

Licensure Exam Pass Rate	Institution-set standard	2016-2017	2017-2018	2018-2019
Dental Hygiene	72.23%	100	100	100
Dental Assisting	72.23%	75%	82.35%	74%

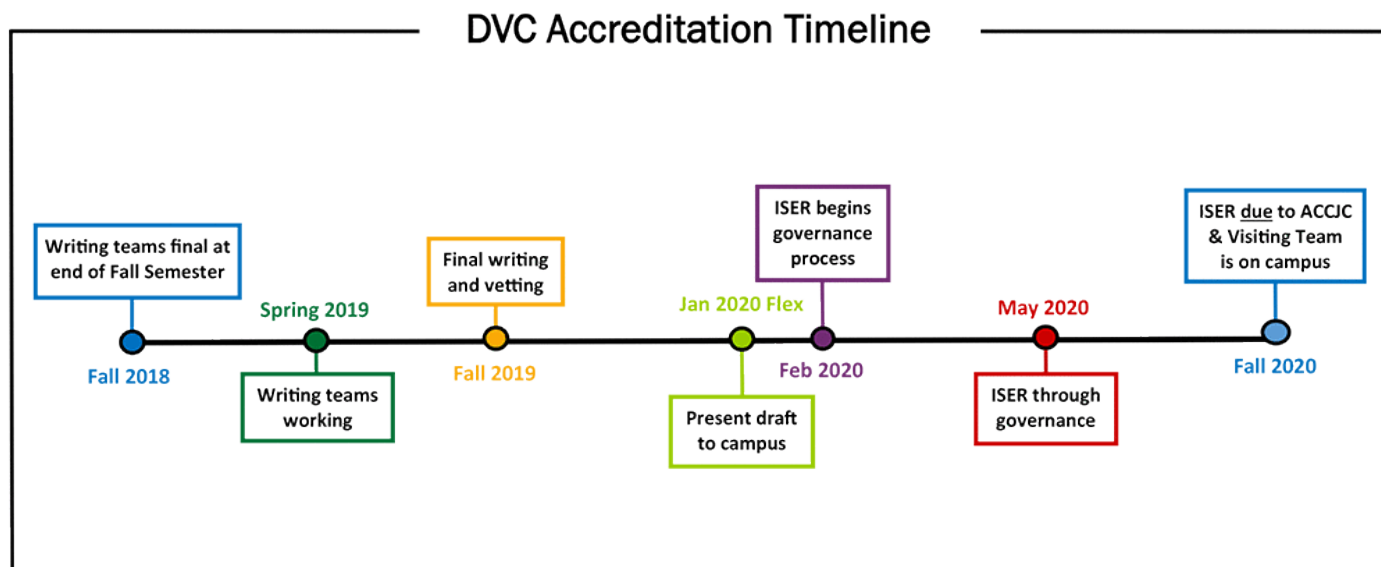
The College works to continuously improve student outcomes on these metrics, as is evidenced in the Guided Pathways work in the Quality Focus Essay.

Evidence B

[B-1](#) *2020 Annual Report to the Accrediting Commission for Community and Junior Colleges*

C. Organization of the Self-Evaluation Process

In fall 2012, an Accreditation Advisory Group (AAG) was established. Since then, the AAG has met to lead the College when required to prepare reports to the Accrediting Commission for Community and Junior Colleges. In spring 2016, the group was reconvened to lead the preparation of the *2020 Institutional Self-Evaluation Report* (C-1a, C-1b). The AAG is co-chaired by the Academic Senate president and the accreditation liaison officer and includes representatives from faculty, classified staff, and management (C-2). The AAG established this timeline for completion of the *2020 Institutional Self-Evaluation Report*:



Updated: October 2018

To prepare the *2020 Institutional Self-Evaluation Report*, writing teams were formed for each accreditation Standard. A co-chair structure that included faculty, staff, and managers led the teams. The Academic Senate, Classified Senate, Accreditation Advisory Group, and co-chairs worked collaboratively to find writing team members who brought expertise and experience about the Standard to their team. Teams had representation from both the Pleasant Hill and San Ramon Campus. The president, accreditation liaison officer, and the writing team co-chairs attended an Accrediting Commission for Community and Junior Colleges sponsored training in spring 2018 (C-3). At this time, a technical writer position was created and filled by a faculty member to assist with the completion of the *Report*. The accreditation liaison officer held an October 2018 open meeting to solicit members from the broader College community (C-4). A training for co-chairs was held in October 2018 (C-5).

Standard	Co-Chairs	Members
IA	Rosa Armendariz (Manager) Monica Brennan (Staff) Patrick Moe (Faculty)	Kimberly Taugher (Faculty) Jacob Van Vleet (Faculty)
IB	Julie Barnhart (Staff) Rene Sporer (Faculty)	Gabe Harven (Staff) Jeniffer Monroy (Staff)

	Obed Vazquez (Manager)	Lynn Huang (Faculty)
IC	Beth Hauscarriague (Manager) Carrie Sadighian (Staff)	
IIA	Lesley Agostino (Staff) Troy Bennett (Faculty) Kim Schenk (Manager)	Anne Kingsley (Faculty) Mary Gutierrez (Manager) Lindsay Lang (Faculty) Owen Lee (Faculty) Sonja Nilsen (Staff) Becky Wyler (Faculty)
IIB	Katy Agnost (Faculty) Dan Kiely (Faculty) Rick Robison (Manager)	Corinne Gray (Faculty) Matthew Powell (Faculty) Roxanne Schmitt (Staff) Christine Worsely (Manager)
IIC	Yvonne Canada-Clark (Faculty) Kim Christiana (Manager) Emily Stone (Manager)	Allison Albright (Staff) Kathleen Ely (Staff) Todd Farr (Manager) Nicole Gomes (Staff) Jackie Jones-Castallano (Manager) Lindsay Kong (Manager) Carrie Million (Faculty) Newin Orante (Manager) Cynthia Ruiz (Staff) Hanan Salman (Staff) Ann Uawithya (Staff) Carissa Urbalejo (Staff) Laura Weaver (Manager) Christine Worsely (Manager)
IIIA	Jessica Martin (Staff) Despina Prapavessi (Manager) Jennifer Tejada (Manager)	Kris Koblik (Faculty)
IIIB	Alan Haslam (Faculty) Toni Fannin (Manager) Cathy Walton Woodson (Manager)	James Buchanan (Manager) David Hagerty (Manager)
IIIC	Percy Roper (Manager) Mario Tejada (Faculty) Julie Walters (Faculty)	
IIID	Daniela Ballif (Manager) John Freytag (Faculty)	Katherine Friedman (Staff) Allan Lacayo (Faculty)

Joe Gorga (Manager) Jason Mayfield (Faculty)
Mauricio Najarro (Faculty)

IVA & IVB Julie Catalano (Confidential) Ann Langelier-Patton (Staff)
Marisa Greenberg (Staff) Chuck Shackett (Faculty)
Beth McBrien (Faculty)
Kenyetta Tribble (Manger)

Additional thank you to: Scott Heiden
Carol Hilton
Mike Holtzclaw
Mohammed Isa
Laurie Lema
Jeffrey Michels
Tatiana Pak
Loc Huynh

With the teams established, the accreditation liaison officer led an orientation kick-off training meeting for all writing team members in January 2019 (C-6). The training was comprehensive and discussed the goals of accreditation, the specific process of self-evaluation, the responsibilities of the co-chairs, and the timeline for completion. Each Standard committee was provided with folders online to store evidence and documents and a template for the formatting of each Standard was placed in the appropriate folder. In April 2019, a representative from the Accrediting Commission for Community and Junior Colleges met with the writing teams for additional training (C-7).

To ensure that individuals and committees with responsibilities for assuring compliance with accreditation requirements had opportunities for input, the writing teams brought drafts of their work to College committees, the Academic Senate, the Classified Senate, and the Associated Students of DVC (C-8a, C-8b, C-8c, C-8d, C-8e, C-8f, C-8g, C-8h, C-8i, C-8j, C-8k, C-8l, C-8m). The College was informed of ongoing progress and timelines through the *Governance at a Glance* newsletters and on the accreditation webpage (C-9a, C-9b). Drafts of the document were published on the College website for feedback from any interested party (C-10). The accreditation liaison officer led professional development meetings for the College throughout the process, which provided opportunities for input on the document (C-11a, C-11b, C-11c).

In spring 2020, the complete *2020 Institutional Self-Evaluation Report* was approved by the Associated Students of DVC, the Academic Senate, the Classified Senate, and the College Council (C-12a, C-12b, C-12c, C-12d). It was approved by the District Governing Board in June 2020. Minutes of that meeting are available on the District webpage.

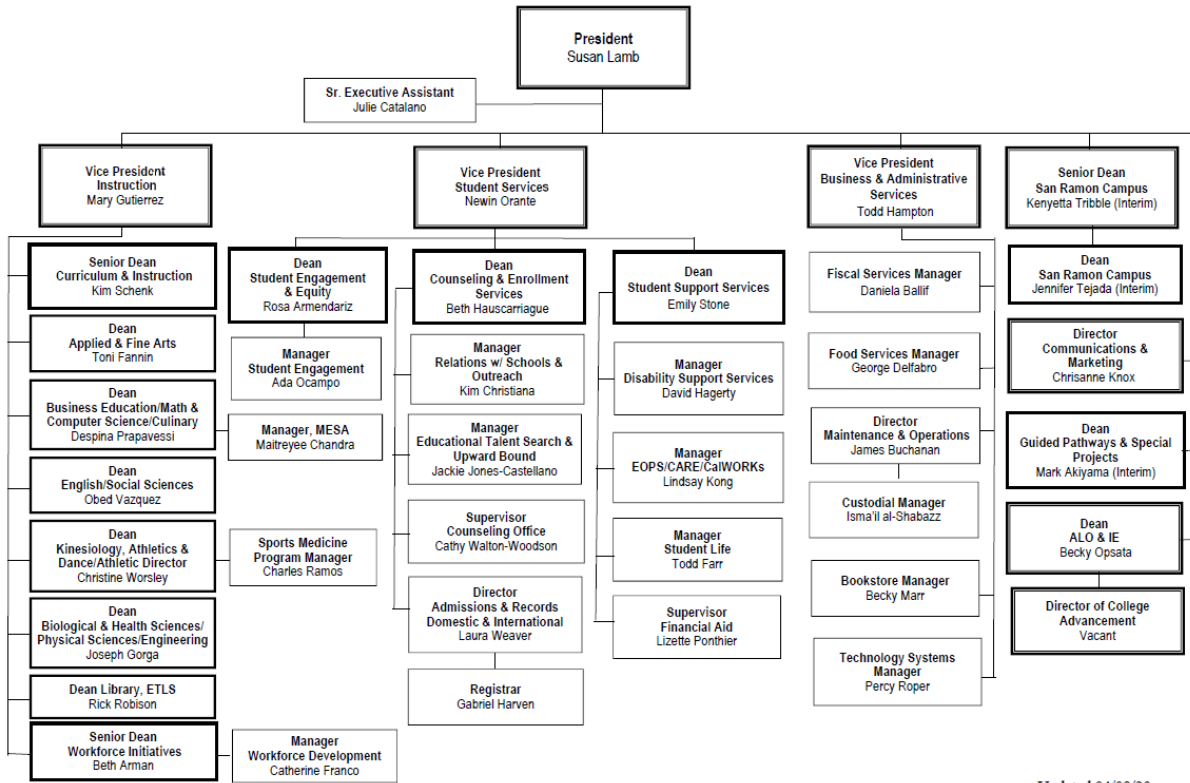
Evidence C

- C-1a College Council minutes, Item 4, March 2, 2016
- C-1b College Council minutes, Item 5, February 1, 2017
- C-2 Accreditation Advisory Group membership, March 26, 2020
- C-3 ACCJC training information, May 8, 2018

C-4	Writing team member solicitation flex activity slides, October 13, 2018
C-5	Co-chairs training, October 18, 2018
C-6	Writing team orientation and kick off, Spring 2019 flex booklet, page 19
C-7	ACCJC Training information, April 15, 2019
C-8a	Program Review Committee minutes, Item 7, October 11, 2019
C-8b	Research, Planning, and Evaluation Committee minutes, Item 8, November 13, 2019
C-8c	Budget Committee minutes, Item 10, December 6, 2019
C-8d	Classified Senate minutes, Item 5, December 11, 2019
C-8e	College Council minutes, Item 4, January 29, 2020
C-8f	Academic Senate minutes, Item 7, January 23, 2020
C-8g	Budget Committee minutes, Item 8, February 7, 2020
C-8h	Classified Senate minutes, Item 7b, February 12, 2020
C-8i	Academic Senate minutes, Item 10, February 25, 2020
C-8j	Budget Committee minutes, Item 9, February 28, 2020
C-8k	Academic Senate minutes, Item 10, March 3, 2020
C-8l	College Council minutes, Item 5, March 4, 2020
C-8m	Associated Students of DVC agenda, Item 6.2, April 7, 2020
C-9a	Email from C. Knox, <i>Governance at a Glance</i> , December 12, 2019
C-9b	Screenshot, Accreditation 2020 webpage, March 26, 2020
C-10	Screenshot, Accreditation 2020 webpage, March 26, 2020
C-11a	Fall 2019 Flex Activity book, page 53
C-11b	Spring 2019 Flex Activity book, page 19
C-11c	Spring 2020 Flex Activity book, page 22
C-12a	Associated Students of DVC agenda, Item 6, April 28, 2020
C-12b	Academic Senate agenda, Item 7, May 5, 2020
C-12c	Classified Senate agenda, Item 6, May 13, 2020
C-12d	College Council agenda, Item 8, May 20, 2020

D. Organizational Information

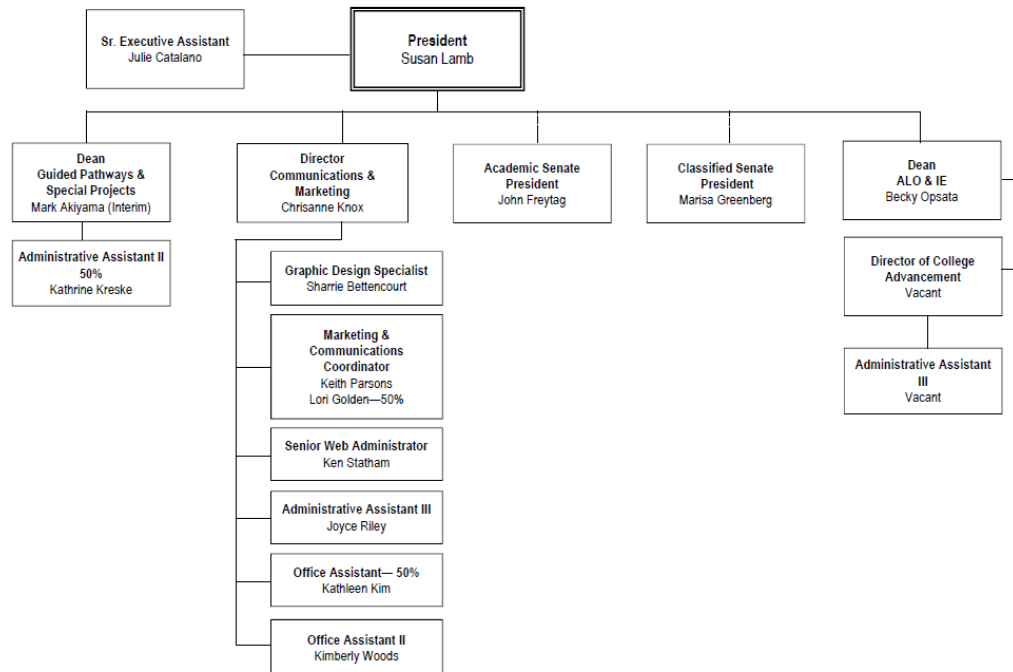
Diablo Valley College Organization



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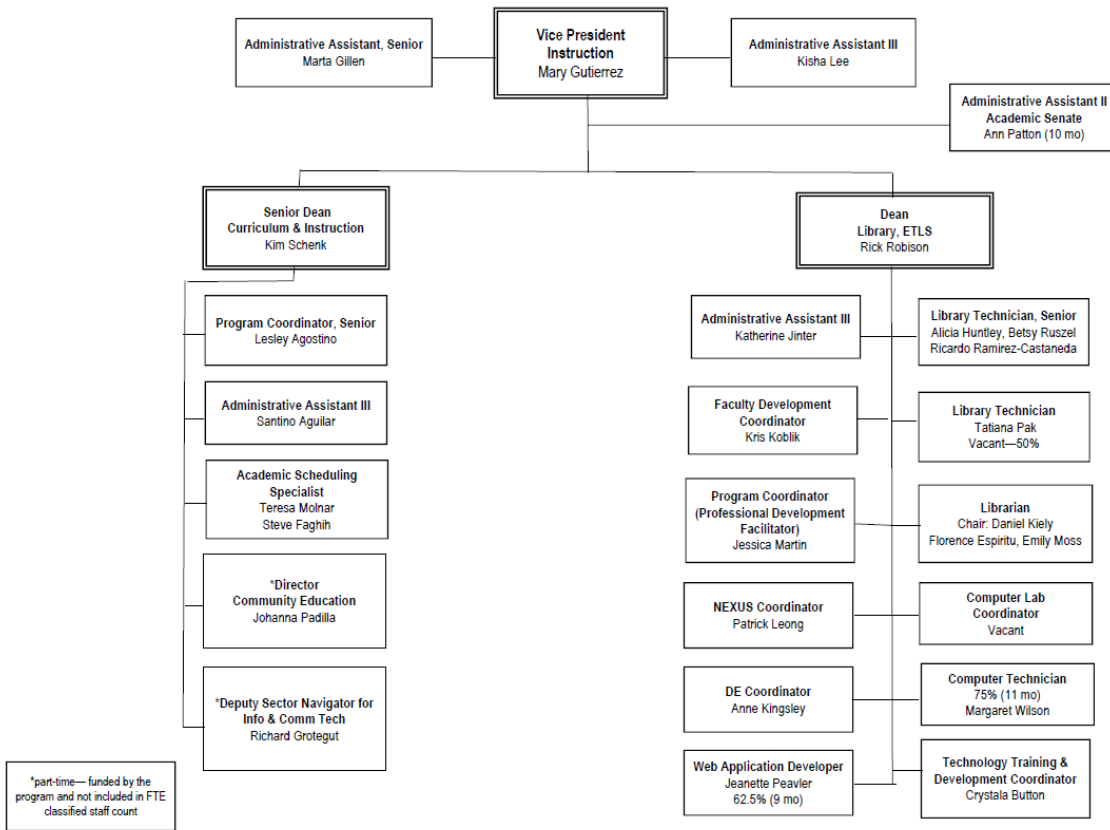
President's Office

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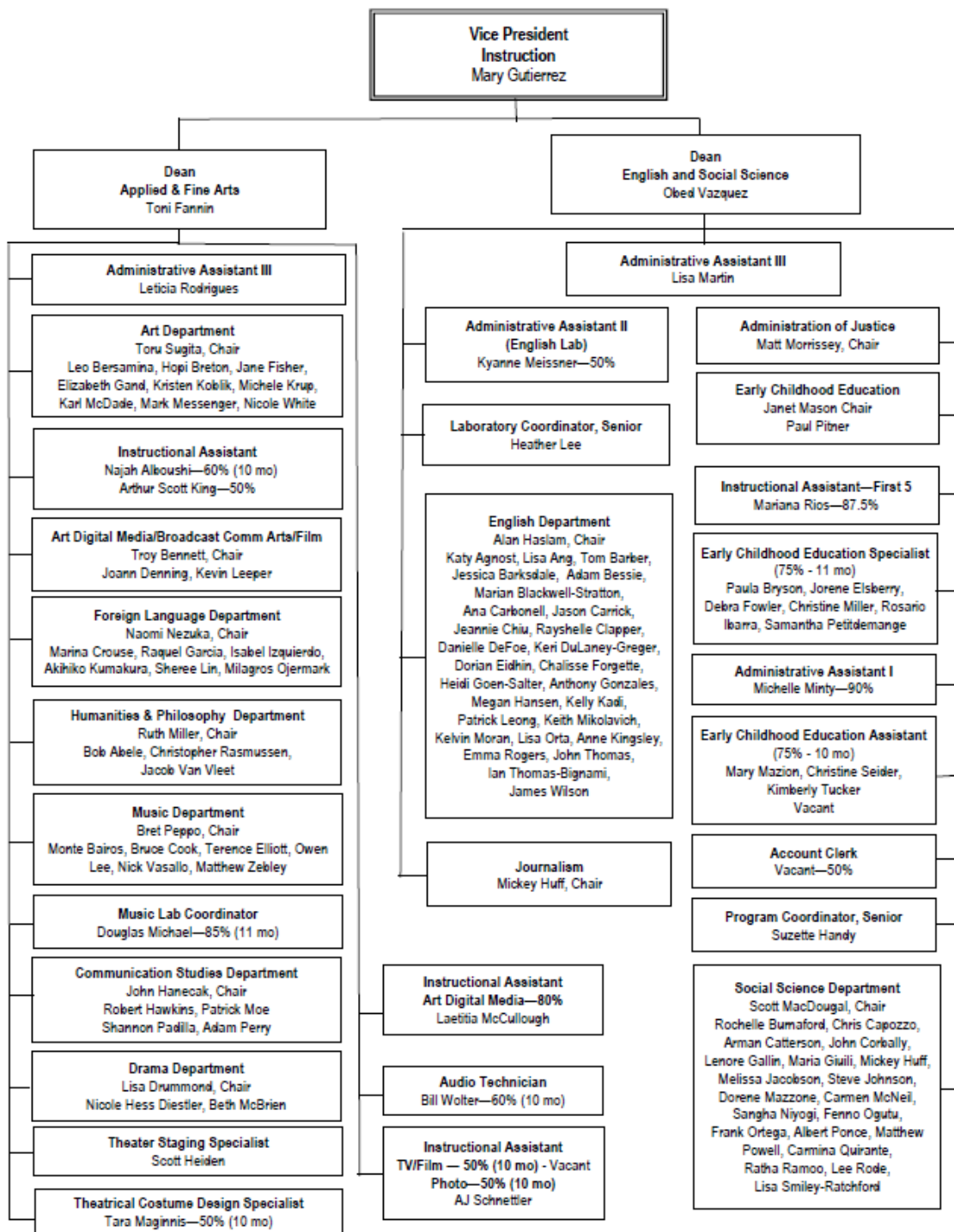
Instruction

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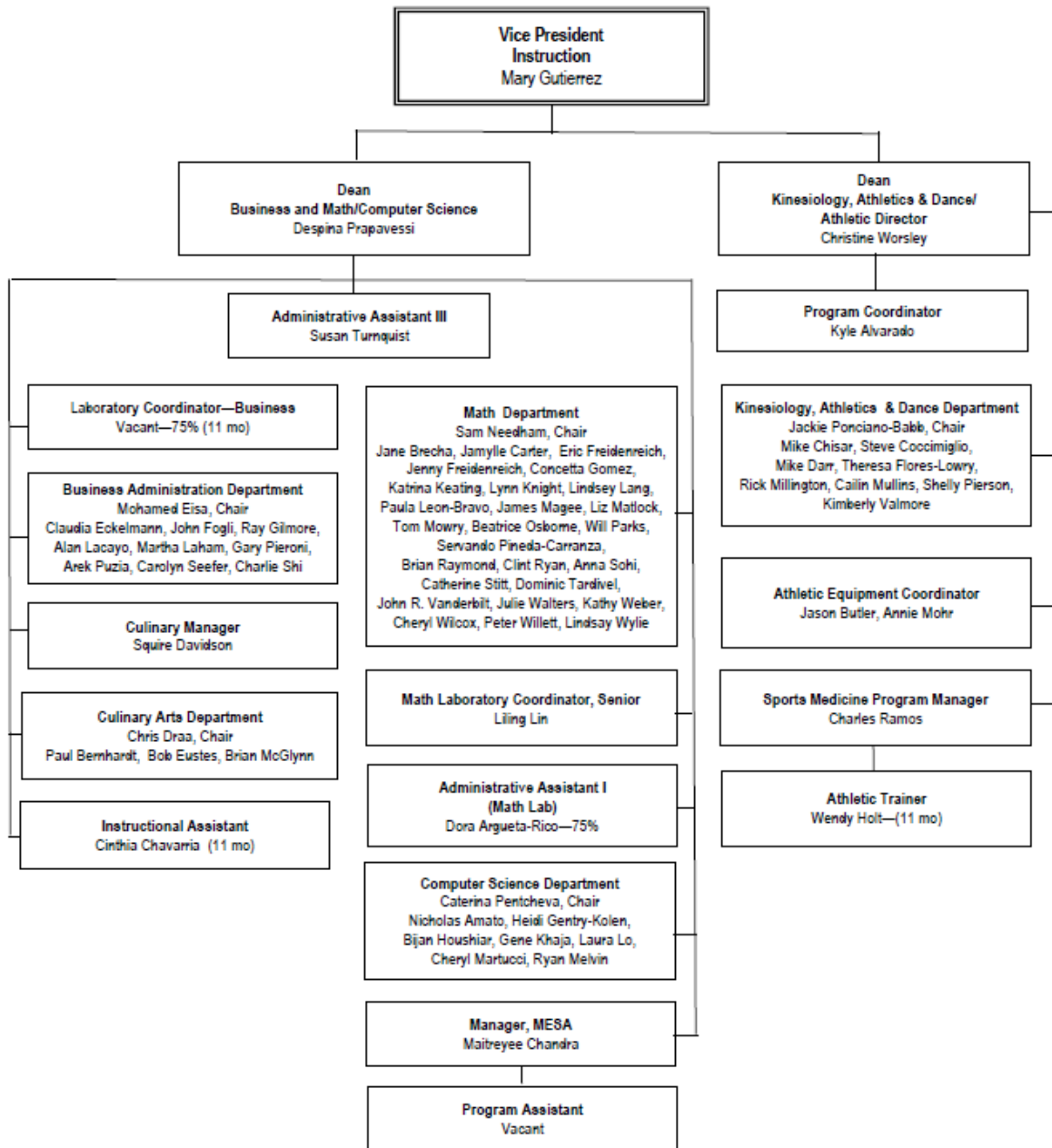
Instruction

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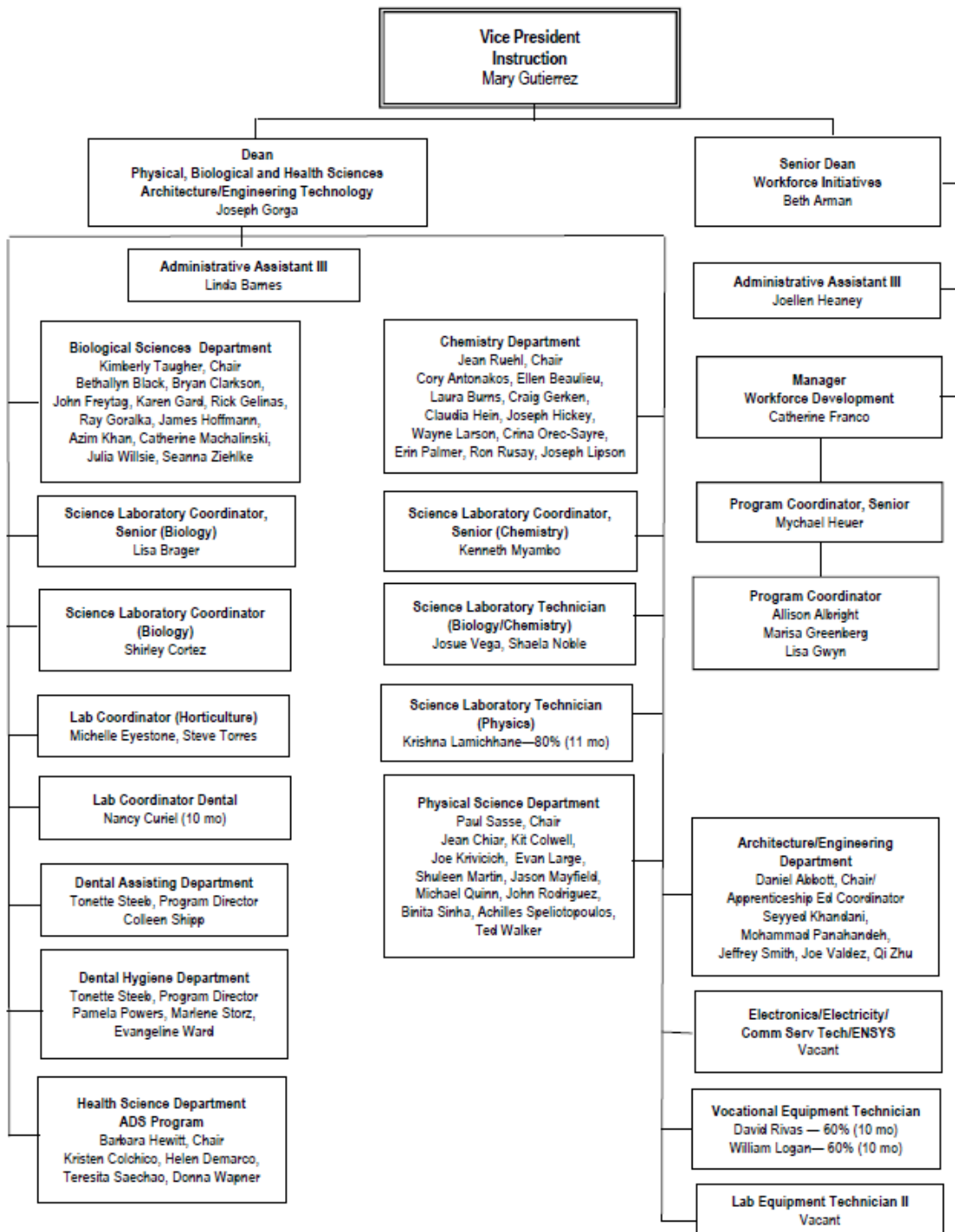
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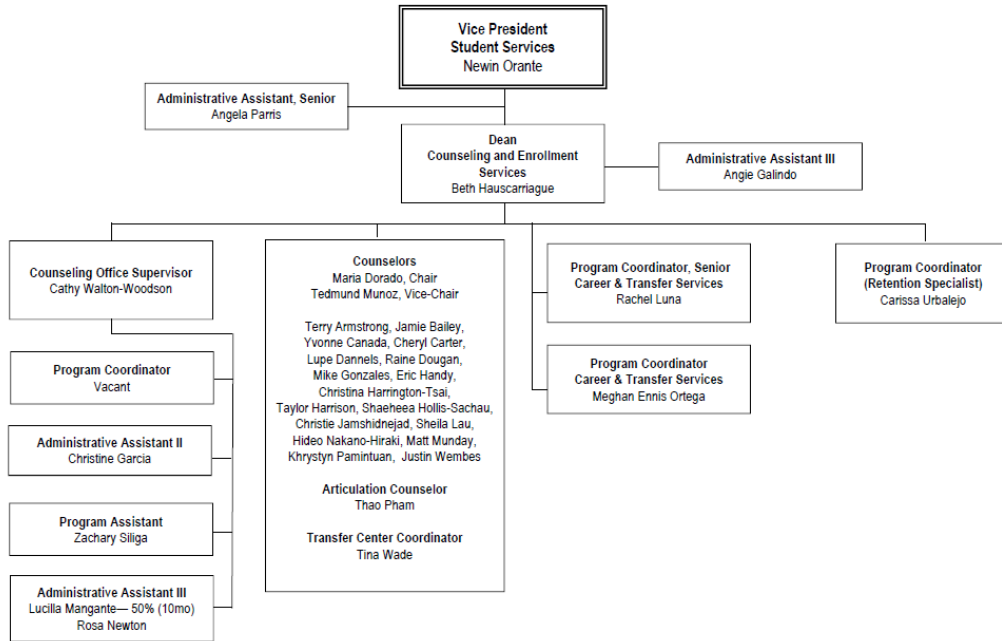
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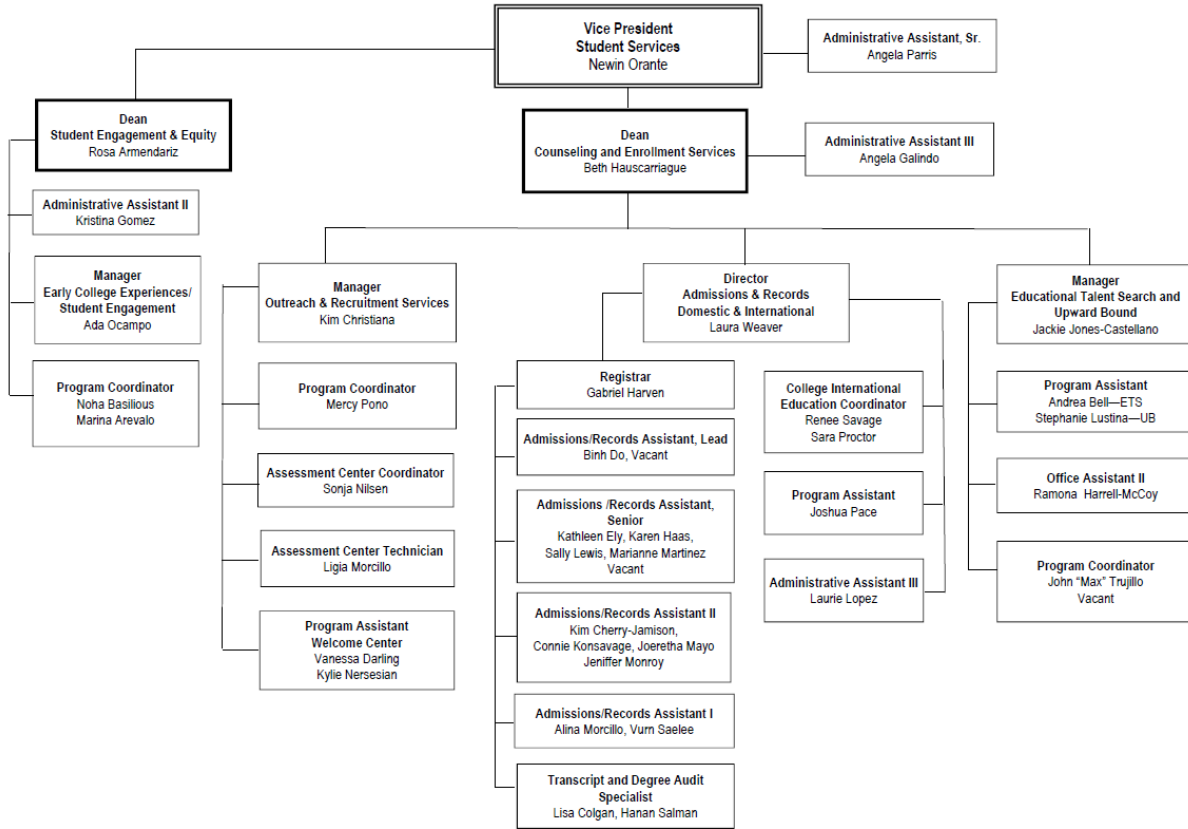
Student Services

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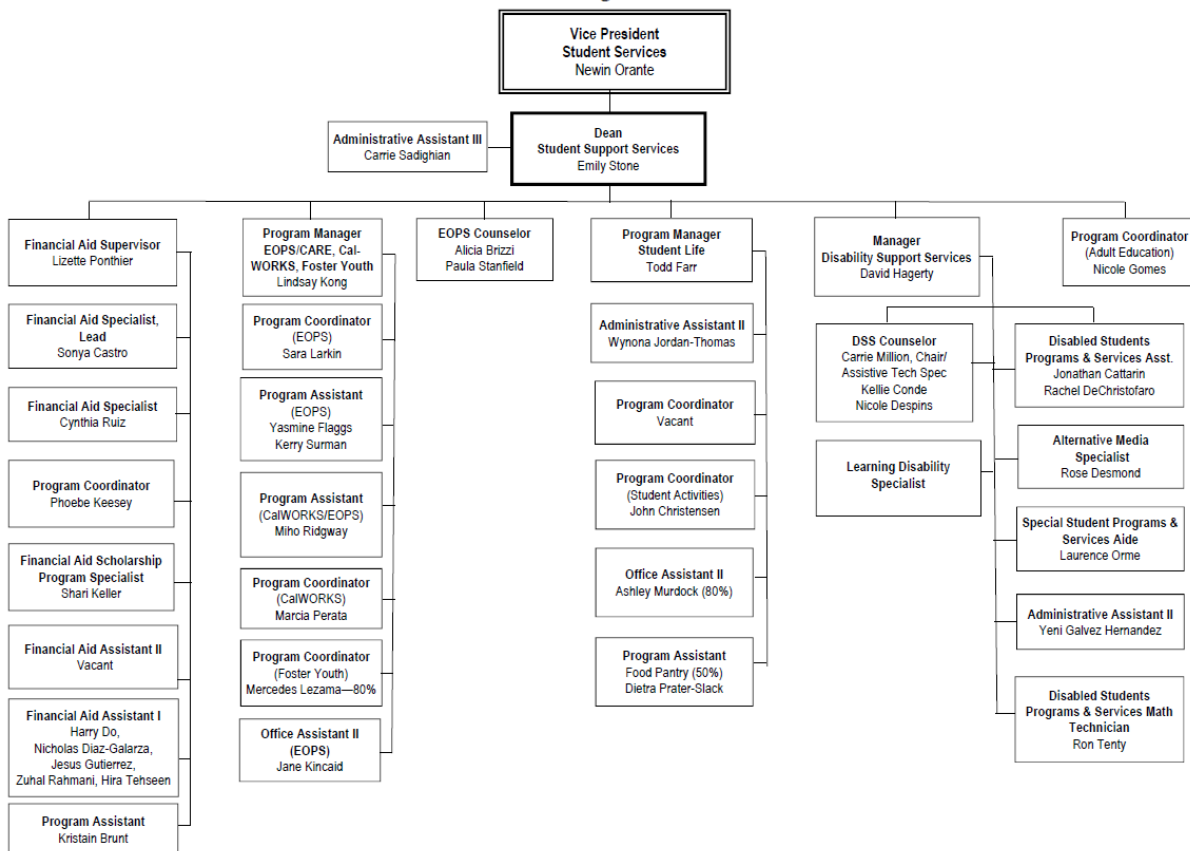
Student Services

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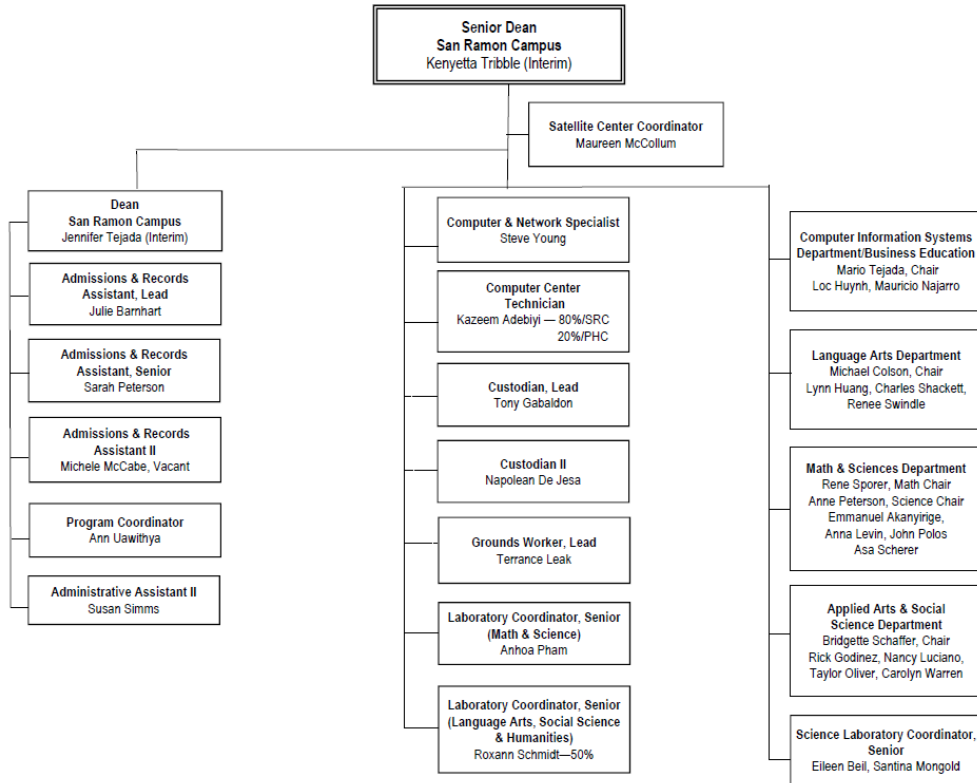
Student Services

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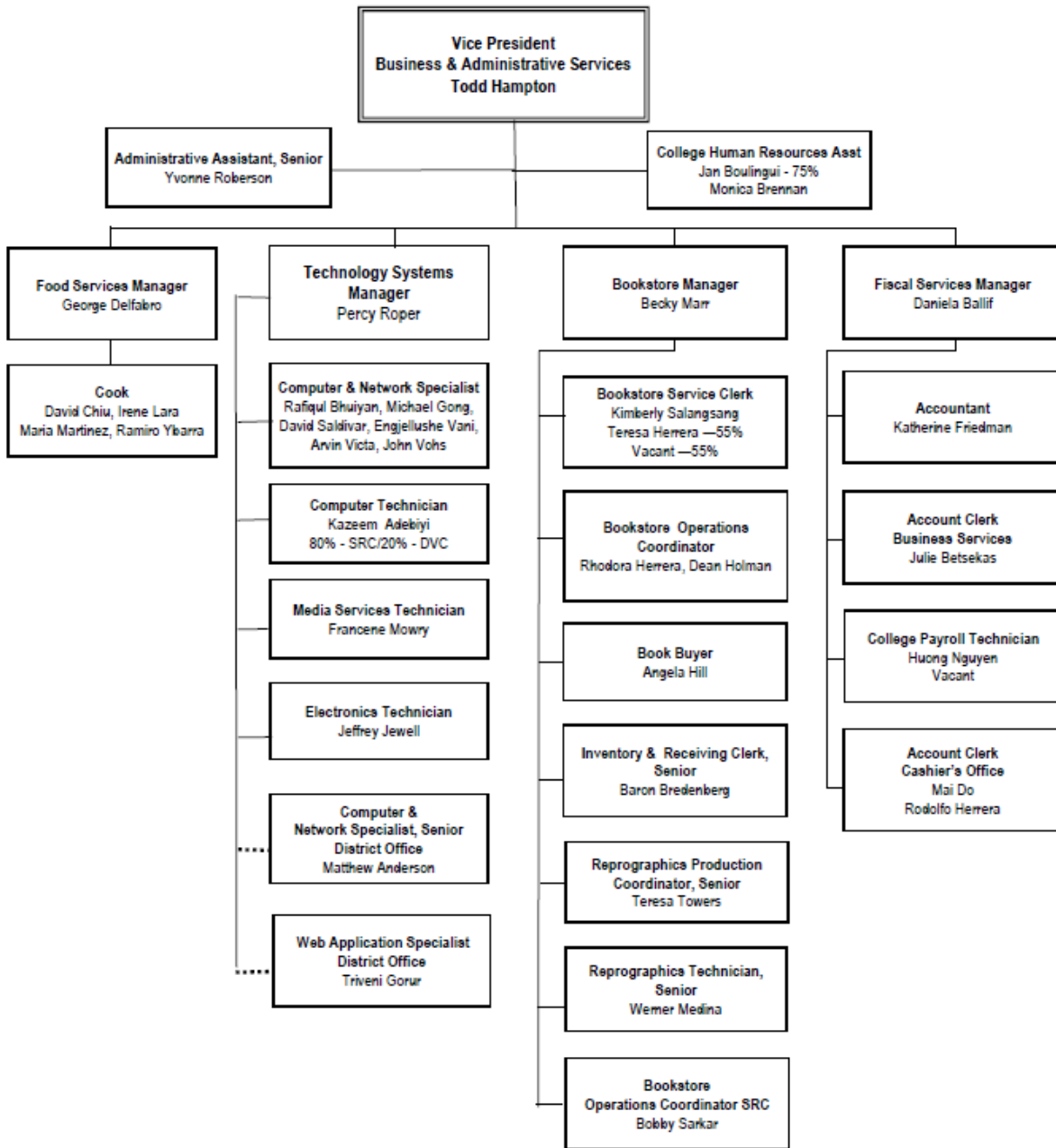
San Ramon Campus

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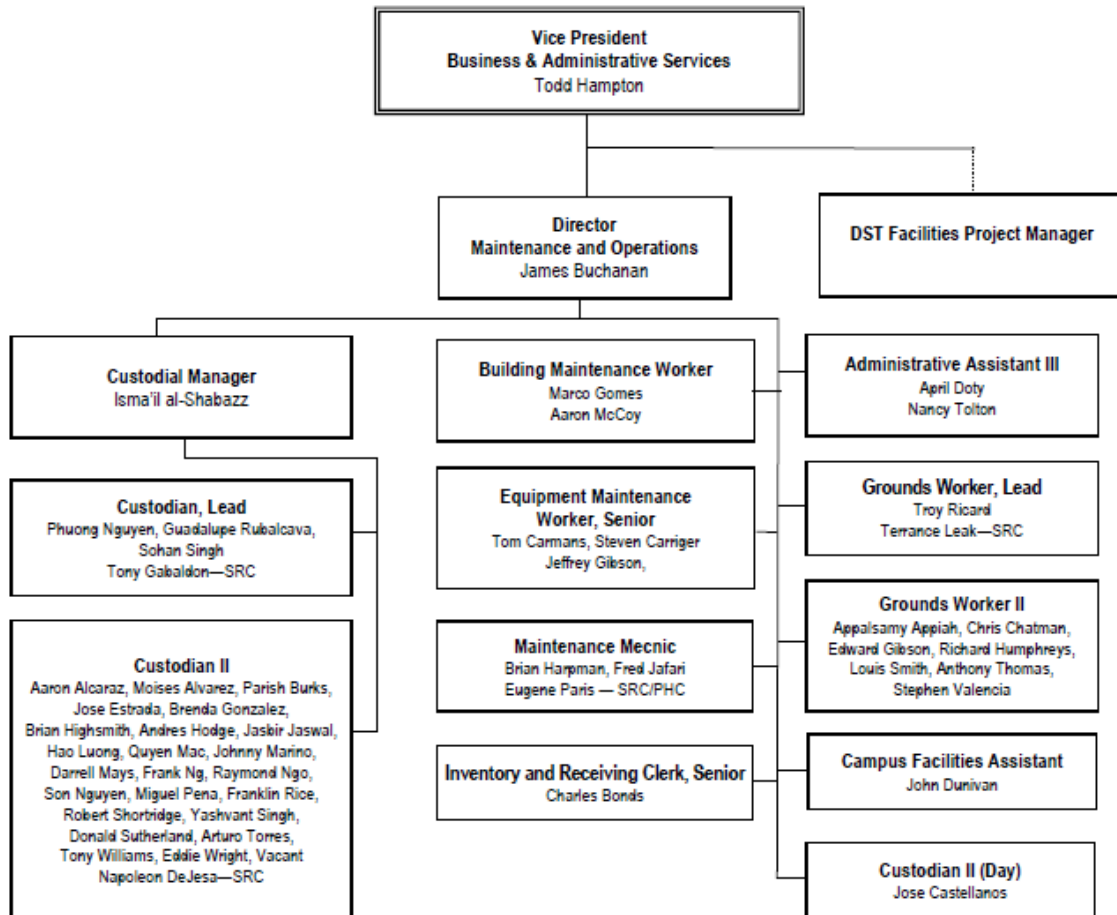
Business and Administrative Services

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Business and Administrative Services

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As it pertains to accreditation standards, the operational responsibilities and functions of the Colleges and the District Office are delineated in the *Functional Map*. The document reflects accurately the roles and responsibilities of the Colleges and the District office and is followed in practice. The functional map is reviewed and updated utilizing the District’s Governance process. Most recently the Functional Map was reviewed, analyzed for effectiveness, and updated by the Chancellor’s Cabinet and the District Governance Council in spring 2019 and approved by the Governing Board at their November 13, 2019 meeting.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity		
	College	District
I.A: Mission		
I.A.1	P	S
I.A.2	P	S
I.A.3	P	S
I.A.4	P	S
I.B: Assuring Academic Quality & Institutional Effectiveness		
I.B.1	P	S
I.B.2	P	S
I.B.3	P	S
I.B.4	P	S
I.B.5	P	S
I.B.6	Deleted	Deleted
I.B.7	P	S
I.B.8	P	S
I.B.9	P	S
I.C: Institutional Integrity		
I.C.1	P	S
I.C.2	P	S
I.C.3	P	S
I.C.4	P	S
I.C.5	P	S
I.C.6	P	S
I.C.7	P	S
I.C.8	P	S
I.C.9	P	S
I.C.10	P	S
I.C.11	P	S
I.C.12	P	S

Standard II: Student Learning Programs and Support Services		
	College	District
II.A: Instructional Programs		
II.A.1	P	S
II.A.2	P	S
II.A.3	P	S
II.A.4	P	S
II.A.5	P	S
II.A.6	P	S
II.A.7	P	S
II.A.8	P	S
II.A.9	P	S
II.A.10	P	S
II.A.11	P	S
II.A.12	P	S
II.A.13	P	S
II.A.14	P	S
II.A.15	P	S
II.A.16	P	S
II.B: Library and Learning Support Services		
II.B.1	P	S
II.B.2	P	S
II.B.3	P	S
II.B.4	P	S
II.C: Student Support Services		
II.C.1	P	S
II.C.2	P	S
II.C.3	P	S
II.C.4	P	S

I.C.13	P	S
I.C.14	P	S

II.C.5	P	S
II.C.6	P	S
II.C.7	P	S
II.C.8	P	S

Standard III: Resources		
	College	District
III.A: Human Resources		
III.A.1	SH	SH
III.A.2	P	S
III.A.3	SH	SH
III.A.4	SH	SH
III.A.5	SH	SH
III.A.6	P	S
III.A.7	P	S
III.A.8	P	S
III.A.9	SH	SH
III.A.10	P	S
III.A.11	S	P
III.A.12	SH	SH
III.A.13	S	P
III.A.14	SH	SH
III.A.15	P	S
III.B: Physical Resources		
III.B.1	SH	SH
III.B.2	SH	SH
III.B.3	P	S
III.B.4	S	P
III.C: Technology Resources		
III.C.1	S	P
III.C.2	P	S
III.C.3	S	P
III.C.4	P	S
III.C.5	P	S
III.D: Financial Resources		
III.D.1	SH	SH
III.D.2	SH	SH
III.D.3	SH	SH
III.D.4	P	S
III.D.5	S	P
III.D.6	S	P
III.D.7	S	P
III.D.8	S	P
III.D.9	S	P
III.D.10	S	P
III.D.11	S	P

III.D.12	S	P
III.D.13	S	P
III.D.14	S	P
III.D.15	S	P
III.D.16	S	P

Standard IV: Decision Making and CEO		
	College	District
IV.A: Decision-Making Roles and Processes		
IV.A.1	P	S
IV.A.2	SH	SH
IV.A.3	SH	SH
IV.A.4	P	S
IV.A.5	SH	SH
IV.A.6	SH	SH
IV.A.7	SH	SH
IV.B: Chief Executive Officer		
IV.B.1	P	S
IV.B.2	P	S
IV.B.3	P	S
IV.B.4	P	S
IV.B.5	SH	SH
IV.B.6	P	S
IV.C: Governing Board		
IV.C.1	S	P
IV.C.2	S	P
IV.C.3	S	P
IV.C.4	S	P
IV.C.5	S	P
IV.C.6	S	P
IV.C.7	S	P
IV.C.8	S	P
IV.C.9	S	P
IV.C.10	S	P
IV.C.11	S	P
IV.C.12	S	P
IV.C.13	S	P
IV.D: Multi-College Districts		

IV.D.1	S	P
IV.D.2	S	P
IV.D.3	S	P
IV.D.4	S	P
IV.D.5	S	P
IV.D.6	S	P

IV.D.7	S	P
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P – Primary Responsibility

S – Secondary Responsibility

SH – Shared Responsibility

N/A – Responsibility Not Applicable

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Diablo Valley College of the Contra Costa Community College District is a two-year public community college authorized by the California Education Code and the California Community Colleges under the jurisdiction of the Board of Governors to operate as an educational institution and to award degrees. The District is governed by a locally elected, five-member Board of Trustees ([E-1a](#), [E-1b](#)).

The College has the authority to operate as a degree-granting institution based on its continuous accreditation with the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the U.S. Department of Education ([E-2](#)).

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

The institution is fully operational and offers classes in fall, spring, and summer terms. In the fall of 2018, 20,467 total students took classes at the Pleasant Hill and San Ramon campuses. Students are actively pursuing transfer, certificate, noncredit, and occupational degree programs ([E-3](#)). The schedule of classes and *Catalog* are published online ([E-4](#)).

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Effective with the *2019-2020 Catalog*, the College offers 19 associate in arts for transfer (AA-T) degrees, 13 associate in science for transfer degrees (AS-T), 22 associate in arts (AA) degrees, and 50 associate in science (AS) degrees ([E-5](#)). In 2018-2019, 1,659 degrees were awarded ([E-6](#)). All degree programs meet approval criteria as specified by Education Code and California Title 5 regulation and require at least 18 units in a major area of emphasis, a general education pattern, and electives totaling at least 60 units. Requirements for all degrees are published in the College *Catalog* ([E-7](#)).

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

As described in Governing Board Policy 1009, Institutional Leadership, Governance, and Decision-making, the Governing Board of Contra Costa Community College District delegates decision-making authority to the chancellor, who then delegates the operation of the College to the president (E-8). Neither the chancellor nor the president serves on the Governing Board. President Susan Lamb was hired by the Governing Board in December 2017 and began at the College on January 2, 2018 (E-9). She is the ninth president in the history of the College. The Commission was notified of the change.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The Contra Costa Community College District has an annual audit completed by an appropriate external accounting firm, in compliance with Education Code Section 84040. The audit report is presented to the Governing Board each January (E-10a, E-10b).

Included within the District's annual external audit is an independent auditor's report on compliance for each major federal program and a report on the internal controls over compliance within those programs. The testing done on the federal awards includes Title IV testing as it qualifies as a major federal program. There have been no material weaknesses or significant deficiencies reported on for several years and the District qualifies as a low risk auditee. Additional financial information is available in Standard III.D.

Evidence E

E-1a	Rules and Regulations of the Governing Board
E-1b	Screenshot, Contra Costa Community College Governing Board information, May 11, 2020
E-2	Letter from Accrediting Commission for Community and Junior Colleges reaffirming accreditation, February 6, 2015
E-3	Student enrollment data and educational goals
E-4	Screenshot, Schedule and Catalog, May 11, 2020
E-5	2019-2020 Active degree programs
E-6	Degrees awarded data
E-7	DVC 2019-2020 Catalog, chapters 3 and 4
E-8	Governing Board Policy 1009, Institutional Leadership, Governance, and Decision-making
E-9	Governing Board hiring of president, December 14, 2017

[E-10a](#)
[E-10b](#)

Governing Board acceptance of the 2018-2019 audit reports, January 22, 2020
District Financial Statements, 2018-June 2019

F. Certification of Continued Institutional Compliance with Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment

Information on the accreditation status of the College, the timeline for and process of the writing of the *2020 Institutional Self-Evaluation Report*, and contact information for comments are publicly posted on the College's website, accessible with one click off the homepage ([P-1a](#), [P1-b](#)). Details on the many opportunities for input and involvement in the writing process are outlined in Introduction Section C above. When the visiting team schedule is finalized, that information will be shared with the public and there will be an opportunity for public comment to the team.

Standards and Performance with Respect to Student Achievement

As detailed in Standard I.B. and II.A., the College has defined elements of student achievement and integrated processes for assessing performance on those metrics. Institution-set standards and aspirational stretch goals have been established for course success, degree completion, certificate completion, transfer, licensure exams, and employment in career education fields. Information on the outcomes of these is included in Introduction Section B above.

The College's robust program review process requires all units, instructional and student services, to monitor and report on student achievement outcomes. Units request resources for planned improvements based on their evaluation of the outcomes. College Procedure 1016.01, Program Review, and Procedure 5018.01, Budget Allocation Process describe the process ([P-2a](#), [P-2b](#)). Further information on these processes are detailed in Standard I.B. and II.A.

Credits, Program Length, and Tuition

The College's degrees and programs follow practices common to American higher education based on the expertise of faculty and administrators who are trained through curriculum professional development training each year provided by the Academic Senate of the California Community Colleges (ASCCC). Breadth, depth, rigor, course sequencing, and time to completion for all programs are reviewed and evaluated by the Curriculum Committee.

Program and course development adhere to criteria established by the California Chancellor's Office in accordance with California Title 5 regulations, Education Code, and the Program and Course Approval Handbook ensuring that educational standards are met. New program applications include a sequencing chart that indicates time to completion for full-time students, defined at DVC as students who enroll in at least 12 units per term. Course outlines are reviewed regularly by the Curriculum Committee in compliance with Title 5, and this review includes ensuring that the number of units of credit granted is consistent with generally accepted norms in higher education. The Curriculum Committee considers the Carnegie Unit formula as the basis for the assignment of course hours and units, which is described for students in the College *Catalog* ([P-3](#)). Diablo Valley College does not offer courses based on clock hours. Tuition is the same across all programs and information on tuition and fees is published in the *Catalog* and on the webpage ([P-4](#)). Further information on these policies is detailed in Standard II.A.

Transfer Policies

The DVC *Catalog* clearly presents the transfer of credit policy ([P-5](#)). When students submit transcripts from other institutions for application to fulfill DVC requirements, Admissions and

Records personnel evaluate transcripts for course equivalency in accordance with the transfer-of-credit policy and based on established evaluation procedures ([P-6](#)).

The College has 32 associate degrees for transfer and has current articulation agreements with all 23 California State University campuses, nine University of California campuses, and 49 independent colleges and universities. Diablo Valley College participates in the inter-segmental process of articulation with the California State University and University of California system on an annual basis, submitting courses for transferability and inclusion on the CSU General Education Breadth (CSU GE) pattern and the Inter-segmental General Education Transfer Curriculum (IGETC). Further information on these policies are detailed in Standard II.A.10.

Distance Education and Correspondence Education

The College ensures that courses taught through distance education and the programs that house the courses are aligned with the institutional mission. DVC Procedure 4003.01, Distance Education, defines terms and processes for all distance education at College. The College does not teach any courses through correspondence education ([P-7](#)).

All courses and programs at DVC follow the same curriculum development, implementation, and evaluation processes. Courses identified for distance education are required to complete an additional distance education supplement form which identifies the mode of delivery, the forms of student interaction, and assessments to ensure that student interaction will be substantive and effective ([P-8](#)). This form is then voted on separately by the Curriculum Committee. Distance education courses are assessed through the student learning outcome process and program review, in the same manner as other courses.

Faculty are required to use the College's current Learning Management System as the landing page for all distance education courses. Doing so ensures that all students use their confidential District issued login and password to access the distance education course, thereby meeting authentication requirements. Further information on distance education at the College is detailed in Standard II.A.7.

Student Complaints

The College has a clear student grievance and complaint procedure published in the *Catalog* and on the website ([P-9](#)). Complaint files are retained and show that the procedure is followed. Contact information for external accreditors is included on the first page of the *Catalog* and is available online ([P-10](#)).

Institutional Disclosure and Advertising and Recruitment Materials

The College provides clear and accurate information to students and the public in all publications and on the website. The College utilizes its *Catalog*, *Schedule of Classes*, and website as the primary mediums ([P-11a](#), [P-11b](#)). The Communications and Marketing Department works with College offices to ensure that content and style are reviewed for accuracy. Further information on publication processes are detailed in Standard I.C.1.

Information regarding accreditation status is provided in the *Catalog* and on the website. Contact information for external accreditors is included on the first page of the *Catalog* and is available online ([P-12](#)).

The College complies with all legal and regulatory practices relating to recruitment and admissions. Student recruitment is guided by qualified College staff and trained student ambassadors. Independent contractors or agents used by the institution for recruiting purposes are governed by the same principles as institutional admissions officers and volunteers.

Title IV Compliance

The College monitors its institutional Cohort Default Rate (CDR) annually and provides comprehensive financial aid information and advising to student borrowers. An external audit of student loan default rates affirms institutional compliance with federal requirements ([P-13](#)). Federal student financial aid programs require that colleges maintain 3-year CDRs below 30 percent for the three most recent years to avoid losing eligibility as a Title IV granting institutions. For the last three years, the College's student loan default rates have been below the threshold and steadily decreasing:

2016: 8.3%

2015: 10.8%

2014: 12.7%

These relatively low default rates can be attributed to the institution's work with new and former borrowers, which are further explained in Standard III.D.15.

Evidence P

P-1a	Screenshot accreditation webpage link from DVC homepage, May 12, 2020
P-1b	Screenshot <i>2020 Institutional Self-Evaluation</i> information, March 26, 2020
P-2a	DVC Procedure 1016.01, Program Review Process
P-2b	DVC Procedure 5018.01, Budget Allocation Process
P-3	<i>2019-2020 Catalog</i> , Coursework and study time per unit, p. 63
P-4	<i>2019-2020 Catalog</i> , Fees and other financial obligations, p. 10
P-5	<i>2019-2020 Catalog</i> , Transfer of credits policy, p. 18
P-6	Admissions and Records transfer of credits process
P-7	DVC Procedure 4003.01, Distance Education
P-8	Sample distance education supplement, ADJUS 250
P-9	<i>2019-2020 Catalog</i> , Student grievance policy, p. 44
P-10	<i>2019-2020 Catalog</i> , Accrediting agencies, p. 2
P-11a	<i>2019-2020 Catalog</i>
P-11b	<i>Spring 2020 Schedule of Classes</i>
P-12	<i>2019-2020 Catalog</i> , Accrediting agencies, p. 2
P-13	Cohort default history report

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

Standard I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Evidence of Meeting the Standard

Diablo Valley College's *Mission Statement* defines the institution's broad educational purposes, the types of degrees and certificates it offers to its student population, and its commitment to student learning and achievement. The *Mission Statement* is:

We inspire, educate, and empower students to transform their lives and their communities. We guide students to achieve their goals by awarding degrees and certificates, preparing them for transfer to four-year colleges and universities, facilitating entrance to and advancement in careers, and fostering personal growth. (IA1-1).

Diablo Valley College is a comprehensive community college offering innovative instructional programs in anticipation of, and responsive to, the educational needs of a diverse population of students including those who plan to transfer to four-year institutions, those in career education, and those in community programs.

DVC helps students achieve their goals by preparing them for transfer to four-year colleges and universities (IA1-2a, IA1-2b). 67% of students at the College indicate they are planning to transfer to a four-year institution (IA1-3). DVC offers a broad general education curriculum that meets the requirements for the inter-segmental general education transfer curriculum for the California State University system and the University of California system (IA1-4).

The College offers 227 degrees and certificates, of which 157 are in Career Education (IA1-5). The number of degrees and certificates awarded to students continues to increase at DVC. In 2018, the College awarded 1,659 AA/AS degrees. In addition to supporting existing programs, the College continues to develop new programs to meet the evolving needs of students and the community. As examples of new programs, the College now offers a certificate in digital marketing, an AAT degree in social justice, and a certificate in nutrition (IA1-6a, IA1-6b).

The College helps students achieve their goals by facilitating entrance to and advancement in careers and fostering personal growth and lifelong learning. The College offers a wide variety of Career Education programs for students to choose from, ranging from Technical Theater to Plumbing ([IA1-7](#)).

The College offers programs for the community including College-for-Kids, a robust offering of summer classes serving roughly 1500 children at both the San Ramon and Pleasant Hill campuses ([IA1-8](#)). Community education classes are offered in adaptive horticulture, painting, and Spanish to promote intellectual development and enrich the entire community's cultural environment ([IA1-9](#)). Life-long learning is also supported through the Emeritus College, which offers a wide variety of courses to the public including fitness, history, drawing, as well as local tours ([IA1-10](#)). The Music Department offers choir, jazz, and band classes as part of its community education offerings while the Kinesiology Department provides opportunities to participate in dance, soccer, and other sports ([IA1-11a](#), [IA1-11b](#)).

The College provides a wide variety of support services to assist students in achieving their educational goals and is committed to working collaboratively with the community to enhance the economic and social development of the region. The College works with community organizations and institutions, including K-12 schools, baccalaureate institutions, business partnerships, and local workforce development organizations. Partnerships like the College Connect program at the San Ramon Campus, which allows 11th and 12th grade students to complete up to their first year of course work at DVC, demonstrates the College's ongoing commitment to achieving its mission. Events like the annual Principal's Breakfast, high school counselor outreach meetings, and new student Welcome Day exemplify DVC's outreach to local schools and to the community ([IA1-12a](#), [IA1-12b](#)).

Analysis and Evaluation

Diablo Valley College's *Mission Statement* describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. This commitment is shown in the *2018-2023 Educational Master Plan* and in all the work the College does in support of its mission.

Evidence I.A.1.

IA1-1	<i>Mission Statement</i> , DVC website
IA1-2a	DVC transfers to the University of California chart
IA1-2b	DVC transfers to the California State University chart
IA1-3	Student educational goal data from District Research Office
IA1-4	<i>DVC Catalog, 2019-2020</i>
IA1-5	DVC programs and degrees, 2019-2020
IA1-6a	Social Justice AAT description
IA1-6b	Digital Marketing Certificate description
IA1-7	Career Education programs, 2019-2020
IA1-8	College for Kids program information
IA1-9	Community Education information
IA1-10	Emeritus program information
IA1-11a	Music Department information
IA1-11b	Kinesiology Department information
IA1-12a	Principals breakfast presentation, Fall 2018

Standard I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The College has processes, policies, and procedures in place which regularly use data to determine if it is accomplishing its mission and then to direct institutional priorities. Data is systematically analyzed through program review, learning outcomes assessment, and in regular surveys of students. To further support data driven decision-making, the College adopted a Data Coaching program to train employees about available data sources and evaluation.

Program Review and Resource Allocation

Procedure 1016.01, Program Review, outlines and diagrams the process for the collection, analysis, and interpretation of data by student services, instruction, and administrative units. All units use the program review process to address the mission of the College and analyze how best to meet the educational needs of students ([IA2-1](#)). Instructional and student service units complete a comprehensive program review every four years with the option of completing an annual review in the other years. All administrative units completed a comprehensive review in both 2018-2019 and 2019-2020. The schedule of reviews is provided in the *Program Review Handbook* ([IA2-2](#)). Examples of data included in program reviews are enrollment trends, success data by course modality, learning outcomes information, student demographic information, among many others. Programs requesting resources in their reviews are required to align requests with the Colleges' mission and strategies for achieving equitable success outcomes as outlined in the *2018-2023 Educational Master Plan* ([IA2-3](#)).

The resource allocation process in Procedure 5018.01, Budget Allocation Process, aligns with the mission and links the goals and objectives of programs to acquiring support for activities ([IA2-4](#)). After completing reviews, the Program Review Committee ranks requests for resources using a rubric directly tied to the College's mission ([IA2-5](#)). The prioritized list of resource allocation recommendations is then reviewed by the Budget Committee, approved by the College Council, and sent to the College president for final allocation decisions ([IA2-6a](#), [IA2-6b](#)).

Learning Outcomes Assessment

The College regularly assesses learning outcomes in all courses, programs, service units, and at the institutional level. Assessment in instructional units is done by faculty working in conjunction with the Student Learning Outcomes Assessment Committee (SLOAC). The SLOAC, a subcommittee of the Academic Senate, is charged with coordinating faculty efforts and initiatives regarding course level student learning outcomes, program level outcomes, and institutional learning outcomes ([IA2-7](#)). The committee serves as a resource to faculty in developing, implementing, and assessing learning outcomes.

The Student Learning Outcomes Assessment Committee reviews course action plans in the spring term and program action plans in the fall term. Courses and programs are assessed on a three-year schedule. Information about the schedule and assessment histories are available in the WebSLOs software program ([IA2-8](#)). For course level student learning outcomes, faculty gather data on

student learning, analyze the data, create action plans, and share their analysis with discipline faculty and advisory committees. At the beginning of each semester, the College emails every instructor with a record of previous SLO assessments and action plans for courses they are teaching, so the instructor can make adjustments to their priorities for their upcoming term if needed ([IA2-9](#)).

Student service areas use point-of service data and surveys to analyze programs and make improvements ([IA2-10](#)). An example of a student service unit that made improvements based on assessing student learning outcomes is in the Financial Aid Office. In that office, data is gathered and assessed through entry and exit surveys to ensure that learning outcomes are met. The 2017-2018 student survey results showed the need to educate students about the Satisfactory Academic Progress (SAP) policy. A program was launched in fall 2018 requiring students on financial aid suspension status to complete a SAP online workshop. In reviewing the data after one year, the Financial Aid Office discovered students did not completely understand the expectations of the program. The Financial Aid Office revised and clarified the SAP forms and process and provided additional information on the College website ([IA2-11](#)).

Other Data Collection and Use

The College has a robust practice of collecting data from students and employees, and then using that data to make improvements. For example, in spring 2020 after the county enacted a shelter-in-place order, the Research, Planning, and Evaluation Committee (RPEC) worked with the District Research Office to conduct two surveys of students. One survey was of students who dropped classes in the aftermath of moving all instruction online and the second was a needs assessment survey for students who remained in their courses. The results of both surveys were shared with the College, posted on the RPEC webpage, and will be used in planning professional development opportunities and making programmatic choices in fall 2020 ([IA2-12a](#), [IA2-12b](#)).

Every two years, the College utilizes the Community College Survey of Student Engagement (CCSSE), a high-quality national survey, to gather data about the 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 to faculty interaction, and support for learners. Based on the results, the College assessed areas that needed improvement and areas where it was accomplishing its mission. In 2019-2020, the Research, Planning, and Evaluation Committee produced two reports about the data, one focused on the College's institutional learning outcomes and the other on areas for improvement to the student experience ([IA2-13a](#), [IA2-13b](#)). The data was shared with the College in professional development activities, at a meeting of all deans and department chairs, and is available on the RPEC webpage ([IA2-14a](#), [IA2-14b](#), [IA2-14c](#)).

The College's newest program to facilitate the use of data in support of the mission is the Data Coaching Program ([IA2-15](#)). Starting in 2019-2020, the College trained twelve people from various constituencies to serve as data coaches. The coaches helped programs throughout the College better understand data and make better use of that data when evaluating their programs. The pilot program was well-received and the College plans to continue the Data Coaching Program in 2020-2021 ([IA2-16](#)).

Analysis and Evaluation

The College has processes, policies, and procedures in place to gather, evaluate, and act on data in support of the College mission and to meet the educational needs of its students. Data is collected and disseminated through the program review process, learning outcomes assessment, and through research conducted by the Research, Planning, and Evaluation Committee. Programs are encouraged to make improvements based on data to best achieve the mission of the College.

Evidence I.A.2.

IA2-1	DVC Procedure 1016.01, Program Review
IA2-2	<i>2019-2020 Program Review Handbook</i>
IA2-3	<i>2018-2023 Educational Master Plan</i>
IA2-4	DVC Procedure 5018.01, Budget Allocation Process
IA2-5	2019-2020 Program review ranking rubric
IA2-6a	College Council minutes, Item 12, May 22, 2019
IA2-6b	Email from S. Lamb, Resource allocation process, October 8, 2019
IA2-7	Student Learning Outcomes Assessment Committee charge
IA2-8	WebSLOs report, October 11, 2019
IA2-9	Sample student learning outcome pre-term report, COMM 120 summer 2019
IA2-10	EOPS student survey report, May 11, 2018
IA2-11	Financial Aid student learning outcome assessment, 2018-2019
IA2-12a	Email from B. Opsata, New post shelter-in-place survey, May 28, 2020
IA2-12b	Research, Planning, and Evaluation Committee reports archive, COVID-19 reports, June 1, 2020
IA2-13a	Research, Planning, and Evaluation Committee report on the CCSSE, March 4, 2020
IA2-13b	Research, Planning, and Evaluation Committee report on the CCSSE and Institutional Learning Outcomes, March 4, 2020
IA2-14a	Deans and Department Chairs meeting agenda, January 22, 2020
IA2-14b	Professional development workshop on CCSSE, January 23, 2020
IA2-14c	College Council minutes, Item 5, January 29, 2020
IA2-15	Data coaching program description, April 2019
IA2-16	Data coaching program evaluation report, May 2020

Standard I.A.3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

The mission of the College is central to institutional planning and decision-making. Procedure 1010.01, Integrated Planning, describes the College’s systematic cycle of planning, resource allocation, and evaluation which is designed to promote student learning and achievement ([IA3-1](#)). The overarching plan for all actions at the College is the *2018–2023 Educational Master Plan* which articulates the College’s mission ([IA3-2](#)).

The *2018-2023 Educational Master Plan* (EMP) is a comprehensive document that reflects on DVC’s rich heritage, highlights its accomplishments and challenges, and projects its strategic directions. The EMP provides analysis of the external and the internal environments of the College. It was developed through a participatory process that engaged the College’s stakeholders in a

systematic, ongoing dialogue that lasted for more than a year ([IA3-3a](#), [IA3-3b](#), [IA3-3c](#)). All other College plans align with the mission as stated in the EMP.

Annually, the College ensures that programs and services align with the mission through the program review process. Procedure 1016.01, Program Review, describes the purpose of program review is to focus programs on their role in fulfilling the mission of the College and to achieve the goals of the *2018-2023 Educational Master Plan* ([IA3-4](#)). While writing a program review, administrative, student services, and instructional units specifically respond to prompts about how their activities support the mission ([IA3-5a](#), [IA3-5b](#), [IA3-5c](#)). When ranking program requests, the Program Review Committee uses a rubric with the mission embedded ([IA3-6](#)). The Program Review Committee rankings are used to guide resource allocation recommendations made by the Budget Committee, the College Council, and then ultimately decided by the College president.

In 2018-2019, the Business Department identified a need for a Digital Marketing Certificate in their program review ([IA3-7](#)). The department believed that the new certificate would meet a local labor market need, which is part of the mission of the College. After describing the need for the certificate, a request for adding additional instructional load to offer the program was brought to the Academic Senate Scheduling Committee. The Scheduling Committee, comprised of faculty representatives from every division as well as management, makes recommendations on the addition of classes to the schedule to ensure that the values of the institution are upheld. The Scheduling Committee approved the request and the Strong Workforce Program funded program development and marketing. Course enrollment was exceedingly high with all courses filling before their start date. In Spring 2020, additional resources were granted to include the offering of two new courses for the certificate. In their 2019-2020 program review, the Business Department reported the new certificate development has been successful and there has been significant student demand ([IA3-8](#)).

The College's recent work to implement changes from California AB705 demonstrate ongoing efforts by departments to align services with the mission. The English Department and Math Department incorporated structural changes to their programs to improve student success. Support courses for first-year composition and reading, trigonometry, college algebra, and statistics were developed to assist students needing additional resources in their first transfer level class ([IA3-9](#)). Support systems include affective domain materials about study skills and growth mindset as well as embedded tutoring and counseling for students. The efforts of the English and Math Departments are supported by the College. The College directed resources to release-time positions for AB705 coordinators and approved the funding of embedded tutoring and counseling. The changes to curriculum and the College support of programs uphold the mission and the *2018-2023 Educational Master Plan*. The College strives to create a network of resources and guidance to students as they build skills for college success, identify academic, career, and personal goals, and enter a DVC pathway with confidence.

Analysis and Evaluation

The Colleges' mission is central to institutional planning and decision making and gives direction to the College wide processes. Goals in the *Mission Statement* form the foundation for College planning and are integrated into resource allocation decisions.

Evidence I.A.3.

IA3-1	DVC Procedure 1010.01, Integrated Planning
IA3-2	2018-2023 Educational Master Plan
IA3-3a	College Council minutes, Item 7, November 16, 2016
IA3-3b	Academic Senate minutes, Item 12, August 8, 2017
IA3-3c	College Council minutes, Item 5, November 1, 2017
IA3-4	DVC Procedure 1016.01, Program Review
IA3-5a	Sample program review, Dental assisting and dental hygiene 2019-2020
IA3-5b	Sample program review, DSS/Workability 2019-2020
IA3-5c	Sample program review, Puente learning community 2019-2020
IA3-6	2019-2020 Program review ranking rubric
IA3-7	Business program review 2018-2019
IA3-8	Business program review 2019-2020
IA3-9	AB 705 implementation update, November 12, 2018

Standard I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

DVC Procedure 1017.01, Reviewing the Mission Statement, establishes a process for the periodic review of the College's *Mission Statement*. Reviews may lead to revising the *Mission Statement* or to the maintenance of the existing mission without changes ([IA4-1](#)). Review of the *Mission Statement* takes into consideration the interests of the institutions and includes input from all stakeholders including faculty, staff, administration, and students. Review of the *Mission Statement* takes place every three years or at shorter intervals, when necessary.

Following Procedure 1017.01, in spring 2018, the College Council formed a committee to lead a comprehensive review of the *Mission Statement* ([IA4-2](#)). Several drafts were created by the committee and circulated through College wide governance committees for input ([IA4-3](#)). After approval by the Academic and Classified Senates, the College Council adopted the new statement in spring 2019 ([IA4-4a](#), [IA4-4b](#), [IA4-4c](#)). It was then accepted by the Contra Costa Community College Governing Board on March 27, 2019 ([IA4-5](#)).

The *Mission Statement* is printed on posters that are displayed throughout both the Pleasant Hill and San Ramon campuses; it is published annually in the College *Catalog* and is posted on the College website ([IA4-6a](#), [IA4-6b](#)).

Analysis and Evaluation

Procedure 1017.01, Reviewing the *Mission Statement*, establishes a timeline for review which has been followed by the College. The most recent revision to the *Mission Statement* was approved by both Academic and Classified Senates, the College Council, and the District Governing Board. It is widely published in print materials and on the DVC website.

Evidence I.A.4.

IA4-1	DVC Procedure 1017.01, Reviewing the <i>Mission Statement</i>
IA4-2	<i>Mission Statement</i> revision taskforce membership
IA4-3	Proposed <i>Mission Statement</i> options and survey link

IA4-4a	Classified Senate minutes, Item 7, February 6, 2019
IA4-4b	Academic Senate minutes, Item 8, May 8, 2018
IA4-4c	College Council minutes, Item 5, March 6, 2019
IA4-5	Governing Board minutes, Report 19c, March 27, 2019, p. 12
IA4-6a	2019-2020 Catalog, p. 7
IA4-6b	Mission Statement screenshot from website

Conclusions on Standard I.A. – The Mission

The College has a mission appropriate for its position as a California community college. The mission guides the planning and allocation of resources at the College. Its programs are aligned with the mission. The *Mission Statement* is reviewed and updated as needed on a regular schedule.

Improvement Plans

None.

B. Assuring Academic Quality and Institutional Effectiveness

Standard I.B.1. The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

The College demonstrates a sustained, substantive, and collegial dialogue on student outcomes, equity, academic quality, and institutional effectiveness, and works continuously to improve student learning and achievement. College wide dialogue occurs through development of College plans, learning outcomes assessment, program review, and in ongoing efforts to improve student equity and achievement.

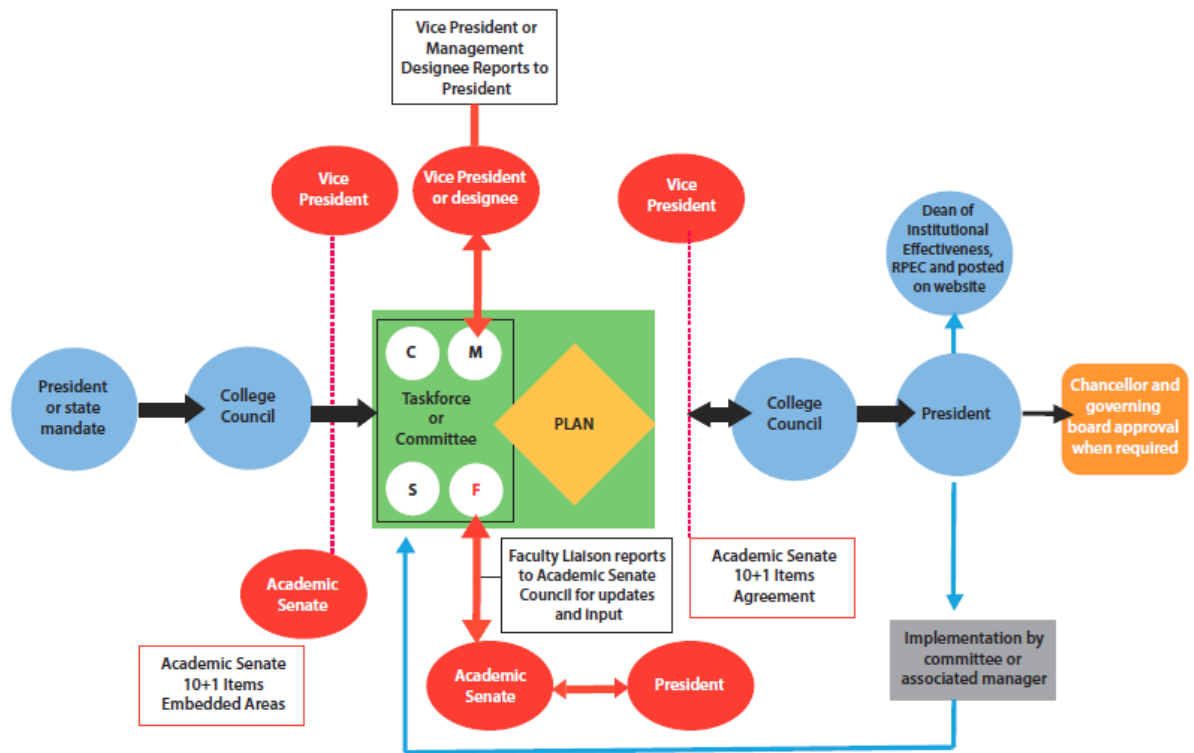
Development of College Wide Plans

College Procedure 1010.01, Integrated Planning, outlines the process for developing College wide plans and the ways in which constituent groups participate in the process (IB1-1). To ensure that plans under development coordinate with other College plans, the College Council and the Research, Planning, and Evaluation Committee review drafts of the plan and provide feedback through faculty representatives, classified staff representatives, Associated Students of DVC representatives, and managers. College wide plans are submitted to College Council for endorsement and recommendation to the president.

Integrated Planning at the College is an ongoing, documented, and systematic cycle of data analysis, planning, resource allocation, implementation, and evaluation that links resource allocation to planning, enhances institutional effectiveness, and promotes student learning and achievement. Integrated planning is dynamic and responsive to the changing circumstances of budget allocations, including periods of budget stability, expansion, and decline. Recent examples of systematic planning development and implementation the *2018-2023 Educational Master Plan*, the *Student Equity Plan*, and the *Workforce Development Plan*.

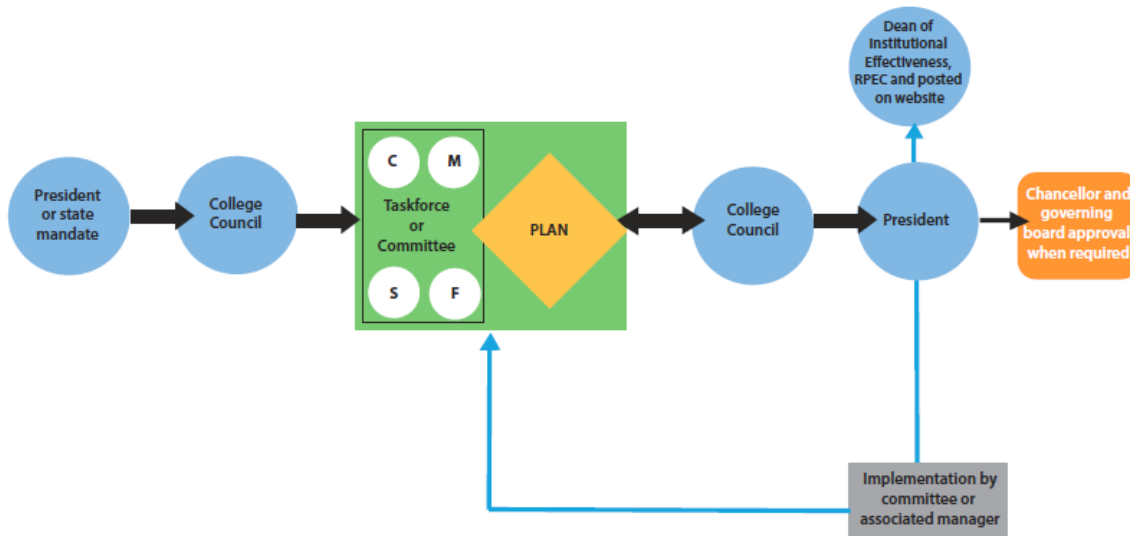
The diagrams below from the College's *Roles, Responsibilities, and Processes Handbook* illustrate the integrated planning processes (IB1-2). The first diagram is for the creation of college plans that are "10 + 1" items, in that they are academic and professional matters that the Academic Senate provides advice and agreement on as part of the governance of the College. The second diagram is for plans which are not 10+1 items. In both types of planning, collegial dialogue is built into the process.

Development and approval of college-wide plans with 10+1 Implications



Development and approval of college-wide plans without 10+1 Implications*

If Academic and Professional 10+1 Issues arise, they will be resolved through the formal consultation process between the president and Academic Senate leadership.

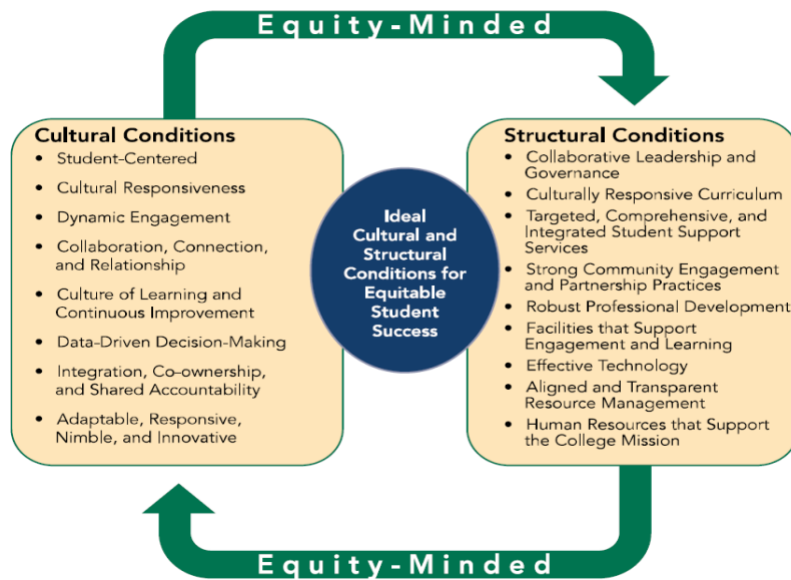


The creation of the *2018-2023 Education Master Plan (EMP)* exemplifies the College’s commitment to College wide dialogue with the goal of improving equitable student success. In spring 2017, DVC began a College wide participatory process for the development, writing, and implementation of the EMP. The College Council created an EMP writing task force and tasked it to design a plan that included widespread engagement of and input from faculty, staff, managers, and students at multiple stages of its development ([IB1-3a](#), [IB1-3b](#), [IB1-3c](#), [IB1-3d](#), [IB1-3e](#), [IB1-3f](#)). The writing task force was comprised of faculty, staff, and managers. The work of the writing task force was informed by the Research, Planning, and Evaluation Committee (RPEC). The RPEC is a governance committee which reports to the College Council, comprised of faculty, staff, students, and managers. The RPEC spent extensive time considering historical student outcomes, issues with student equity, and ways to improve the College to facilitate student learning and achievement. RPEC made recommendations to the writing task force throughout the process ([IB1-4a](#), [IB1-4b](#), [IB1-4c](#), [IB1-4d](#)).

The writing task force repeatedly brought drafts of the document to governance bodies in spring 2017 and fall 2018, held an open forum to collect feedback, and collected feedback via a survey of all employees ([IB1-5a](#), [IB1-5b](#), [IB1-5c](#), [IB1-5d](#), [IB1-5e](#), [IB1-5f](#), [IB1-5g](#)). A joint meeting of the Academic Senate, the Research, Planning and Evaluation Committee, and the writing task force provided a space for dialogue on the plan ([IB1-6](#)). After approval of the plan by the College Council, it was accepted by the Governing Board ([IB1-7a](#), [IB17-b](#)). Rollout of the plan was the focus of the All College mandatory meeting during January 2018 flex week ([IB1-8a](#), [IB1-8b](#)).

The 2018-2023 Educational Master Plan now serves as the guiding document for the College and is the foundation for all other planning. It identifies the need to fund ongoing professional development, effective technology, human resources, and facilities to achieve its mission. This diagram articulates the foundational concept of the plan, that with an equity mindset, improvements in the culture and structure of the College will create the ideal conditions for student success (IB1-9).

Figure 5. Ideal Cultural and Structural Conditions



Learning Outcomes

The Student Learning Outcomes and Assessment Committee (SLOAC) is a standing subcommittee of the Academic Senate which oversees the institutionalization of the student learning outcomes cycle (IB1-10). The committee is comprised of 17 faculty members across disciplines (IB1-11). This diverse disciplinary representation reflects the collegial dialogue that regularly occurs across the College about student outcomes causes continuous improvement in student learning and achievement.

The Student Learning Outcomes and Assessment Committee (SLOAC) reviews all course and program learning outcomes assessments to ensure that they meet minimum requirements set by the committee. The minimum standards are communicated to faculty via email, in meetings, and in documents accessible in the online system, WebSLOs (IB1-12). Collegial dialogue on learning outcomes occurs through the review of student learning outcomes (SLOs) and program learning outcomes (PLOs) by SLOAC members. The previous year’s SLO and PLO validation reports communicate whether a course or program assessment met minimum requirements and includes comments from the reviewer (IB1-13). This information is shared with academic programs to facilitate engagement in dialogue about ways to improve student outcomes, necessary revisions to the outcomes themselves, and ways to improve future assessments of the outcomes.

Departments engage in ongoing dialogue about learning outcomes. For example, the Math Department's "SLO Fest" occurs twice every semester during which the department reviews assessment results and develops action plans. Full and part-time faculty participate in the event and results are communicated to the entire department. As another example, the English Department held a department-wide best practices session on a specific student learning outcome for the first-year composition course, English 122, in which instructors shared handouts on strategies for timed essays as well as ideas on how to assign timed writing in online classes (IB1-14). In the Communication Department, the action plan for Public Speaking, Communication 120, reflects department wide discussion that revealed particularly effective teaching techniques that led to higher success rates for the student learning outcomes assessed (IB1-15).

Student support services regularly conduct student learning outcomes assessment (IB1-16a, IB1-16b) for units at both the Pleasant Hill and San Ramon campuses. Student service learning outcomes are assessed annually and reported in the program review process (IB1-17). Students complete surveys to evaluate the learning outcomes of their interactions with student services departments and programs (IB1-18). The results are used to improve both face-to-face and online services and programs to enhance student learning.

Program Review Process

During the program review process, instructional, administrative, and student services areas engage in reflective dialogue about student achievement and success. In instruction, faculty conduct systematic and inclusive program reviews using student achievement data in order to continuously communicate ways to improve instructional courses and programs, as codified in College Procedure 1016.01, Program Review and described in the *2019-2020 Program Review Handbook* (IB1-19a, IB1-19b). The four-year cycle ensures program currency, improves teaching strategies, and promotes student learning and achievement. Student service areas conduct reviews on a four-year cycle and include evaluations of services and incorporate student feedback into improvement planning.

After completing program reviews, all reviews go through a validation step, in which teams of faculty and staff from other divisions and departments read and provide feedback to the writing teams on the content and analysis contained in the review (IB1-20). The goal of validation is to promote College wide dialogue and to provide reflections and feedback to units that will allow them to prepare the most thoughtful program reviews possible.

At the end of each program review cycle, the Program Review Committee makes recommendations for improvements in the process and template for the next year (IB1-21a, IB1-21b). In fall 2019, a College wide program review taskforce was convened to examine the entire program review and resource allocation process and make recommendations for improved integration with other College planning and resource allocation processes (IB1-22a, IB1-22b).

Focus on Student Success Through Governance Structures

The College utilizes the Governance structure to promote institutional effectiveness and College wide dialogue on student success. The Research, Planning, and Evaluation Committee, taking direction from College Council, supports the work of the College to achieve its *2018-2023 Educational Master Plan* goals, develop annual priorities, and to systematically examine and share student achievement data. It is comprised of members from all constituencies including students,

ensuring that substantive and collegial dialogue about institutional effectiveness is sustained across the different groups the College ([IB1-23](#)).

In 2019-2020, the Research, Planning, and Evaluation Committee assessed and made specific recommendations to improve students' sense of inclusion in the College based on the results of the Community College Survey of Student Engagement (CCSSE) ([IB1-24](#)). The Committee created two reports, one on the student experience and the second on how CCSSE data informs the College's institutional learning outcomes ([IB1-25a](#), [IB1-25b](#)). Presentations on the reports engaged the College in dialogue about the institutional conditions that support student completion and success ([IB1-26a](#), [IB1-26b](#), [IB1-26c](#)).

In Fall 2019, the College Council approved the formation of the Student Equity and Success (SES) Committee ([IB1-27](#)). The SES committee works to improve equitable student success at the College and to incorporate the directions of the *2018-2023 Educational Master Plan* ([IB1-28](#)). The new committee was created with the goal of improving institutional effectiveness, by integrating the work of the Developmental Education, Student Success and Support Program, and Student Equity Committees into one larger group. The College community was informed of changes to the governance structure in a series of emails from the College president ([IB1-29](#)).

Focus on Student Equity

In spring 2019, the College formed a Racial Justice Task Force (RJTF), comprised of faculty, staff, administrators, and students. It was formed in response to incidents of hate speech on campus and student demands for a racially just and equitable campus for students, staff, faculty, and administrators of color ([IB1-30a](#), [IB1-30b](#), [IB1-30c](#)). The RJTF established 7 action teams, each tasked with a major area that addressed student demands ([IB1-31a](#), [IB1-31b](#)).

Fall 2019 began with All College Day that featured a guest speaker from the USC Race and Equity Center. The speaker delivered a keynote address after which faculty, administrators, and classified staff held discussions in smaller groups to discuss bias, racism, and white privilege. This initiated collegial dialogue between cross-sections of the College community on the pressing issue of racial justice and equity at the College. Furthering the College wide discussions about equity, joint Senate forums were held covering "Open Dialogues about Racial Justice, Equity and Inclusion at DVC" ([IB1-32a](#), [IB1-32b](#)).

Focus on Student Learning and Achievement

In 2017, the College Council created a Guided Pathways Steering Team comprised of students, faculty, staff, and managers ([IB1-33a](#), [IB1-33b](#)). The group guides the work of the College in the implementation of the guided pathways framework for equitable student success. Design teams were created to foster substantive dialogue between disparate parts of the institution to create a more cohesive and streamlined student experience.

A guided pathways conference was held in Fall 2018 to support College dialogue on the need for guided pathways ([IB1-34](#)). In December 2018, the College created a Student Advisory Council to inform the recommendations and decisions of the Guided Pathway Steering Team ([IB1-35](#)). The Student Advisory Council provides input to the Guided Pathways Design Teams, to ensure that changes meet students needs. The Guided Pathways Steering Team and Design Teams continue to work to make improvements in the student experience.

Analysis and Evaluation

The College participates in ongoing, collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Collegial dialogue about data and planning are integrated into existing procedures and can be seen in practice in the example of the creation of the *2018-2023 Educational Master Plan*.

Learning outcomes are assessed regularly, and departmental discussions focus on improving academic quality and student success. The Student Learning Outcomes Assessment Committee supports college wide dialogue around outcomes and assessment. The program review and resource allocation process has built-in mechanisms for College wide reflection and feedback, under the leadership of the Program Review Committee. The Research, Planning, and Evaluation Committee analyzes achievement and inclusion data and shares its findings to improve decision-making.

Extensive equity work at the College has occurred as evidenced by the formation of the Student Equity and Success Committee, the Racial Justice Taskforce, and ongoing conversations in the Guided Pathways work. The College continues to offer workshops, trainings, and opportunities for employees and students to participate in meaningful dialogue about equity and improving student success.

Evidence I.B.1.

IB1-1	DVC Procedure 1010.01, Integrated Planning
IB1-2	<i>Roles Responsibilities and Processes Handbook</i> , October 21, 2019
IB1-3a	College Council minutes, Item 7, February 15, 2017
IB1-3b	College Council minutes, Item 6, March 15, 2017
IB1-3c	College Council minutes, Item 6, April 19, 2017
IB1-3d	College Council minutes, Item 8, May 3, 2017
IB1-3e	College Council minutes, Item 7, May 17, 2017
IB1-3f	Academic Senate minutes, Item 6, May 23, 2017
IB1-4a	RPEC minutes, Item 5, February 8, 2017
IB1-4b	RPEC minutes, Item 5, March 22, 2017
IB1-4c	RPEC minutes, Item 6, April 12, 2017
IB1-4d	RPEC minutes, Item 6, May 10, 2017
IB1-5a	Academic Senate minutes, Item 6, March 7, 2017
IB1-5b	Academic Senate minutes, Item 12, August 8, 2017
IB1-5c	College Council minutes, Item 5, September 6, 2017
IB1-5d	Academic Senate minutes, Item 7, September 19, 2017
IB1-5e	College Council minutes, Item 7, October 4, 2017
IB1-5f	Academic Senate minutes, Item 7, October 24, 2017
IB1-5g	Spring 2018 Flex activity enrollment and description on <i>EMP</i>
IB1-6	Academic Senate minutes, Item 7, March 21, 2017
IB1-7a	College Council minutes, Item 5, November 1, 2017
IB17-b	Governing Board agenda, Item 11, December 14, 2017
IB1-8a	Academic Senate minutes, Item 7, January 30, 2018
IB1-8b	Spring 2018 Flex activity enrollment and description on <i>EMP</i>
IB1-9	<i>2018-2023 Educational Master Plan</i>

IB1-10	Student Learning Outcome Assessment Committee charge and function
IB1-11	Student Learning Outcome Assessment Committee agenda, September 13, 2019
IB1-12	Screenshot WebSLOs 4.0, April 1, 2020
IB1-13	Screenshot WebSLOs Reports, April 1, 2020
IB1-14	Sample SLO assessment, ENGL-122, 2019
IB1-15	Sample SLO assessment, COMM-120, 2019
IB1-16a	Sample SLO assessment, Counseling Services, 2017-2018
IB1-16b	Sample SLO assessment, CalWORKS. 2016-2017
IB1-17	DSS Program Review, 2018-2019, p. 4
IB1-18	Sample student needs assessment survey, CalWORKS
IB1-19a	DVC Procedure 1016.01, Program Review
IB1-19b	<i>2019-2020 Program Review Handbook</i>
IB1-20	Sample validation feedback, Student Services 2019-2020
IB1-21a	Program review revision report, April 15, 2020
IB1-21b	College Council minutes, Item 4, April 15, 2020
IB1-22a	College Council minutes, Item 10, May 15, 2019
IB1-22b	College Council minutes, Item 7, November 20, 2019
IB1-23	Research, Planning, and Evaluation Committee charge, April 1, 2020
IB1-24	Research, Planning, and Evaluation Committee, End of Year Report, 2018-2019
IB1-25a	Research, Planning, and Evaluation Committee Report on the Community College Survey of Student Engagement, March 3, 2020
IB1-25b	Research, Planning, and Evaluation Committee Report on the Community College Survey of Student Engagement and Institutional Learning Outcomes, March 4, 2020
IB1-26a	Presentations on the Community College Survey of Student Engagement, Spring Flex Booklet, p. 27 and p. 30
IB1-26b	Deans and Department Chairs meeting agenda, January 22, 2020
IB1-26c	College Council minutes, Item 6, March 4, 2020
IB1-27	College Council minutes, Item 10, September 4, 2019
IB1-28	Student Equity and Success Committee charge, April 1, 2020
IB1-29	Email from S. Lamb, Student Equity and Success Committee, February 20, 2020
IB1-30a	College Council minutes, Item 3, March 20, 2019
IB1-30b	Student Demands Notes from Commons, May 6, 2019
IB1-30c	Student Demands Notes from LHS-ATC, May 6, 2019
IB1-31a	Racial Justice Task Force meeting notes, April 16, 2019
IB1-31b	College Council report, Racial Justice Task Force, April 17, 2019
IB1-32a	Email from J. Freytag, Joint Senate Forum, November 14, 2019
IB1-32b	Email from J. Freytag, Joint Senate Forum, January 12, 2020
IB1-33a	College Council minutes, Item 4, August 16, 2017
IB1-33b	Academic Senate minutes, Item 7, August 29, 2017
IB1-34	Guided Pathways Flex Day Evaluation and Comments, February 21, 2019
IB1-35	DVC Student Advisory Council description, December 13, 2018

Standard I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Evidence of Meeting the Standard

Instructional Student Learning Outcomes

The College defines and assess student learning outcomes, program learning outcomes, general education learning outcomes, and institutional learning outcomes. The work is continuous and is monitored in the program review process and by the Academic Senate Student Learning Outcomes Assessment Committee. The process for program review is codified in DVC Procedure 1016.01, Program Review ([IB2-1](#)). The procedure establishes that all units will conduct comprehensive program reviews on a four-year cycle. Programs are permitted to submit annual reviews.

New course proposals are required to include student learning outcomes which after review and approval by the Curriculum Committee, are transferred into the WebSLOs database, a locally developed assessment tracking and accountability system ([IB2-2](#)). All programs have developed program learning outcomes, which represent the synthesis of learning resulting from student learning outcomes developed by experiences integrated into courses within the program ([IB2-3a](#), [IB2-3b](#)). Course and program learning assessments are maintained in WebSLOs.

Existing courses are reviewed by the Curriculum Committee on a scheduled timetable of at least once every six years. Course student learning outcomes (SLOs) are established within each course outline of record and are required to be included in all course syllabi. SLOs are reviewed and approved by the following: the department, division, Curriculum Committee, and the vice president of instruction during the course approval process. The Student Learning Outcome Assessment Committee uses Curriculum Committee approved SLOs to review and provide feedback about course SLO assessments.

Procedure 1018.01, Student Learning Outcomes and Achievement, describes the process for assessment ([IB2-4](#)). Course level student learning objectives (SLOs) are developed, assessed, and evaluated for all courses and reviews of SLOs and Program Learning Objectives (PLOs) occur on a three-year cycle, with the option to reassess more frequently as programs and courses evolve. Courses and programs that miss the scheduled deadline for assessment become ineligible for funding resources available through the College resource allocation process ([IB2-5](#)).

Validation reports for SLOs and PLOs are housed in WebSLOs and contain assessments carried out by the individual departments based on the requirements set by Student Learning Outcomes Assessment Committee ([IB2-6a](#), [IB2-6b](#), [IB2-6c](#)). Action plans are developed by discipline faculty and distributed to the instructional faculty teaching the course at the beginning of each semester. An example from the Math department found that only 70% of Math 192 students correctly took a derivative so the department developed an action plan to improve student success and distributed the plan to faculty teaching the Math 192 course ([IB2-7](#)).

Program learning outcomes (PLOs) are reviewed during the development of any new program by the department, division, Curriculum Committee, and the vice president of instruction following Procedure 1018.01, Student Learning Outcomes and Achievement. Changes to PLOs are reviewed and approved by the Curriculum Committee. The Student Learning Outcome Assessment Committee uses Curriculum Committee approved PLOs to review and provide feedback about program assessments. Instructional program learning outcomes are published in the *Catalog*.

The College offers three general education patterns: CSU general education breadth sequence, intersegmental general education (IGETC) sequence, and a local DVC general education sequence.

Each pattern has established program learning outcomes and alignment matrixes for the outcomes to courses within the pattern. The matrices are available in WebSLOs ([IB2-8a](#), [IB2-8b](#), [IB2-8c](#)). The Student Learning Outcomes Assessment Committee has worked to develop assessment plans for the general education learning outcomes ([IB2-9a](#), [IB2-9b](#), [IB2-9c](#), [IB2-9d](#)). The District recently purchased the eLumen software system, which will allow a more seamless integration of course outcomes assessments to program, general education, and institutional learning outcomes. The College will begin to convert from WebSLOs to the eLumen course assessment module in fall 2020, which should improve this integration of assessments.

Student Services Learning Outcomes

Every student service area develops and assesses student learning outcomes, which are reported through the program review process ([IB2-10](#)). Student learning outcomes (SLOs) for every area include a program goal statement, methods of assessment, analysis of data, and action plans ([IB2-11a](#), [IB2-11b](#)). Methods of assessment of learning outcomes vary depending on the program and service evaluated. Typical assessments for student service areas include student surveys, tracking usage of services data, and tracking student progress. SLOs are evaluated annually and results are used to make improvements to services and programs to better support student learning ([IB2-12a](#), [IB2-12b](#)).

Student services program review (SSPR) is conducted on a four-year cycle with updates required in the interim years ([IB2-13](#)). In program reviews, service areas address how they meet the mission of the College, evaluate learning outcomes, examine data on student usage of services, and examine data on student satisfaction with services. Validation of student service program reviews is led by the vice president of student services and includes broad constituent representation ([IB2-14a](#), [IB2-14b](#)).

Learning Support Outcomes

Learning support services are assessed regularly at the College. The library assesses its services, courses, materials, Career Education program, and equipment through the program review process and through student learning outcome course and program assessments ([IB2-15a](#), [IB2-15b](#)). For example, the library faculty assessed its space student learning outcome: Students interact with ideas in both physical and virtual library environments to expand learning and facilitate the creation of new knowledge ([IB2-16a](#), [IB2-16b](#)). Librarians recognized that this learning outcome supports the *2018-2023 Educational Master Plan* through the RP Group's Student Success Factors; library space contributes to students being directed, focused, nurtured, and connected. Librarians then used a performance indicator to direct assessments: The library's physical space features connectivity and up-to-date, adequate, well-maintained equipment, and furnishings.

Since 2012, the Tutoring Advisory Committee (TAC) has surveyed students who utilize tutoring services across the College. This annual survey is used to assess the effectiveness of tutoring ([IB2-17](#)). The TAC shares the survey results with the individual tutoring areas, as well as with the Academic Senate ([IB2-18](#)). Departments use this information in their annual and comprehensive program reviews to request resource allocations ([IB2-19](#)). As a result, tutoring programs increased evening, weekend, and online hours based on student need as evidenced in the survey ([IB2-20](#)). In spring 2018, the TAC, through the Academic Senate, created tutoring learning outcomes for all tutoring centers across the College ([IB2-21](#)). The annual tutoring survey is aligned with these

outcomes to assess the way the College meets the stated learning outcomes.

Institutional Learning Outcomes

The College's institutional learning outcomes (ILOs) are published on the DVC website ([IB2-22](#)). The College continuously improves its ILOs by updating them in spring 2018 and publishing them in DVC Procedure 1018.02, Institutional Learning Outcomes ([IB2-23a](#), [IB2-23b](#)). In order to measure student attainment of ILOs in spring 2019, instructional faculty began an ongoing process to map courses to ILOs, with the assistance of the Student Learning Outcomes Assessment Committee ([IB2-24](#)). Student services began to map student service learning outcomes to ILOs in fall 2019.

As a baseline for ongoing assessment of Institutional Learning Outcomes mastery, in fall 2019 the Research, Planning and Evaluation Committee (RPEC) recommended that the March 2019 Community College Survey of Student Engagement (CCSSE) data be used to evaluate student self-assessment of ILO mastery ([IB2-25a](#), [IB2-25b](#)). The RPEC *Report on CCSSE Data and Institutional Learning Outcomes* draws attention to areas where the College is succeeding in meeting the ILOs and areas where improvement can be made ([IB2-26](#)). The report was shared widely with the College ([IB2-27a](#), [IB2-27b](#), [IB2-27c](#), [IB2-27d](#)).

Analysis and Evaluation

The College regularly assesses student learning outcomes for all instructional programs, student services, and learning support services. Course level learning outcomes are evaluated and published on course outlines and syllabi. Program learning outcomes and institutional learning outcomes are evaluated and updated as necessary. Student service areas and learning support services assess learning outcome and the results of those assessments provide continuous improvement to the programs.

Evidence I.B.2.

IB2-1	DVC Procedure 1016.01, Program Review
IB2-2	Screenshot WebSLOs 4.0, March 31, 2020
IB2-3a	Sample program learning outcomes, Geology AS degree
IB2-3b	Sample program learning outcomes, Printmaking Certificate of Achievement
IB2-4	DVC Procedure 1018.01, Student Learning Outcomes and Achievement
IB2-5	DVC Procedure 1016.01, Program Review
IB2-6a	Screenshot WebSLOs Reports, March 31, 2020
IB2-6b	Program review, Admissions and Records, 2017
IB2-6c	Program review, Admissions and Records, 2018
IB2-7	Program review, Mathematics, 2018
IB2-8a	CSU General Education breadth sequence mapped to courses, May 15, 2020
IB2-8b	DVC General Education breadth sequence mapped to courses, May 15, 2020
IB2-8c	Intersegmental General Education (IGETC) breadth sequence mapped to courses, May 15, 2020
IB2-9a	Student Learning Outcome Assessment Committee minutes, Item 5E, October 11, 2019
IB2-9b	Student Learning Outcome Assessment Committee minutes, Item 5A, October 25, 2019

IB2-9c	Student Learning Outcome Assessment Committee minutes, Item 5C, February 2, 2019
IB2-9d	Student Learning Outcome Assessment Committee minutes, Item 5C, March 3, 2019
IB2-10	Sample program review, Financial Aid, 2018-2019, p. 13
IB2-11a	Career and Transfer Center SLO Report, 2016-2017
IB2-11b	Educational Talent Search SLO Report, 2017-2018
IB2-12a	Student Outreach and Welcome Services SLO Report, 2016-2017
IB2-12b	Assessment Center SLO Report, 2017-2018
IB2-13	<i>2019 Program Review Handbook</i> , schedule of reviews, p.5
IB2-14a	Email from E. Stone, Program review feedback, February 27, 2020
IB2-14b	Student Services program review validation reports, February 27, 2020
IB2-15a	Library Technology AS Degree program learning outcomes
IB2-15b	Library program review, 2019-2020
IB2-16a	Library student learning outcomes
IB2-16b	Library department meeting notes, October 31, 2018
IB2-17	Tutoring survey 2019
IB2-18	Academic Senate minutes, Item 7, April 30, 2019
IB2-19	Developmental Education Committee minutes, Item 3, May 2, 2019
IB2-20	Tutoring availability times and locations
IB2-21	Tutoring learning outcomes
IB2-22	Screenshot institutional learning outcomes, May 16, 2020
IB2-23a	College Council minutes, Item 9, March 21, 2018
IB2-23b	DVC Procedure 1018.02, Institutional Learning Outcomes
IB2-24	Sample course mapping to institutional learning outcomes, CIS 120
IB2-25a	Research, Planning, and Evaluation Committee minutes, Item 8, October 23, 2019
IB2-25b	College Council minutes, Item 6, March 4, 2020
IB2-26	<i>Research, Planning, and Evaluation Committee Report on the Community College Survey of Student Engagement and Institutional Learning Outcomes</i> , March 4, 2020
IB2-27a	Presentations on the Community College Survey of Student Engagement, Spring Flex Booklet, p. 27 and p. 30
IB2-27b	Deans and Department Chairs meeting agenda, January 22, 2020
IB2-27c	College Council minutes, Item 6, March 4, 2020
IB2-27d	Email from B. Opsata, Listening to Student Voices, March 9, 2020

Standard I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Diablo Valley College first established institution-set standards for student achievement in spring 2013. At that time, the College acknowledged that the standards were an initial baseline for institution-set standards and that they would be re-evaluated on a three-year cycle ([1B3-1](#)). In October 2015, the College Council examined student success, institutional target goals, and strategies to address institutional inequities and noted that the College needed to improve outcomes for disproportionately impacted groups as well as improve success rates for all students ([1B3-2](#)).

In spring 2018, the College Council tasked the Research, Planning, and Evaluation Committee (RPEC) with reviewing the existing institution-set standards and with providing recommendations on the establishment of stretch goals ([IB3-3](#)). After analyzing historical data, the RPEC made recommendations on new stretch goals for course completion, awarding of degrees and certificates, and for transfer ([IB3-4](#)). The recommendations were accepted by the Academic Senate, the College Council, and the president ([IB3-5a](#), [IB3-5b](#)). In fall 2018, the College Council tasked the RPEC to make recommendations on revisions to the institution-set standard floors and slight modifications to the stretch goals from the term before ([IB3-6](#)). The RPEC made the recommendations and they were approved by the Academic Senate, the College Council, and the president ([IB3-7a](#), [IB3-7b](#), [IB3-7c](#), [IB3-7d](#), [IB3-7e](#)).

In spring 2020, the *ACCJC Annual Report* requirements for the reporting of certificates changed. Now, only certificates which are more than 16 units are included where in the past the College reported all certificates. This change meant in this reporting year, the College was below the previously established institution-set standard floor for certificates and the stretch goal was no longer appropriate. The Research, Planning, and Evaluation Committee will consider revisions to the institution-set standards and stretch goals for this metric in fall 2020.

The institution-set standards and stretch goals are reported in the *ACCJC Annual Reports*, which are publicly available on the DVC website ([IB3-8a](#), [IB3-8b](#)). The District website publishes an annual document titled “DVC Quick Facts” which summarizes the outcomes of many of the institution-set standards including course completion, degrees awarded, certificate awarded, and transfers ([IB3-9a](#), [IB3-9b](#), [IB3-9c](#), [IB3-9d](#), [IB3-9e](#)). Other student success information is available through the California Chancellor’s Office Student Success metrics and on the U.S. Department of Education’s Scorecard. Access to the Department of Education Scorecard is available through a link on the College’s accreditation webpage ([IB3-10](#)).

Analysis and Evaluation

The College has institution-set standards and stretch goals focused on student achievement that align with the mission and the *2018-2023 Educational Master Plan*. The College assesses and publishes how well it is achieving the standards and goals and works to continuously improve outcomes for students.

Evidence I.B.3.

- [IB3-1](#) Research, Planning, and Evaluation Committee Report on Initial Institution Set Standards, October 8, 2015
- [IB3-2](#) College Council minutes, Item 5, October 9, 2015
- [IB3-3](#) College Council minutes, Item 7, February 21, 2018
- [IB3-4](#) Research, Planning and Evaluation Committee minutes, Item 7, May 9, 2018
- [IB3-5a](#) Academic Senate minutes, Item 6, May 22, 2018
- [IB3-5b](#) College Council minutes, Item 5, May 23, 2019
- [IB3-6](#) College Council minutes, Item 4, September 5, 2018
- [IB3-7a](#) Research, Planning, and Evaluation Committee minutes, Item 4, September 9, 2018
- [IB3-7b](#) College Council minutes, Item 4, September 19, 2018
- [IB3-7c](#) Academic Senate minutes, Item 7, September 25, 2018
- [IB3-7d](#) Academic Senate minutes, Item 8, October 30, 2018

IB3-7e	College Council minutes, Item 8, December 12, 2018
IB3-8a	2018 ACJCC Annual and Fiscal Reports, March 23, 2018
IB3-8b	2019 ACJCC Annual and Fiscal Reports, April 3, 2019
IB3-9a	DVC Quick Facts – 2014FA
IB3-9b	DVC Quick Facts – 2015FA
IB3-9c	DVC Quick Facts – 2016FA
IB3-9d	DVC Quick Facts – 2017FA
IB3-9e	DVC Quick Facts – 2018FA
IB3-10	Screenshot Accreditation webpage, March 31, 2020

Standard I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The use of data is engrained in the processes of the College. In 2015, the College formed the Research, Planning, and Evaluation Committee (RPEC), which is charged with supporting data-directed decision-making by meeting the research needs of the College and facilitating professional development to assist with the evaluation of data ([IB4-1](#)). The co-chairs of the RPEC sit on the College Council and provide data for the decision-making processes to the College Council. Ongoing use of data at the College is included in all program reviews, in learning outcomes assessment, and in the development of all College plans.

Program Review

College Procedure 1016.01, Program Review, outlines the process for program review and embeds the use of assessment data into the decision making and resource allocations of the College ([IB4-2](#)). All programs complete reviews on a four-year cycle ([IB4-3](#)). The program review template includes student and program data provided by the District Office, that is analyzed to inform improvement strategies. In addition to student achievement data, summary student learning outcome assessment data is provided and serves to inform teaching and learning strategies that promote student success ([IB4-4a](#), [IB4-4b](#)). Improvement strategies are detailed in the program plan section of the reviews.

Upon the completion of the reviews, requests for resources to support improvement strategies are provided to the Program Review Committee. A subgroup of the Program Review Committee evaluates the requests on an established rubric, which specifically requires units to tie requests to assessment data. On the 2019-2020 rubric, units were asked: “To what degree does this request target increases in equitable student success in one or more of the four stages of the student experience?” and “To what degree will this request support improvement and/or closure of achievement gaps for student success indicators such as: Access, Course Completion, Persistence, ESL Sequence completion, Degree/Certificate” ([IB4-5](#)).

After ranking is complete, the Budget Committee analyzes resources available to meet requests then forwards that information to the College Council. The College Council uses this data to make recommendations to the College president about the allocation of fiscal resources to best support the mission of the College ([IB4-6a](#), [IB4-6b](#)). Final decisions for resource allocations are made by the College president as described in DVC Procedure 5018.01, Budget Allocation Process ([IB4-7](#)).

Learning Outcomes Data

Every course at the College has student learning outcomes (SLO's), which were developed by discipline faculty and are housed on the College's WebSLO database ([IB4-8a](#), [IB4-8b](#), [IB4-8c](#), [IB4-8d](#)). Courses must be assessed at least every three years, according to DVC Procedure 1018.01, Student Learning Outcomes and Achievement ([IB4-9](#)). Departments and areas have the option of assessing their courses more frequently. Course level learning outcomes have been aligned to program learning outcomes using an alignment matrix ([IB4-10a](#), [IB4-10b](#)). As course level learning outcomes are assessed, action plans are created which may include changes to the program learning outcomes. Discipline faculty reflect on the assessment data in department discussions. Action plans are developed by departments to improve student learning and success ([IB4-11a](#), [IB4-11b](#)).

The student learning outcomes assessment process is overseen by the Student Learning Outcomes Assessment Committee. The committee has two faculty co-chairs, a management representative, and division representatives for all academic divisions. The committee is supported by a classified staff position. The committee meets twice per month and reviews all course and program learning outcomes as well as plans and assessment methods on a regular calendar ([IB4-12](#)).

The process requiring the evaluation of assessment data is institutionalized by College Procedure 1018.01, Student Learning Outcomes and Achievement ([IB4-13](#)). The procedure codifies the process of development and assessment of course, program, and student service outcomes. In addition to the procedure, course and program level student learning outcomes are a compliance component on all instructional unit program reviews. If an instructional unit does not adhere to the prescribed timelines, that unit becomes ineligible for resources through the College resource allocation process.

Student Services Learning Outcomes

The College identifies and assesses student services learning outcomes to inform continuous improvement of services and programs. Every student service area develops and assesses student learning outcomes, which are reported through the program review process ([IB4-14a](#), [IB4-14b](#)). Student services program review (SSPR) is conducted on a four-year cycle with updates required in the interim years ([IB4-15](#)).

Student services learning outcomes reports for every area include a program goal statement, methods of assessment, analysis of data, and action plans ([IB4-16a](#), [IB4-16b](#)). Methods of assessment of learning outcomes vary depending on the program and service evaluated. Typical assessments for student service areas include student surveys, tracking usage of services data, and tracking student progress. Learning outcomes are evaluated annually and results are used to make improvements to services and programs to better support student learning.

An example of a student service unit that made improvements based on assessing student learning outcomes is in the Financial Aid Office. In that office, data is gathered and assessed through entry and exit surveys to ensure that learning outcomes are met. The 2017-2018 student survey results showed the need to educate students about the Satisfactory Academic Progress (SAP) policy. A program was launched in fall 2018 requiring students on financial aid suspension status to complete an SAP online workshop. In reviewing the data after one year, the Financial Aid Office discovered students did not completely understand the expectations of the program. The Financial Aid Office

made revisions to clarify the SAP forms and process and provided additional information on the College website ([IB4-17](#)).

Data Training and Use

To train the College about data availability and use, the College began a data coaching program in fall 2019 ([IB4-18](#)). The program trained twelve people from various constituencies to serve as data coaches, who then worked with programs throughout the College to better understand data, learn how to access it, and to make better use of data when evaluating their programs. The Research, Planning, and Evaluation Committee evaluated the program at the end of the first year and found it to be successful in meeting its goals and it plans to continue the program in the future ([IB4-19](#)).

Analysis and Evaluation

College procedures on student learning outcomes and the program review process describe how the institution has organized its processes around the use of assessment data. All units at the College consider data about student learning and achievement when making programmatic decisions and plans for improvement are articulated in both program reviews and in learning outcomes assessments.

The governance committee structure incorporates the analysis of data into the on-going work of the College. The Research, Planning, and Evaluation Committee, the Program Review Committee, the Budget Committee, and the College Council all play important roles in the analysis of data about student learning and achievement and in making recommendations for the future.

Evidence I.B.4.

- [IB4-1](#) Research, Planning, and Evaluation Committee charge and function, March 31, 2020
- [IB4-2](#) DVC Procedure 1016.01, Program Review
- [IB4-3](#) *2019 Program Review Handbook*, schedule of reviews, p.5
- [IB4-4a](#) Sample 2019-2020 Program Review, Economics
- [IB4-4b](#) Sample 2019-2020 Program Review, Physics
- [IB4-5](#) Program Review Rubric, 2019-2020
- [IB4-6a](#) College Council documents, Spring 2019 Program Review Committee rankings, May 15, 2019
- [IB4-6b](#) Budget Committee charge and function, March 31, 2020
- [IB4-7](#) DVC Procedure 5018.01, Budget Allocation Process
- [IB4-8a](#) WebSLOs tracking data, March 31, 2020
- [IB4-8b](#) Course SLO Required Components, Fall 2018
- [IB4-8c](#) Student Learning Outcomes Committee charge and function
- [IB4-8d](#) Student Learning Outcomes Assessment Committee, Course Review Rubrics, Spring 2019
- [IB4-9](#) DVC Procedure 1018.01, Student Learning Outcomes and Achievement
- [IB4-10a](#) Sample course alignment to program learning outcomes, Communication Studies Associates for Transfer Degree
- [IB4-10b](#) Sample course alignment to program learning outcomes, Industrial Design Certificate of Achievement
- [IB4-11a](#) Sample course action plan, Socio 120
- [IB4-11b](#) Sample course action plan, Math 142

IB4-12	Student Learning Outcomes Committee charge and function
IB4-13	DVC Procedure 1018.01, Student Learning Outcomes and Achievement
IB4-14a	DSS Program Review 2018-2019, p. 4
IB4-14b	EOPS/Calworks Program Review 2018-2019, p. 8
IB4-15	2019 Program Review Handbook, schedule of reviews, p.5
IB4-16a	Student Life Office SLO report, 2017-2018
IB4-16b	Assessment Office SLO report, 2017-2018
IB4-17	Financial Aid Student Services student learning outcome assessment, 2018-2019
IB4-18	Data coaching program description, April 2019
IB4-19	Data coaching program evaluation report, May 2020

Standard I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

The College's *Mission Statement* defines the institution's broad educational purposes, the types of degrees and certificates it offers to its student population, and its commitment to student learning and achievement. The *Mission Statement* is:

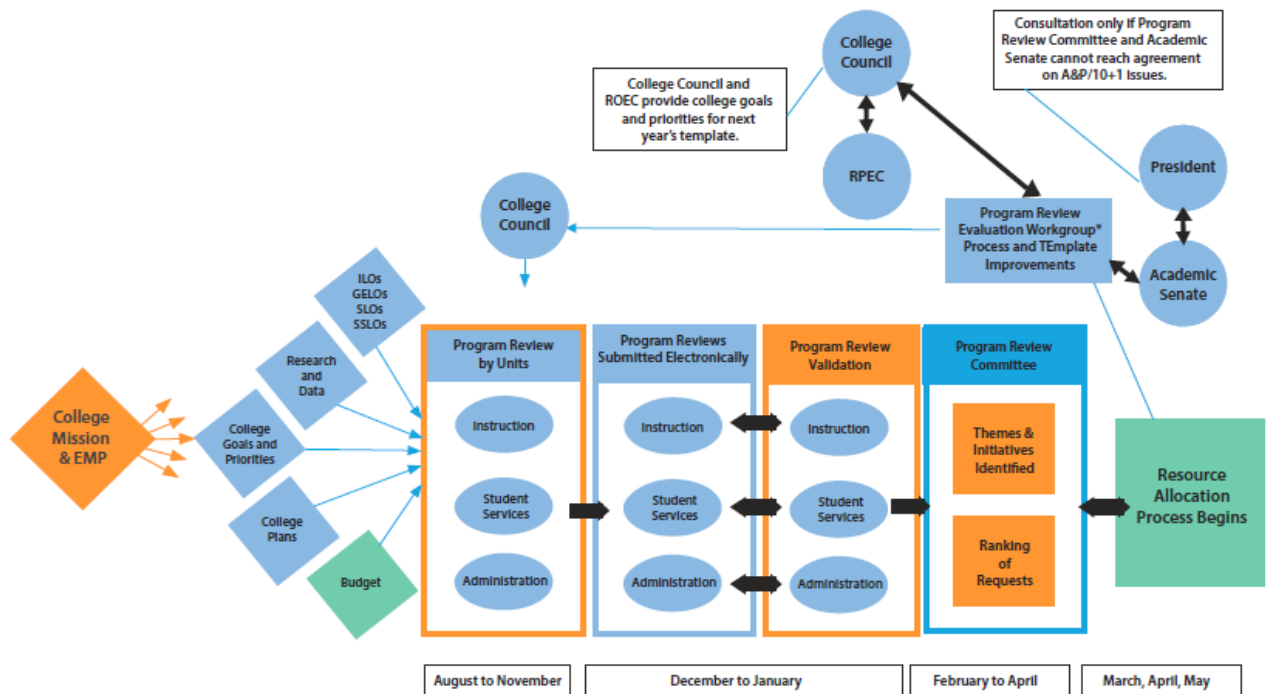
We inspire, educate, and empower students to transform their lives and their communities. We guide students to achieve their goals by awarding degrees and certificates, preparing them for transfer to four-year colleges and universities, facilitating entrance to and advancement in careers, and fostering personal growth. ([IB5-1](#)).

The College analyses data to evaluate how it accomplishes this mission through the program review process. Student learning outcomes and achievement are imbedded in program review data. Quantitative and qualitative data are provided and include disaggregation by program type and delivery mode. If individuals desire additional disaggregated student achievement data, they can access it through District provided Tableau software at any time.

Program Review

Diablo Valley College's program review is a systematic process that collects and interprets data in order to assess the accomplishments of the College. Program review is utilized in making recommendations leading to continuous improvement of student learning and institutional processes. It is a means of promoting an ongoing, self-reflective, transparent dialogue to ensure that the College's programs are effective and responsive to needs. The process is described in Procedure 1016.01, Program Review, and shown visually in the *Roles, Responsibilities, and Processes Handbook* ([IB5-2a](#), [IB5-2b](#)).

Development of Program Reviews



*Membership: AS President or designee, VPI, VPSS, PR Faculty, CS President, Dean IE (Ex-O)

Incorporated within the program review process, there are three program review types, Administrative Program Review, Student Services Program Review, and Instructional Program Review. Administrative program review requires all administrative managers to complete an administrative program review and goal setting every year. Instructional programs participate in a comprehensive program review on a 4-year cycle, with 25% of programs participating each year (IB5-3). Student service areas complete program reviews annually with a comprehensive review of the service unit every four years.

Instructional programs are provided with data that analyzes program size, FTES, number of faculty, and productivity. Course success data is disaggregated by ethnicity, gender, age, disability, and delivery mode (IB5-4a, IB5-4b). Instructional areas use historical data provided in the program review process to analyze data trends and develop methods to improve student success and retention.

Programs doing comprehensive reviews are required to complete all sections and receive review, feedback, and approval through the validation process. In the validation process, teams ensure that the self-study report is complete, that analysis and plans are data driven and aligned with the 2018-2023 Educational Master Plan, and that resource requests support the program plans. The goal of validation is to promote College wide dialogue and to provide reflections and feedback to units that will allow them to prepare the most thoughtful program review possible.

Student learning outcome data is incorporated into the program review process. Instructional programs identify changes to be made at the course level and program level as part of their analysis. Student Services programs identify areas for improvement based on their assessment of student services learning outcomes. All programs use data to justify the need additional for resources.

A systematic review of the effectiveness of the program review processes and templates is conducted annually by a Program Review Evaluation Workgroup of the Program Review Committee and are shared with the Academic Senate and the College Council. The consultative process between the Academic Senate, the College president, and the College Council is an ongoing process of continuous improvement that ensures the effectiveness of program review for both planning and program evaluation ([IB5-5a](#), [IB5-5b](#)).

Analysis and Evaluation

The College assesses the accomplishment of its mission in the program review process. Department and areas identify how they meet the mission of the College and justify resource requests based on the mission. Student learning outcomes and disaggregated data is embedded in program review.

Evidence I.B.5.

IB5-1	Screenshot DVC Mission Statement
IB5-2a	DVC Procedure 1016.01, Program Review
IB5-2b	<i>Roles, Responsibilities, and Processes Handbook</i> , October 16, 2019
IB5-3	Program review annual cycle from the <i>2019-2020 Program Review Handbook</i>
IB5-4a	Sample program review, Architecture, 2019-2020
IB5-4b	Sample program review, Kinesiology, 2019-2020
IB5-5a	Program review revision report, April 15, 2020
IB5-5b	College Council minutes, Item 4, April 15, 2020

Standard I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The College disaggregates and analyzes data in a variety of formats including program review and College plans. Learning outcomes and achievements are analyzed and when performance gaps are identified, the College implements strategies to mitigate the gaps.

Program Review

Learning outcomes data is included in program review and departments develop strategies to improve student success based on the data ([IB6-1a](#), [IB6-1b](#)). Data included in program reviews is disaggregated by student success in areas of ethnicity, gender, age, disability, and delivery mode. Instructional and student service area program reviews include requests for funding for resources, including human resources, to address deficiencies and improve equitable outcomes for students.

In the Chemistry Department's 2018-2019 program review, faculty identified gaps in performance and developed strategies for improving success ([IB6-2](#)). In addition to program review data,

Chemistry faculty worked with the District Office of Research and Planning to analyze course success in the General Chemistry sequence of courses. The department found disappointing results in their overall success rates and an equity gap in success. The department implemented a new student-centered textbook after including input from a student focus group in their decision-making. Additionally, the faculty implemented course outline revisions to a more conventional order of the course material. After applying these changes, the Chemistry Department increased their overall percentage of success rate and narrowed the equity gap in their courses.

Planning

The Research, Planning and Evaluation Committee (RPEC) is a data driven committee that supports decision making based on collected data to promote a culture of planning and evaluation. In 2019, the RPEC discussed the Vision for Success plan as outlined by the State Chancellor's Office ([IB6-3a](#), [IB6-3b](#)). Disaggregated data for goal setting as part of the *Vision for Success* was presented by the District Office of Research and Planning and included information by ethnicity, gender, economic status, and foster youth. The RPEC made recommendations for goals, which were accepted by the College Council and the Governing Board ([IB6-4a](#), [IB6-4b](#)).

While working on the College's *Vision for Success* goals, the Research, Planning, and Evaluation Committee collaborated with the *Student Equity Plan* (SEP) writing task force to align metrics and goals across both documents ([IB6-5](#)). The data in the *Student Equity Plan* focused on disproportionately impacted groups at the College. The SEP used disaggregated data on retention, success rates, and degrees awarded to create strategies for improvement. The SEP was written while incidents of hate speech had occurred on campus and demands were made by student groups to improve race relations at the College. The SEP defined six College wide goals to address disproportionately impacted groups ([IB6-6](#)).

In the fall semester of 2019, the College implemented a strategy derived from the work of the *Student Equity Plan* and directed resources to hire a guest speaker from the USC Race and Equity Center to work with employees on issues surrounding equity. Equity work at the College has continued in 2020 with additional resources directed towards training of faculty and staff to create a more welcoming environment for all students and ultimately improve student success. The Governing Board approved funds to contract with the USC Race and Equity Center to develop strategies for success around issues of equity at the College ([IB6-7](#)). The College developed a new series of Equity Institutes for faculty planned for fall 2020. In the Equity Institutes, groups of twenty faculty members will participate in a series of professional development modules around race and equity. As part of the Institutes, faculty will examine disaggregated data in their courses and develop action plans for equitable outcomes that will ultimately be shared with their respective departments.

DVC utilized the Community College Survey of Student Engagement (CCSSE), a high-quality national survey, to gather data on 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. Based on the results, DVC assessed areas that need improvement and areas where the College is accomplishing its mission. The Research, Planning, and Evaluation Committee produced two reports about the data, one focused on the College's institutional learning outcomes and the other on areas for improvement to the student experience ([IB6-8a](#), [IB6-8b](#)). The data was shared with the

College in professional development activities, at a meeting of all deans and department chairs, the College Council, and it is available on the RPEC webpage ([IB6-9a](#), [IB6-9b](#), [IB6-9c](#), [IB6-9d](#)).

Analysis and Evaluation

The College uses disaggregated data and analyzes learning outcomes for students. The College utilizes the program review process to identify gaps in student performance and achievement and departments and areas develop strategies to improve success. The College directs resources towards student success through the allocation process embedded in program review. The College address gaps in student achievement through the planning process and develops College wide practices to mitigate gaps. The recent allocation of resources to equity work at the College exemplifies DVC's commitment to success.

Evidence I.B.6.

- [IB6-1a](#) Sample program review, Communication Studies, 2019-2020
- [IB6-1b](#) Sample program review, San Ramon Campus Sciences, 2019-2020
- [IB6-2](#) Chemistry program review, 2018-2019
- [IB6-3a](#) Research, Planning, and Evaluations Committee minutes, Item 6, March 13, 2019
- [IB6-3b](#) Research, Planning, and Evaluations Committee minutes, Item 8, April 10, 2019
- [IB6-4a](#) College Council minutes, Item 4, May 15, 2019
- [IB6-4b](#) Governing Board agenda, Item 25B, May 22, 2019
- [IB6-5](#) Research, Planning, and Evaluations Committee minutes, Item 4, February 7, 2019
- [IB6-6](#) *2019-2022 Student Equity Plan*
- [IB6-7](#) Governing Board agenda, Item 11, January 22, 2020
- [IB6-8a](#) *Research, Planning, and Evaluation Committee Report on the Community College Survey of Student Engagement and Institutional Learning Outcomes*, March 4, 2020
- [IB6-8b](#) *Research, Planning, and Evaluation Committee Report on the Community College Survey of Student Engagement*, March 4, 2020
- [IB6-9a](#) Deans and Department Chairs Agenda, January 22, 2020
- [IB6-9b](#) Professional development workshop on CCSSE, January 23, 2020
- [IB6-9c](#) College Council minutes, Item 5, January 29, 2020
- [IB6-9d](#) Screenshot, Research, Planning, and Evaluation Committee Report Archive, May 18, 2020

Standard I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

DVC is committed to developing organizational structures, processes, and policies that align with the College mission, values, and vision and to reviewing them regularly. The College allocates time and provides support and collaborative opportunities to reflect on its strengths as well as its challenges, encourages collaborative and creative problem-solving, and inspires continuous improvement. DVC's policies and procedures are developed, vetted through the governance process, updated, and evaluated on a regular basis. They are used by the College community to

guide processes and activities ensuring consistency, transparency and compliance with appropriate laws, regulations, guidelines, and accreditation standards.

Evaluation occurs throughout the planning process based on qualitative and quantitative data. Quantitative and qualitative data analysis are used in program reviews and in assessments of learning outcomes (IB7-1a, IB7-1b, IB7-1c). Both qualitative and quantitative data enter the evaluation process in point of service surveys by student services, nationally normed student surveys, faculty evaluations, professional development activity exit surveys, and College wide surveys of employees.

Program Review Process

Policies and practices are evaluated through the program review process. In program reviews, student services, instructional units, and administrators are required to reflect on program outcomes and to develop plans to address areas of concern. For example, after completing its program review in fall 2018, Extended Opportunity Programs and Services (EOPS) developed and implemented an online application available to students at all times (IB7-2a, IB7-2b). The increased accessibility of the EOPS application resulted in a marked increase in applications from 453 paper applications received in fall 2017 to 640 online applications in fall 2018 (IB7-3).

Every year, there is continuous improvement of the program review process, as codified in DVC Procedure 1016.01, Program Review (IB7-4). When writing reviews, units are asked to provide feedback on the process and the template. This feedback is compiled and summarized by the Program Review Committee, which then brings its recommendations to the Academic Senate and the College Council (IB7-5a, IB7-5b). Revisions to the process are implemented in the next cycle.

Evaluation of College Procedures

The *DVC Procedures Manual* outlines policies and procedures for governance and administration, human resources, student services, curriculum and instruction, business services and facilities. Each procedure lists the date it was adopted and the date it was revised (IB7-6). Procedures are reviewed on a regular cycle of once every six years, as described in Procedure 1001.01, Process to Introduce New or Revise Existing DVC Procedures (IB7-7). New procedures and revisions to existing procedures can be initiated by any employee, committee, office, or student. Changes in procedures are fully vetted and endorsed through the governance process before being accepted by the College president. They are published on the College website.

The *Roles, Responsibilities, and Processes Handbook* is a guide that simply and visually explains the College's procedures for writing College wide plans, program reviews, and the resource allocation process as well as the roles and responsibilities of people within those procedures (IB7-8). The purpose of the descriptions and flowchart diagrams is to ensure appropriate dialogue and to clarify how all constituent groups participate in decision making. As changes to procedures occur, the diagrams and descriptions in this document are updated.

Governance

The College evaluates and improves the governance structure by making recommendations to the College Council. In spring of 2019, the College formed the Student Equity and Success Committee (SES) and the Communications Committee (IB7-9a, IB7-9b). The SES Committee was formed to integrate the efforts of three existing committees: Equity, Student Success and Support, and

Developmental Education ([IB7-10](#)). The SES monitors, evaluates, and advances the institutional level progress on achieving the *2018-2023 Educational Master Plan* goals for equitable student success. The Communications Committee was formed to improve all aspects of communication at the College. The Communications Committee works to develop consistent terminology and brand messaging to students, staff, and the public ([IB7-11](#)).

During the 2018-2019 academic year, DVC reestablished a past practice of evaluating and publishing an annual report summarizing each committee's achievements, obstacles, and future goals from throughout the year. The annual reports are published on the website and are presented to the College Council at their final meeting each year ([IB7-12a](#), [IB7-12b](#)).

Analysis and Evaluation

The College regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of the mission.

Evidence I.B.7.

- [IB7-1a](#) Sample student learning outcome assessment history, Ocean 102
- [IB7-1b](#) Sample program review, Apprenticeship, 2019-2020
- [IB7-1c](#) Sample program review, Financial Aid, 2019-2020
- [IB7-2a](#) Extended Opportunity Programs and Services program review, 2018-2019
- [IB7-2b](#) Extended Opportunity Programs and Services online application form
- [IB7-3](#) Email from L. Kong, EOPS applications, February 26, 2020
- [IB7-4](#) DVC Procedure 1016.01, Program Review
- [IB7-5a](#) Program review revision report, April 15, 2020
- [IB7-5b](#) College Council minutes, Item 4, April 15, 2020
- [IB7-6](#) DVC Procedures Manual, May 2020
- [IB7-7](#) DVC Procedure 1001.01, Process to Introduce New or Revise Existing DVC Procedures
- [IB7-8](#) *Roles Responsibilities and Processes Handbook*, October 16, 2019
- [IB7-9a](#) College Council minutes, Item 10, March 6, 2019
- [IB7-9b](#) College Council minutes, Item 7, May 15, 2019
- [IB7-10](#) Student Equity and Success Committee charge and function, April 1, 2020
- [IB7-11](#) Communication Committee charge and function, April 1, 2020
- [IB7-12a](#) Committee Annual Reports, 2018-2019
- [IB7-12b](#) College Council minutes, Item 7, May 22, 2019

Standard I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Diablo Valley College gathers assessment results in a variety of ways and uses the results in discussions that lead to institutional change. The College is committed to using data to inform decision making which makes the College more efficient and effective. Data are communicated to

departments and areas via program review as well as externally to the community and to interested groups. Student learning outcome cycles and action plans are available on the College website. The Research, Planning, and Evaluation Committee hosts a webpage with results of campus surveys of students and employees ([IB8-1](#)). This archive includes results of Community College Surveys of Student Engagements, the College's Integrated Postsecondary Education Data System (IPEDs) data, and many other surveys which may be of interest to the public.

Assessment results and evaluations are shared with units through the program review process. Disaggregated data is available in instructional and student service program reviews. Program reviews are posted on an internal drive accessible to all employees.

Learning outcomes assessment data is contained in program review and learning outcomes results are communicated to the College via the WebSLOs 4.0 database, an online public website that presents outcome statements, summary reports, and submittal forms. The system allows faculty, department chairs, deans and College administrators to generate reports showing when courses are due for assessment, have been assessed, the results of the assessments, and action plans based on assessments ([IB8-2](#)). Action plans for all courses are available to the public on WebSLOs ([IB8-3a](#), [IB8-3b](#)).

Communication with the Public

The College reports data and assessment results to the Contra Costa Community College District, California Community College Chancellor's Office (CCCCO), and to the federal government. Data posted on the *CCCCO Student Success Metrics* and in the CCCCCO System Data Mart are widely available to the public. The *CCCCO Student Success Metrics* contains major indicators of DVC's educational contributions to Contra Costa County and the surrounding Bay Area. Access to the Department of Education Scorecard is available through a link on the College's accreditation webpage ([IB8-4](#)).

In collaboration with the District Office of Research and Planning, data are compiled and posted on the web for the College community, students, and the public to analyze. *DVC Quick Facts* are published annually on the website for the public and contain success and retention rates, degrees awarded, and transfer rates ([IB8-5a](#), [IB8-5b](#)). Additional information is available with the "consumer information" link on the accreditation webpage ([IB8-6a](#), [IB8-6b](#)). Links from this District maintained page will connect the public with data from the National Center for Education Statistics, the California Student Success Scorecard, security and crime information, FERPA information, among many others.

The College maintains an open dialogue with the community through events on campus, reports to the Governing Board, and through the College website. Monthly Governing Board meeting agendas and minutes are available on the District website to inform the public and to share findings of the College. The District and College president give an annual "State of the District" presentation to provide information to the public ([IB8-7a](#), [IB8-7b](#), [IB8-7c](#)).

Communication with Employees

College wide committees conduct annual self-evaluations of their committee's impact on outcomes and processes which support College goals and reports those to the College Council at the end of every academic year, as per DVC Procedure 1001.03 ([IB8-8a](#), [IB8-8b](#), [IB8-8c](#), [IB8-8d](#)). The results

of these evaluations are distributed widely throughout the College and used as a basis for making improvements with measurable outcomes. The measurable outcomes are incorporated into the next evaluation to ensure ongoing evaluation and continuous improvement. Committee annual reports are submitted and are available on the website as are committee agendas and minutes ([IB8-9a](#), [IB8-9b](#)).

At the start of each term during the All College Day meeting, faculty, classified staff, and managers are informed of important trends and action plans of the College. The College president reports out on the campus climate and on current issues the College faces ([IB8-10](#)). College plans such as the *2018-2023 Educational Master Plan* and *Student Equity Plan* are discussed to ensure all employees are informed of the shared vision of the College ([IB8-11](#)).

A *Governance at a Glance* email is sent to all employees at least twice a term to highlight what is being discussed and implemented by governance committees including Budget Committee, Program Review Committee, College Council, and Research, Planning and Evaluation Committee, as well as council reports from Classified Senate and Academic Senate. The document includes updates of current matters occurring throughout the College, such as accreditation and Guided Pathways ([IB8-12a](#), [IB8-12b](#)).

Analysis and Evaluation

The College communicates results of assessments and evaluations with the public and with employees. The College website is the primary medium of communication and interested parties can easily find evidence of ongoing activities designed to improve student outcomes.

Evidence I.B.8.

- [IB8-1](#) Screenshot Research, Planning, and Evaluation Committee Reports Archive, April 2, 2020
- [IB8-2](#) Sample student learning outcome assessment history, BUS 240
- [IB8-3a](#) WebSLOs landing page, public report links, May 20, 2020
- [IB8-3b](#) Sample learning outcome action plans public report, May 20, 2020
- [IB8-4](#) Screenshot Accreditation webpage, April 2, 2020
- [IB8-5a](#) Screenshot DVC Quick Facts link
- [IB8-5b](#) DVC Quickfacts, Fall 2019
- [IB8-6a](#) Screenshot Accreditation webpage, May 30, 2020
- [IB8-6b](#) Screenshot consumer information, May 30, 2020
- [IB8-7a](#) CCCC News, State of the District Meetings, September 2017
- [IB8-7b](#) CCCC News, State of the District Meetings, October 2018
- [IB8-7c](#) CCCC News, State of the District Meetings, September 2019
- [IB8-8a](#) DVC Procedure 1001.03, College Wide Committee Evaluations
- [IB8-8b](#) College Committee *Annual Reports*, 2018-2019
- [IB8-8c](#) College Council minutes, Item 7, May 22, 2019
- [IB8-8d](#) College Committee *Annual Reports*, 2019-2020
- [IB8-9a](#) Screenshot Committee information, April 20, 2020
- [IB8-9b](#) Screenshot Program Review Committee agendas and minutes, Spring 2020
- [IB8-10](#) Email from S. Lamb, Fall Convocation, August 21, 2019
- [IB8-11](#) Spring 2018 Flex activity enrollment and description on *EMP*
- [IB8-12a](#) Governance at a Glance, May 16, 2017

Standard I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Diablo Valley College's structure is designed to ensure that it engages in continuous, broad based, systematic evaluation and planning. This structure is described in Procedure 1010.01 Integrated Planning, Procedure 1016.01 Program Review, and Procedure 5018.01 Budget Allocation ([IB9-1a](#), [IB9-1b](#), [IB9-1c](#)). When College plans are written, broad based input and communication are guaranteed from the first step of process through to plan adoption and implementation.

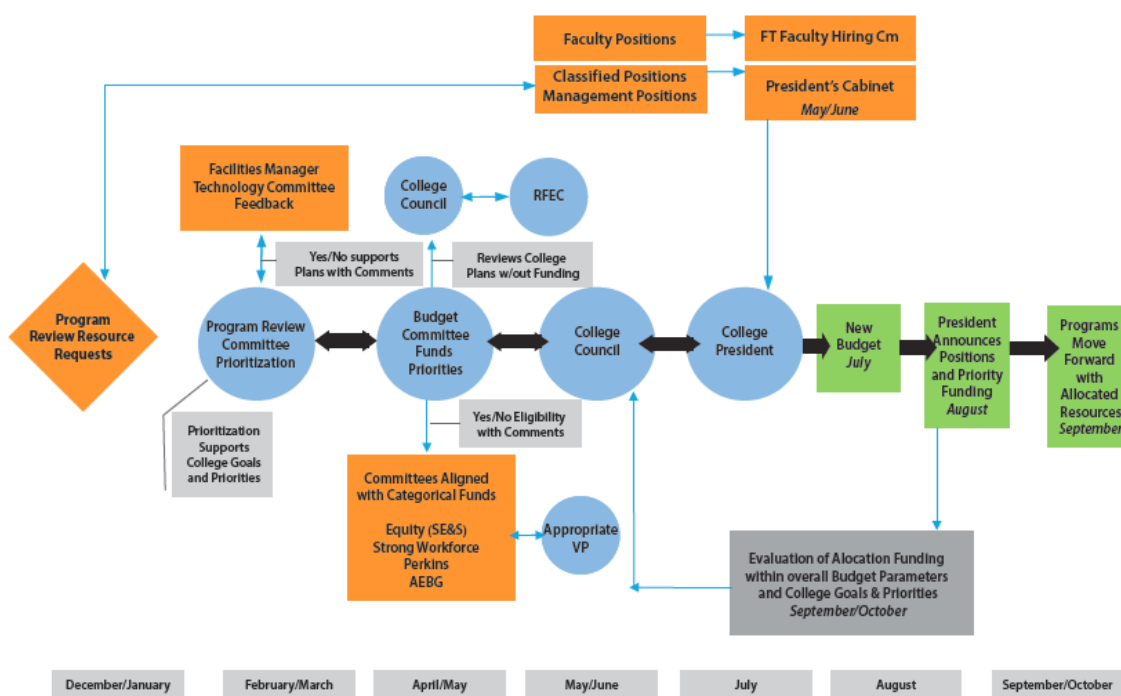
Procedure 1010.01, Integrated Planning, outlines the process for developing College wide plans and how constituent groups participate in the process ([IB9-2](#)). To ensure that plans under development coordinate with other College plans, the College Council reviews drafts of the plan and provides feedback through a faculty representative, classified representative, ASDVC representative, and lead managers. College wide plans are submitted to College Council for endorsement and recommendation to the president.

The program review process, as outlined in Procedure 1016.01, Program Review, encompasses instruction, student services, and administration ([IB9-3](#)). Program review is an evaluation of programs on a regular timeline that assists in the creation of plans and informs the resource allocation process to meet the mission of the College. The program review process requires areas to respond to how they meet the College mission and the *2018-2023 Educational Master Plan* (EMP). The EMP informs the priorities of the College, drives research and data gathering, and helps to create standards for the institutional, general education, student learning and student services learning outcomes ([IB9-4](#)).

The program review process includes a validation step, in which teams of faculty, classified staff, and administrators read and provide feedback to the program review teams on content and analysis. Validation promotes College wide dialogue and ensures programs are meeting the needs of students while focusing on the goals outlined in College plans.

After validation of the program reviews, the resource allocation process begins with prioritization of requests based on the goals of the College. These requests are aligned with College plans and categorical funding sources, reviewed by committees and managers, and forwarded to the College Council and the president for final creation of the budget. Each step is supported with data and a shared understanding of the College's goals and priorities ([IB9-5](#)).

Resource Allocation of College-wide Funds



The *Student Equity Plan* and the *2020-2025 Workforce Development Plan* are two examples that illustrate how the College follows the processes outlined in the procedures.

Student Equity Plan

The *Student Equity Plan* is integrated and aligns with the *Educational Master Plan* and the State Chancellor's 2022 California Community College's Vision for Success (IB9-6). The *Student Equity Plan* development process was grounded in existing data, previous plans, statewide data, and data collected at the College. The plan was shared with the Academic Senate, Associated Students of DVC, Classified Senate, College Council, as well as many other committees and interested areas at the College (IB9-7a, IB9-7b, IB9-7c). The *Student Equity Plan* outlines short- and long-term goals for the College and identifies the need for human and financial resources to address equitable student success.

Workforce Development Plan

In spring 2020, the College Council approved the *2020-2025 Workforce Development Plan* (IB9-8a, IB9-8b). The plan aligns with the EMP and develops goals to improve success in Career Technical Education (CTE) programs including evaluating and enhancing existing College resources and infrastructure to strengthen integration of student services, instruction, and learning communities. The *2020-2025 Workforce Development Plan* aligns with the program review process to update equipment and technology that will support student success into the future. Budget allocations are assessed in the plan to determine adequate resources that ensure CTE program sustainability.

Analysis and Evaluation

The College assesses and plans for both short- and long-term needs of our educational programs and services and improves the effectiveness of the institution and assures academic quality. The College utilizes a well-defined integrated planning model that is tied to resource allocation. Planning at the College is systemic and broad-based.

Evidence I.B.9.

IB9-1a	DVC Procedure 1010.01, Integrated Planning
IB9-1b	DVC Procedure 1016.01, Program Review
IB9-1c	DVC Procedure 5018.01, Budget Allocation Process
IB9-2	DVC Procedure 1010.01, Integrated Planning
IB9-3	DVC Procedure 1016.01, Program Review
IB9-4	<i>2019-2023 Educational Master Plan</i>
IB9-5	DVC Procedure 5018.01, Budget Allocation Process
IB9-6	<i>2019-2022 Student Equity Plan</i>
IB9-7a	Academic Senate minutes, Item 8, April 22, 2019
IB9-7b	Classified Senate minutes, Item 5, May 8, 2019
IB9-7c	College Council minutes, Item 6, May 1, 2019
IB9-8a	College Council minutes, Item 5, April 15, 2020
IB9-8b	<i>2020-2025 Workforce Development Plan</i>

Conclusions on Standard I.B. Assuring Academic Quality and Institutional Effectiveness

The College has clear policies which are consistently followed for institutional planning. Dialogue about student outcomes and equity are found throughout the processes, including in program reviews, learning outcomes assessment, and in creating College wide plans. All employees have the opportunity to participate in governance and planning and the College makes a concerted effort to communicate with the public, the College community, and to listen to feedback it receives.

Improvement Plan(s)

None.

C. Institutional Integrity

Standard I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Diablo Valley College provides extensive information to students and the public via the College's website, social media, eConnect newsletters, program brochures, class schedules, and the College *Catalog*. The Mission Statement, the College's *2018-2023 Educational Master Plan*, and information about student support services are displayed on the website ([IC1-1a](#), [IC1-1b](#)). To ensure students and the public have the most recent information, the College updates information on the main homepage when emergencies occur. For example, in spring 2020 when the College moved all instruction online due to COVID-19, the top of the homepage was edited to provide important information for students and employees ([IC1-2](#)). A chat feature on the homepage was enabled at this time, which allows people to ask questions and receive quick replies.

Individual instructional and student services departments are responsible for the accuracy of their information posted on the website, with oversight from the Communications and Marketing Department. Information undergoes regular review by departments and is updated as necessary. The Communications and Marketing Department utilizes a web-based software tool to provide an ongoing check for broken links and conducted a full website audit in 2017 to remove outdated webpages from the website.

The College utilizes social media as an additional method of providing students with accurate and relevant information. The Communications and Marketing Department oversees the official Facebook, LinkedIn, Instagram, and Twitter accounts ([IC1-3](#)). The Financial Aid Department, Welcome Services, EOPS, and the International Student Office provide regular updates to students about their services in separate Facebook and Instagram accounts as do some instructional departments ([IC1-4](#)). The District Office recently began discussions about creating District wide policies about social media usage to ensure that information provided to the public is consistent and accurate.

Students are informed of important information through the eConnect newsletter, which is sent to their College email addresses regularly. They are also informed of events and issues in emails and text messages, with a separate email and text service (ReGroup) reserved for emergency situations ([IC1-5a](#), [IC1-5b](#), [IC1-5c](#), [IC1-5d](#), [IC1-5e](#), [IC1-5f](#), [IC1-5g](#), [IC1-5h](#)).

The College provides current and accurate information to students and the public for courses and programs through annual edits of the *Catalog*, an annual *Catalog Addendum*, as well as updates to the programs and certificates page on the website ([IC1-6a](#), [IC1-6b](#)). Course and program requirements and descriptions, prerequisites, and contact information can be found in the *Catalog*. These sections are reviewed and revised each academic year to include any new courses and programs approved by the Academic Senate Curriculum Committee. Information, updates, and changes to degrees and certificates are processed by the Curriculum Committee for clarity,

accuracy, and compliance with guidelines provided by the state Chancellor's Office. *Catalog* revisions are reviewed by Instruction Office staff, the senior dean of curriculum and instruction, the director of communications and marketing, and program leads in all areas to ensure accuracy and clarity (IC1-7). Course and program information is published in the *Catalog* in a joint effort of the Instruction Office and the Communications and Marketing Department. The Instruction Office is responsible for content and the Communications and Marketing Department gathers and compiles front section content and manages the production, publication, and distribution of the electronic and print *Catalog*. Close communication is maintained with Admissions and Records so that accurate course and program information is provided.

The class schedule is constructed by the Instruction Office and is closely reviewed by all academic departments to inform students about course offerings. Changes in the schedule are updated daily on the website.

Institutional learning outcomes and general education outcomes for the College are available to the public on the College website (IC1-8). Student Learning Outcomes are available on the website via the WebSLO's page (a College created site), in course outlines, and are published on course syllabi (IC1-9a, IC1-9b, IC1-9c, IC1-9d). Program learning outcomes for all academic programs are published in the *Catalog* and are available in WebSLOs (IC1-10a, IC1-10b, IC1-10c, IC1-10d). The College is in the process of converting this information to a new software platform, eLumen, and all learning outcomes will be posted there in the future.

The WebSLO's software is searchable by course with detailed information regarding course offerings, course outlines, assessment results, and action plans (IC1-11). WebSLO's contains the most up to date versions of all program level outcomes. Action plans for course level student learning outcomes are available on the WebSLO's site and viewable by the public. Student Services learning outcomes are published on an internal College drive, available to faculty, staff, and administrators.

The College continually provides updates on its accreditation status to employees. Regular updates on the accreditation process are sent to faculty and staff via *Governance at a Glance* emails, workshops given during Flex professional development weeks at the College, and through the shared governance process (IC1-12a, IC1-12b, IC1-12c, IC1-12d, IC1-12e, IC1-12f, IC1-12g, IC1-12h, IC1-12i, IC1-12j). Accreditation reports and documents are available to the public on the DVC website, accessible through a link posted on the main home page as well as at the bottom of all pages of the website (IC1-13). Minutes from the Accreditation Advisory Group are available on the website (IC1-14).

Minutes, agendas, and documents from College committees are available on the website (IC1-15a, IC1-15b). College procedures are published on the website in a *Procedures Manual* and procedures are updated through the governance process on a regular schedule (IC1-16a, IC1-16b, IC1-16c, IC1-16d, IC1-16e, IC1-16f).

Analysis and Evaluation

The College assures the clarity, accuracy, and integrity of information provided to students and the public by reviewing the website and *Catalog*. The Mission Statement and College plans are posted on the website. Instructional student learning outcome information is housed on the WebSLO's

site, while student service student learning outcomes are published on an internal College drive. The College informs the public, employees, and students of its accreditation status.

Evidence I.C.1.

- [IC1-1a](#) DVC Mission Statement and *2018-2023 Educational Master Plan* screenshot, March 29, 2020
- [IC1-1b](#) Student services information screenshot, April 1, 2020
- [IC1-2](#) DVC Homepage screenshot, COVID-19 information, April 1, 2020
- [IC1-3](#) Social media examples from Communications and Marketing Department
- [IC1-4](#) Social media examples from Welcome Services, Spring 2020
- [IC1-5a](#) eConnect student email, June 27, 2018
- [IC1-5b](#) eConnect student email, November 14, 2018
- [IC1-5c](#) Email to students, Student parking, February 11, 2019
- [IC1-5d](#) eConnect student email, April 17, 2019
- [IC1-5f](#) Email to students, Air quality, October 28, 2019
- [IC1-5g](#) Email to students, Construction at SRC, October 31, 2019
- [IC1-5h](#) eConnect student email, January 15, 2020
- [IC1-6a](#) *2019-2020 Catalog*
- [IC1-6b](#) *2019-2020 Catalog Addendum*
- [IC1-7](#) Catalog responsibility matrix, 2020-2021
- [IC1-8](#) ILOs and GELOs from website, April 1, 2020
- [IC1-9a](#) Screenshot WebSLOs, April 1, 2020
- [IC1-9b](#) Administration of Justice 120 student learning outcomes from WebSLOs, April 1, 2020
- [IC1-9c](#) French 121 student learning outcomes from WebSLOs, April 1, 2020
- [IC1-9d](#) Steamfitting 110 student learning outcomes from WebSLOs, April 1, 2020
- [IC1-10a](#) Television Arts AA degree program learning outcomes from *2019-2020 Catalog*
- [IC1-10b](#) English AA degree program learning outcomes from *2019-2020 Catalog*
- [IC1-10c](#) Geography for Transfer program learning outcomes from WebSLOs, April 1, 2020
- [IC1-10d](#) Music Industry Studies certificate program learning outcomes from WebSLOs, April 1, 2020
- [IC1-11](#) Screenshot WebSLOs, April 1, 2020
- [IC1-12a](#) *Governance at a Glance*, May 16, 2017
- [IC1-12b](#) Flex activity booklet, Spring 2019, page 19
- [IC1-12c](#) Flex activity booklet, Fall 2019, page 53
- [IC1-12d](#) Research, Planning, and Evaluation Committee minutes, Item 8, November 13, 2019
- [IC1-12e](#) Budget Committee minutes, Item 10, December 6, 2019
- [IC1-12f](#) *Governance at a Glance*, December 12, 2019
- [IC1-12g](#) Flex activity booklet, Spring 2020, page 22
- [IC1-12h](#) Academic Senate minutes, Item 7, January 23, 2020
- [IC1-12i](#) College Council minutes, Item 5, January 29, 2020
- [IC1-12j](#) Accreditation webpage, Self-Evaluation 2020, March 26, 2020
- [IC1-13](#) Accreditation webpage, March 26, 2020
- [IC1-14](#) Accreditation Advisory Group webpage, March 26, 2020
- [IC1-15a](#) College Council webpage, 2019

IC1-15b	Research, Planning, and Evaluation Committee webpage, 2019
IC1-16a	College Council minutes, Item 4, January 30, 2019
IC1-16b	Classified Senate minutes, Item 6, February 6, 2019
IC1-16c	Academic Senate minutes, Item 6, February 12, 2019
IC1-16d	College Council minutes, Item 4, March 6, 2019
IC1-16e	<i>DVC Procedures Manual, May 2020</i>
IC1-16f	“How we do things” webpage with link to <i>Procedures Manual</i> , March 29, 2020

Standard I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

Evidence of Meeting the Standard

The College provides a catalog, in print and online, for its constituencies with precise, accurate, and current information ([IC2-1](#)). Information on requirements, policies, and procedures can be found in a number of areas including the *DVC Catalog*, the class schedule (produced summer, fall and spring), and the District and College websites ([IC2-2](#)). Print and online material is presented as an accurate, well-organized set of resources that provides current information to students and to the community.

The *DVC Catalog and Addendum* are published annually, and updates are provided on the website throughout the year ([IC2-3](#)). The *Catalog* provides comprehensive and vital information including details about student services, course descriptions, programs, degrees and certificates, and student policies and procedures. The document is available in the campus bookstore and on the DVC website.

Diablo Valley College assures that all students receive clear, accurate, accessible, and current information to assist them to obtain degrees and certificates and to achieve their educational goals. The following pieces of general information are included in the *2019-2020 Catalog*.

a. General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution, p. 4
- Educational Mission, p.7
- Representation of accredited status with ACCJC and with programmatic accreditors, if any, p.3
- Course, Program, and Degree Offerings, p.8
- Student Learning Outcomes for Programs and Degrees, see example p.64
- Academic Calendar and Program Length, p. 9 and p. 63
- Academic Freedom Statement, p. 7
- Available Student Financial Aid, p. 12
- Available Learning Resources, p. 13
- Names and Degrees of Administrators and Faculty, p. 367
- Names of Governing Board Members, p. 4

b. Requirements

The *DVC Catalog* describes the admission processes, information about student fees, and requirements for degrees, certificates, graduation, and transfer.

- Admissions, p. 9
- Student Fees and Other Financial Obligations, p.10
- Degree, Certificates, Graduation and Transfer, p. 46

c. Major Policies Affecting Students

The *DVC Catalog* includes information on major policies affecting students.

- Academic Regulations, including Academic Honesty, p. 13
- Nondiscrimination, p. 15
- Acceptance and Transfer of Credits, p. 18
- Transcripts, p. 10
- Grievance and Compliant Procedures, p. 15
- Sexual Harassment, p. 34
- Refund of Fees, p. 11

d. Location or Publications Where Other Policies May Be Found

The *Catalog* contains precise, accurate, and current information which is easily accessible through the College website. Other policies can be found in the *DVC Procedures Manual* and on the District Governing Board Policies webpage ([IC2-4a](#), [IC2-4b](#)).

Analysis and Evaluation

The College provides a *Catalog* in print and online for students and the public. The information presented in the *Catalog* and on the website is accurate and contains all facts, requirements, policies, and procedures.

Evidence I.C.2.

IC2-1	2019-2020 <i>Catalog</i>
IC2-2	Screenshot <i>Catalog</i> and schedule of classes webpage
IC2-3	Catalog production timeline 2018-2019
IC2-4a	<i>DVC Procedures Manual</i> , May 2020
IC2-4b	Screenshot District policies and departmental procedures, June 2, 2020

Standard I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Diablo Valley College utilizes learning outcome assessment and program review to collect data on student learning and achievement. Learning outcomes for courses, programs, general education, and student services are assessed on a regular cycle, and instructional assessment results are available on the WebSLOs website ([IC3-1](#)). Internal discussions about assessment data occur at the department level, governance committees, the Academic Senate, and among the deans and

department chairs. Departments regularly review assessment data and use the information to make improvements to courses and programs.

Assessment of student learning and achievement is included in the program review data provided to appropriate constituencies. Student service and instructional departments and programs utilize disaggregated data on student success and retention to make programmatic decisions regarding resources ([IC3-2](#)). Program review allocation requests must be tied to the mission of the College and those requests are ranked by the Program Review Committee using a rubric with the mission embedded ([IC3-3](#)).

The College provides regular reports on student success and achievement to the District Governing Board and to the state Chancellor's Office ([IC3-4a](#), [IC3-4b](#)). Reports about student success are available to the public via the Student Success Metrics on the state Chancellor's website and in the system's Data Mart ([IC3-5a](#), [IC3-5b](#)). The Student Success Metrics provide a means of public access to data including student demographics, persistence, and transfer rates. The College also publishes a set of *Quick Facts* on the website with student demographics and success data ([IC3-6a](#), [IC3-6b](#)). A link to the U.S. Department of Education Scorecard can be found on the Accreditation webpage, as can a link to a large set of consumer information posted by the District Office ([IC3-7a](#), [IC3-7b](#)).

The Research, Planning, and Evaluation Committee hosts a webpage with results of campus surveys of students and employees ([IC3-8](#)). This archive includes results of Community College Surveys of Student Engagement, the College's Integrated Postsecondary Education Data System (IPEDs) data, and many other surveys which may be of interest to the public.

Analysis and Evaluation

The College documents student learning outcomes, program, and general education learning outcomes and publishes the information on the website. Assessment results and matters of academic quality are reported to appropriate constituencies and available to the public on College, District, and state webpages.

Evidence I.C.3.

IC3-1	WebSLOs landing page and links to available reports, May 20, 2020
IC3-2	Program review templates, 2019-2020
IC3-3	Program review ranking rubric, 2019-2020
IC3-4a	Sample date report to Governing Board, <i>2019 Educational Planning Report</i> , December 11, 2019, Item 17B
IC3-4b	<i>2019 Educational Planning Report</i>
IC3-5a	CCCCO Student Success Metrics, DVC
IC3-5b	CCCCO outcomes data, Datamart, DVC
IC3-6a	Screenshot <i>Quick Facts</i> link, June 3, 2020
IC3-6b	DVC <i>Quick Facts</i> , Fall 2019
IC3-7a	Screenshot Accreditation webpage, link to consumer information, June 3, 2020
IC3-7b	Screenshot of consumer information, District webpage, June 3, 2020
IC3-8	Screenshot Research, Planning, and Evaluation Committee reports archive, June 3, 2020

Standard I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The College assures that students receive clear and accurate information about courses and programs through careful review and annual editing of the *Catalog* and of the DVC website programs and certificates page ([IC4-1a](#), [IC4-1b](#)). Course and program requirements, prerequisites, contact information, and descriptions are published in the College *Catalog*. The sections are reviewed and revised each academic year and include all new courses and programs approved by the Curriculum Committee. Courses and programs that are no longer offered are removed from the *Catalog*. Information, updates, and changes to degrees and certificates are processed by the Curriculum Committee for clarity, accuracy, and compliance with the guidelines provided by the state Chancellor's Office.

Course and program information are published in the *Catalog*. *Catalog* revisions are reviewed by Instruction Office staff, the senior dean of curriculum and instruction, articulation officer, the director of communications and marketing, and program leads in all areas to ensure accuracy and clarity ([IC4-2](#)). The Instruction Office is responsible for content and the Communications and Marketing Department provides support for the production, publication, and distribution of the electronic and print *Catalog*. The Instruction Office and the Admissions and Records Office work closely together to ensure accurate course and program information is entered into the College management information system, Colleague.

Course outlines of record, which contain course student learning outcomes, are available on the College website ([IC4-3a](#), [IC4-3b](#), [IC4-3c](#)). Transfer information and transfer-of-credit policies are published in the *Catalog* including transfer of credits and alternatives to course credit, which include Advanced Placement, College Level Exam Program, and International Baccalaureate ([IC4-4](#)).

Learning outcomes for all certificates and degrees are available in the *Catalog* ([IC4-5a](#), [IC4-5b](#)) and student learning outcome information and reports are available on the DVC website ([IC4-6](#)). Updating programs descriptions and/or requirements is a collaborative effort that involves the faculty and the Curriculum Committee. When new courses and programs are created, learning outcomes are required and reviewed for approval ([IC4-7a](#), [IC4-7b](#)).

Faculty members are required to provide every student a syllabus that includes the student learning outcomes for the course ([IC4-8a](#), [IC4-8b](#)). Each semester, the student learning outcomes facilitator sends an email to every instructor that includes the course student learning outcomes for each course they are teaching, which ensures that the instructor has the most current outcomes to put on their syllabi ([IC4-9](#)). Faculty members have access to a syllabi checklist that provides information for course syllabi requirements ([IC4-10](#)). Faculty members are required to submit a copy of their syllabus to their division office where it is reviewed for completeness and accuracy. To ensure that individual sections of courses adhere to the course learning outcomes, student learning outcomes assessments are ongoing, and all faculty participate in assessment processes as determined by the Student Learning Outcomes Assessment Committee. In addition, the faculty evaluation process includes an assessment regarding accomplishment of course student learning outcomes ([IC4-11a](#), [IC4-11b](#)).

Analysis and Evaluation

DVC describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. This information is available in the College *Catalog* and is posted on the website.

Evidence I.C.4.

IC4-1a	<i>2019-2020 Catalog</i>
IC4-1b	Screenshot degrees and certificates, Fall 2019
IC4-2	Catalog responsibility matrix, 2020-2021
IC4-3a	Course outline or record access, June 3, 2020
IC4-3b	Sample course outline, CHIN 120, First Semester Chinese
IC4-3c	Sample course outline, KNDAN 100, Introduction to Dance
IC4-4	<i>2019-2020 Catalog</i> , p. 18-27
IC4-5a	Sample program learning outcomes, Math AS degree. 2019-2020
IC4-5b	Sample program learning outcomes, Steamfitting Certificate of Accomplishment, 2019-2020
IC4-6	Screenshot, WebSLOs reports page, June 4, 2020
IC4-7a	New program proposal form, part 3
IC4-7b	Sample course outline of record with SLOs, PHYS 112, p. 9
IC4-8a	Sample course syllabi with SLOs, OCEAN 101
IC4-8b	Sample course syllabi with SLOs, COMM 125
IC4-9	Sample student learning outcome pre-term report, COMM 120 summer 2019
IC4-10	Syllabus guidelines, August 2017
IC4-11a	Classroom evaluation form for teaching faculty, question 16
IC4-11b	Classroom evaluation plan for teaching faculty, question 3

Standard I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

Diablo Valley College regularly reviews institutional policies, procedures, and publications. College procedures are published online in the *Procedures Manual* and are regularly reviewed by departments and committees ([IC5-1](#)). Procedure 1001.01, Process to Introduce New or to Revise Existing Procedures, provides a timeline for review of procedures ([IC5-2](#)). Updates and changes to College procedures are approved through the governance process. As part of College Procedure 1017.01, Reviewing the Mission Statement, the Mission Statement is regularly reviewed and updated ([IC5-3](#)).

To ensure the integrity of College websites and publications, the Communications and Marketing Department offers a training in the use of the OU Campus System, a website content management system. The Communications and Marketing Department provides style guidelines for all College publications, for publication both in print and on the web ([IC5-4a](#), [IC5-4b](#)). Academic departments and student service units are responsible for individual content on their web pages and make changes as necessary so students have access to current information. The Communications and Marketing Department oversees the production of College brochures and publications that come through their office. The Communications and Marketing Department ensures that College policies

are upheld in publications and collaborates with departments on the accuracy of published information.

Due to the size of the College and the number of areas the Communications and Marketing Department serves, the College created the Communication Committee in the spring of 2019 to oversee college wide communications and publications. The Communication Committee's charge includes providing students and the public with consistent messaging in common use language and developing policies and practices for internal and external communications ([IC5-5](#)). The Communication Committee is working to improve policies and procedures about publications and communications at the College.

The Communications and Marketing Department supports publication of College documents including the *Catalog* and schedules. Content in the *Catalog* is reviewed by appropriate departments and stakeholders and is updated on the website on an ongoing basis ([IC5-6](#)). The *Catalog* is available both on the website and in print form and any changes to the College *Catalog* are published in an addendum ([IC5-7](#)).

Class schedules are prepared every semester by academic departments with support from the Instruction Office. The schedule is available online for students and is searchable by course, subject, instructor, or delivery format. Schedules from previous academic years are available on the website ([IC5-8](#)). The online schedule is updated daily with any changes provided by academic deans or the Instruction Office.

Analysis and Evaluation

Following existing College policies, the College regularly reviews and revises policies, procedures, and publications as needed.

Evidence I.C.5.

IC5-1	<i>DVC Procedures Manual</i> , May 2020
IC5-2	Procedure 1001.01, Process to Introduce New or to Revise Existing Procedures
IC5-3	Procedure 1017.01, Reviewing the Mission Statement
IC5-4a	DVC Style Guide, print
IC5-4b	DVC Style Guide, web
IC5-5	Communication Committee charge and function, Spring 2020
IC5-6	<i>Catalog</i> responsibility matrix, 2020-2021
IC5-7	Screenshot, <i>Catalog</i> and Schedule information, June 4, 2020
IC5-8	Screenshot, <i>Catalog</i> and Schedule historical archive, June 4, 2020

Standard I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Diablo Valley College informs current and prospective students of the costs associated with tuition and other required expenses via the College *Catalog* and the website. The Fees and Tuition web page and the class schedule contains information on student fees including tuition, course materials, parking, and other student activities ([IC6-1a](#), [IC6-1b](#), [IC6-1c](#)). The Financial Aid Department offers

assistance to students paying for college on their web page ([IC6-2](#)). Specific textbook information and costs associated with some classes are found on the College Bookstore website or by visiting the bookstore ([IC6-3](#)). Courses with zero-cost textbooks are identified throughout the class schedule, and on the website, to help students identify them ([IC6-4a](#), [IC6-4b](#)). Courses with additional costs for materials have associated costs clearly stated in the notes section of the schedule ([IC6-5](#)).

Analysis and Evaluation

The information provided to current and prospective students about tuition, fees, and other required expenses such as textbooks and other instructional materials is accessible via the College website and publications. Published information is reviewed regularly to ensure accuracy. In accordance with state regulations, when materials fees are charged, the information is listed in the *Catalog*; the exact cost is listed in the class schedule and the student's Insite Portal account during registration.

Evidence I.C.6.

- [IC6-1a](#) 2019-2020 DVC Catalog, Fees, p. 10
- [IC6-1b](#) Screenshot International student information and fees, Spring 2020
- [IC6-1c](#) Screenshot, Fees and tuition, Spring 2020
- [IC6-2](#) Screenshot, Financial Aid Office, Spring 2020
- [IC6-3](#) Bookstore online search function for textbooks, Spring 2020
- [IC6-4a](#) Screenshot, information on zero textbook costs classes
- [IC6-4b](#) Course Schedule online search, examples of course with zero textbook costs, Summer 2020
- [IC6-5](#) Course schedule, examples of course with additional material costs, Fall 2019

Standard I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Diablo Valley College believes in the right of students and faculty to express their views freely in an open learning environment. The student Freedom of Expression Policy is published in the *Catalog*, and it guarantees students the right to express their views on campus ([IC7-1](#)). Governing Board Policy 2018, Academic Freedom, affirms academic freedom for employees, while emphasizing the importance of presenting accurate information ([IC7-2](#)). Governing Board Policy 2019, Freedom of Expression, notes that the constitution of the United States and the State of California guarantee all persons the right of free and unrestricted expression ([IC7-3](#)).

The 2019-2022 negotiated contractual agreement between the United Faculty and the District includes an Article 28, which articulates the strong commitment to academic freedom shared by the parties ([IC7-4](#)).

Analysis and Evaluation

The District supports academic freedom as outlined by their policies and in the recently negotiated contract with the United Faculty. The policies are published and support students and employees.

Evidence I.C.7.

- [IC7-1](#) Student Freedom of Expression Policy, *2019-2020 Catalog*, p. 33
- [IC7-2](#) Governing Board Policy 2018, Academic Freedom
- [IC7-3](#) Governing Board Policy 2019, Freedom of Expression
- [IC7-4](#) CCCC/United Faculty contract, Article 28, p. 36

Standard I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The College has clear expectations of student academic honesty and student conduct which are published in the *Catalog* and on the College website. Policies and procedures describe grounds for disciplinary action and consequences for violations of codes of conduct or academic dishonesty. District Student Services Procedure 3027, Student Code of Conduct, is published in the College *Catalog* and on the website ([IC8-1a](#), [IC8-1b](#)). The Student Code of Conduct describes both academic and non-academic expectations for student behavior and types of disciplinary actions for violations. Student rights for appeal are explained in the procedure.

The Academic Integrity Policy, published on the DVC website and the College *Catalog* ([IC8-2a](#), [IC8-2b](#)) demonstrates the College's commitment to academic integrity. DVC Procedure 4001.04, Academic Integrity, published on the website, outlines the expectation of students to be honest and ethical in their work ([IC8-3](#)). This procedure describes actions that instructors may take and consequences for the student.

Students are informed of College policies and procedures about conduct in an online student orientation ([IC8-4](#)). The Academic Integrity Policy is presented in international student orientations in both face-to-face and online trainings to ensure a clear understanding of differing cultural norms regarding what is considered effective student to student collaboration and how to distinguish this from academic dishonesty ([IC8-5](#)). Faculty members are informed of Academic Integrity Policies through their departments and professional development activities and are encouraged to report academic dishonesty ([IC8-6a](#), [IC8-6b](#), [IC8-6c](#)). Course syllabi guidelines provided by the College recommend faculty members to include information about the Academic Integrity Policy on their syllabi ([IC8-7](#)).

Employees of the College follow Governing Board Policy 2056, Code of Ethics, and Human Resources Procedure 1040.08, Employee Code for Ethical Behavior ([IC8-8a](#), [IC8-8b](#)). The code of ethics is directed to all administrators, faculty, staff, and student employees. Human Resources Procedure 1040.08, Employee Code of Ethical Behavior, includes a clear statement of the consequences of violating the code of ethics, which could subject an employee to disciplinary action up to and including termination. Violations are enforced in conjunction with existing disciplinary procedures covering District employees.

New hires are onboarded by the College Human Resources Department and receive an orientation from District Human Resources. Written policies are provided to new employees during the District orientation meeting and receipt of the policies is evidenced by the employee's signature on the *New Employee Orientation Checklist* ([IC8-9a](#), [IC8-9b](#), [IC8-9c](#), [IC8-9d](#), [IC8-9e](#)).

Analysis and Evaluation

The District and College have clear policies that promote honesty, responsibility, and academic integrity. Policies and procedures are published for students in the *Catalog* and the website and detail the expectations of student behavior and consequences for violations of the policy. Employee policies are shared with all new employees during orientation and receipt of that information is evidenced by their signature. The policies are also available on the Human Resources webpage.

Evidence I.C.8.

IC8-1a	District Student Services Procedure 3027, Student Code of Conduct
IC8-1b	Student code of conduct information website
IC8-2a	Academic Integrity Policy website
IC8-2b	College <i>Catalog</i> , Academic Integrity Policy
IC8-3	DVC Procedure 4001.04, Academic Integrity
IC8-4	New Student Orientation Academic Dishonesty
IC8-5	International student orientation, slide 30
IC8-6a	Flex professional development booklet, Code of Conduct, Spring 2020, p. 25
IC8-6b	Academic dishonesty report form
IC8-6c	Student code of conduct reference guide, August 20, 2019
IC8-7	Faculty Syllabus Checklist and Guidelines
IC8-8a	District Governing Board Policy 2056, Code of Ethics
IC8-8b	District Human Resources Procedure 1040.08, Employee Code of Ethical Behavior
IC8-9a	New classified employee checklist
IC8-9b	New adjunct faculty employee checklist
IC8-9c	New full-time faculty employee checklist
IC8-9d	New academic manager employee checklist
IC8-9e	New classified manager employee checklist

Standard I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Diablo Valley College and the District ensure that faculty present information to their students fairly and objectively. Faculty at the College are evaluated on a regular cycle with an evaluation form which includes a statement on objectivity. The evaluation form states, "When presenting controversial material, the professor did so in a balanced manner, acknowledging contrary views" ([IC9-1](#)). The evaluation process includes input from faculty, managers, and students. Course content and syllabi are reviewed by the evaluator to ensure all evaluation criteria are satisfactory.

Academic freedom is guaranteed to both faculty and students as evidenced on the College website and in Governing Board Policy 2018, Academic Freedom and Board Policy 2019, Freedom of Expression ([IC9-2a](#), [IC9-2b](#)). Faculty are expected to be professional as outlined in the Code of

Ethics, Board Policy 2056, as well as Human Resources Procedure 1040.08, and are expected to maintain objectivity ([IC9-3a](#), [IC9-3b](#)).

Analysis and Evaluation

The District and College uphold the value of academic freedom. Faculty adhere to the Code of Ethics outlined by the District. The evaluation process ensures faculty present material fairly and objectively.

Evidence I.C.9.

- [IC9-1](#) Faculty evaluation form
- [IC9-2a](#) Governing Board Policy 2018, Academic Freedom
- [IC9-2b](#) Governing Board Policy 2019, Freedom of Expression
- [IC9-3a](#) Governing Board Policy 2056, Code of Ethics
- [IC9-3b](#) District Human Resources Procedure 1040.08, Employee Code of Ethical Behavior

Standard I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Diablo Valley College uses approved and published District policies and codes of conduct to set clear expectations for appropriate conduct by students, staff, faculty, and administrators. As a public college, there is not a College or District code of conduct that seeks to instill specific beliefs or worldviews.

Expectations for students are described in Governing Board approved Student Services Procedure 3027, Student Code of Conduct, published in the College *Catalog* and on the DVC website ([IC10-1](#)). Codes of conduct required for staff, faculty, and administrators are clearly described in Governing Board Policy 2056, Code of Ethics, and Human Resources Procedure 1040.08, Employee Code of Ethical Behavior ([IC1-2a](#), [IC1-2b](#)).

Analysis and Evaluation

DVC is a public, non-sectarian institution that promotes the acceptance and exploration of a wide variety of perspectives and points of view. The College has clearly communicated and easily accessible codes of conduct and ethics policies that describe behaviors expected of staff, faculty, administrators, and students.

Evidence I.C.10.

- [IC10-1](#) District Student Services Procedure 3027, Student Code of Conduct
- [IC10-2a](#) Governing Board Policy 2056, Code of Ethics
- [IC10-2b](#) District Human Resources Procedure 1040.08, Employee Code of Ethical Behavior

Standard I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Diablo Valley College does not offer curricula in foreign locations to students other than U.S. nationals. This Standard does not apply to Diablo Valley College.

Analysis and Evaluation

This Standard does not apply to Diablo Valley College.

Standard I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Diablo Valley College complies with all Eligibility Requirements, Accreditation Standards, and policies established by the Accreditation Commission for Community and Junior Colleges (ACCJC). The College created its *2020 Institutional Self-Evaluation Report* with broad constituency representation and internal dialogue around accreditation Standards. *Midterm Reports*, *Annual Reports*, and *Follow-Up Reports* are generated in accordance with ACCJC policies and timelines. All accreditation documents and letters from the Commission are available to the public on the College's website ([IC12-1a](#), [IC12-1b](#)). Employees are given regular updates on the accreditation process via *Governance at a Glance* emails, workshops given during Flex weeks at the College, and through the shared governance process ([IC12-2a](#), [IC12-2b](#), [IC12-2c](#), [IC12-2d](#), [IC12-2e](#), [IC12-2f](#), [IC12-2g](#), [IC12-2h](#), [IC12-2i](#), [IC12-2j](#)).

In an effort to create ongoing dialogue around the accreditation process and to incorporate accreditation Standards into College activities and goal setting, the College created the Accreditation Advisory Group (AAG) in the fall of 2012. Membership in this group includes the College president, the president and vice president of the Academic Senate, the president of the Classified Senate, the accreditation liaison officer, the vice presidents of student services, instruction, and business services, the accreditation technical writer, and representatives from students, faculty, management, confidential, and classified employees ([IC12-3](#)). The AAG meets regularly to review Accreditation Standards and discuss the progress of the College towards achieving its goals. The AAG promotes awareness of the accreditation process throughout the College. Links to the minutes and agendas from the AAG are available on the College website ([IC12-4](#)). In the fall of 2018, the AAG expanded its membership to include the members of the writing teams who were working on the *2020 Institutional Self-Evaluation*. Writing teams met regularly to work on drafts of this document and worked collaboratively amongst the Standards to ensure that information was accurate. The AAG ensured that all accreditation documents are reviewed and approved by the appropriate governance committees.

Analysis and Evaluation

The College responds to all requests from the Commission and discloses all required information for accreditation purposes. All of the College's accreditation documents are readily available for the public on the website including current timelines, previous self-evaluations, and midterm reports. Information about accreditation is shared across the College through the governance structure.

Evidence I.C.12.

IC12-1a	Accreditation documents webpage
IC12-1b	Accreditation reports webpage
IC12-2a	Program Review Committee minutes, Item 7, October 11, 2019
IC12-2b	Research, Planning, and Evaluation Committee minutes, Item 8, November 13, 2019
IC12-2c	Budget Committee minutes, Item 10, December 6, 2019
IC12-2d	Classified Senate minutes, Item 5, December 11, 2019
IC12-2e	College Council minutes, Item 4, January 29, 2020
IC12-2f	Academic Senate minutes, Item 7, January 23, 2020
IC12-2g	Associated Students of DVC agenda, Item 6.2, April 7, 2020
IC12-2h	Email from C. Knox, <i>Governance at a Glance</i> , December 12, 2019
IC12-2i	Screenshot, Accreditation 2020 webpage, March 26, 2020
IC12-2j	Flex professional development booklet, Fall 2019, p. 53
IC12-3	Accreditation Advisory Group membership
IC12-4	Accreditation Advisory Group minutes

Standard I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Diablo Valley College complies with the standards and recommendations from external agencies with honesty and integrity. This is evidenced by its interaction and communication with the following groups.

- State chancellor's systems office regarding Title 5 and California Education Code compliance with courses, programs, and degrees, as well as student grievances.
- Information regarding student achievement found in the state chancellor's Student Success Scorecard is available on the College website.
- Career technical accrediting agencies such as American Dental Association and the American Culinary Federation.
- Cal-OSHA audits about working conditions.
- The Commission on Athletics.
- The Office of Civil Rights including Title IX and Americans with Disabilities Act.
- Accountability standards for private and public grants.
- Regulations for categorical funds including Disability Support Services and Financial Aid.
- IRS Statement of Economic Interest by all managers.

- Department of Education mandates.

Current information on the accredited status of the College is available on the website and in the *Catalog* ([IC13-1a](#), [IC13-1b](#)).

Analysis and Evaluation

The College describes itself with honesty to external agencies and accreditors.

Evidence I.C.13.

[IC13-1a](#) Screenshot, Accreditation webpage
[IC13-1b](#) 2019-2020 *Catalog*, p. 3

Standard I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Diablo Valley College's commitment to providing high quality education and promoting student success is evident in its Mission Statement and 2018-2023 *Educational Master Plan* ([IC14-1a](#), [IC14-1b](#)). The College's work on creating Guided Pathways demonstrates ongoing efforts to promote student achievement and success.

The College is a publicly funded institution and does not generate financial returns for investors. The College does not contribute to a parent organization or support external interests.

Analysis and Evaluation

As a California public community college, Diablo Valley College does not generate financial returns for investors, contribute to a parent organization, or support external interests. Its highest commitment is to student learning and supporting the community.

Evidence I.C.14.

[IC14-1a](#) Mission Statement, 2019-2020 *DVC Catalog*, p. 7
[IC14-1b](#) 2018-2023 *Educational Master Plan*

Conclusions on Standard I.C. Institutional Integrity

Diablo Valley College publicly presents accurate information about its courses, programs, and services. The annual *Catalog* contains important information for students and is available both in print and online. The College honestly communicates with its accreditors and with the public. It is committed to student learning and success.

Improvement Plans

None.

Standard II: Student Learning Programs and Support Services

A. Instructional Programs

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

Evidence of Meeting the Standard

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

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

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

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

Effective with the *2019-2020 Catalog*, there are 53 general education degree programs, 18 general education certificate programs, 45 Career Education (CE) degree programs and 105 CE certificate programs available for students ([IIA1-9](#)). The College offers high-quality instructional programs on the Pleasant Hill and San Ramon campuses and through distance education. The College also participates in a regional consortium of colleges, the Northern California Study Abroad Consortium (NCSAC), offering study abroad programs in Great Britain, Spain, Italy, and France ([IIA1-10](#)).

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

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

In addition to credit coursework, the College offers not-for-credit, fee-based community education coursework. The community education program is comprised of College for Kids, a summer program serving elementary and middle school students, the Emeritus Program, which offers continuing education classes for older adults in a variety of subjects, and Community Education classes, designed to meet local needs, such as music performance, career education, and personal enrichment ([IIA1-12](#)). These programs are self-sustaining and participate in College-wide program review.

Analysis and Evaluation

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

Evidence II.A.1.

IIA1-1	DVC <i>Mission Statement</i>
IIA1-2	DVC Procedure 1018.01, Student Learning Outcomes and Achievement
IIA1-3	Sample Addiction Studies program learning outcomes, <i>2019-2020 Catalog</i>
IIA1-4	Sample Art History AAT assessment results, September 17, 2018
IIA1-5a	DVC Procedure 1018.02, Institutional Learning Outcomes
IIA1-5b	College Council minutes, Item 9, March 21, 2018
IIA1-6	Screenshot WebSLOs Mapped Courses
IIA1-7	Research, Planning, and Evaluation Committee minutes, October 23, 2019
IIA1-8a	College Council minutes, Item 6, March 4, 2020
IIA1-8b	Research, Planning and Evaluation Committee, <i>Institutional Learning Outcomes and CCSSE Report</i> , March 4, 2020
IIA1-9	Chart of Programs, <i>2019-2020 Catalog</i>
IIA1-10	DVC Study Abroad Screenshot

IIA1-11	DVC Procedure 1016.01, Program Review
IIA1-12	DVC Community Education Screenshot

Standard II.A.2. Faculty, including full and part time, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

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

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

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

- Course or program initiator presents a pre-check to the curriculum committee (new courses and programs).
- The course initiator creates or updates the outline in the eLumen Curriculum System ([IIA2-2](#)) ([IIA2-3](#)).
- The outline is promoted through a review and approval process in the system with review by the department chair, division dean, and Curriculum Committee division representative.
- The outline is reviewed by the technical review team, a sub-group of the full Curriculum Committee. The technical review team focuses on consistency of formatting and organization across all outlines.
- The outline is assigned to a sub-set of the members of the Curriculum Committee for final review (revisions). The outline is assigned to all members of the Curriculum Committee for final review (new courses).
- The outline is placed on agenda for approval by the Curriculum Committee.

This comprehensive review by many subject experts ensures that the course description, student learning outcomes, content, and methods of instruction are all designed to deliver quality educational experiences for students.

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

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

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

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

Courses must be assessed at least every three years, according to DVC Procedure 1018.01, Student Learning Outcomes ([IIA2-10](#)). Departments and areas have the option of assessing their courses more frequently. Course level student learning outcomes (SLOs) are aligned to program learning outcomes (PLOs) using an alignment matrix ([IIA2-11](#)). As course level SLOs are assessed and changes occur, action plans are created which may include changes to PLOs ([IIA2-12](#)). As new courses or programs are developed, course and program learning outcomes are reviewed prior to approval by the Curriculum Committee.

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

In addition to course and program learning assessment, DVC Procedure 1018.01, Student Learning Outcomes and Achievement ([IIA2-13](#)) codifies the process of development and assessment of student service and administrative learning outcomes.

Faculty conduct systematic and inclusive program review using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success. The process for program review is codified in DVC Procedure 1016.01, Program Review ([IIA2-14](#)). The procedure indicates that the College will conduct program reviews on a four-year cycle. Programs are permitted to submit annual reviews. Faculty take the lead in writing comprehensive and annual Instructional Program Reviews (IPR), as well as hybrid program reviews (e.g., Library and Counseling), and Student Service Program Reviews (SSPR) whose programs involve counseling or instructional faculty.

The *Program Review Template* consists of three parts: Section One – Program Plan, Section Two – Program Overview, Section Three – Program Review. Section Three consists primarily of student and program data, provided by District Office research that is analyzed and informs program improvement strategies ([IIA2-15](#)). Student achievement data is provided for all programs and used to inform improvement and currency of instructional courses and programs. Summary student learning outcome assessment data is provided and serves to inform teaching and learning strategies that promote student success. Improvement strategies are detailed in Section One of program review, the Program Plan. Requests for resources to support improvement strategies are also included in Section One and are provided to the Program Review Committee as part of the integrated planning process.

Programs with completed reviews participate in the validation process, in which teams of faculty from other divisions and departments read and provide feedback to the instructional program review (IPR) teams on the content and analysis contained in the IPR. Faculty participate on student services program reviews and hybrid program review validation teams. The goal of validation is to promote College wide dialogue and to provide reflections and feedback to units allowing them to prepare the most thoughtful program reviews possible. Validation is a face-to-face process conducted on the first Friday in December ([IIA2-16](#)). Programs that complete the validation process successfully are eligible for resource allocation through a ranking process conducted each spring by the Program Review Committee. Recommendations for resource allocations from the committee are made to College Council and then to the president.

The annual program review process includes the analysis of the effectiveness of the process and template. Recommendations for improvement are made to the Program Review Committee for the continuous improvement of the program review process, template, and data (IIA2-17). Consultation with the Academic Senate is part of this process. Recommendations are then made to the College Council.

Analysis and Evaluation

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

Evidence II.A.2.

IIA2-1	Title 5 revisions due 2019 by Division
IIA2-2	How to Create a Course in eLumen
IIA2-3	How to Review a Course in eLumen
IIA2-4	C-ID approved courses, Fall 2019
IIA2-5	Transfer degrees, <i>2019 Districtwide Planning Report</i>
IIA2-6	DVC Procedure 4007.07, Course Update Compliance
IIA2-7	DVC Procedure 1018.01, Student Learning Outcomes and Achievement
IIA2-8	Sample Addiction Studies program learning outcomes, <i>2019-2020 Catalog</i>
IIA2-9a	Sample Curriculum Committee process improvement, minutes, Item 9, October 15, 2018
IIA2-9b	Sample Student Learning Outcomes Assessment Committee process improvement, minutes, Item 5, September 14, 2018
IIA2-10	DVC Procedure 1018.01, Student Learning Outcomes and Achievement
IIA2-11	Sample Administration of Justice alignment matrix, Fall 2019
IIA2-12	Sample Art History AAT assessment results, September 17, 2018
IIA2-13	DVC Procedure 1018.01, Student Learning Outcomes and Achievement
IIA2-14	DVC Procedure 1016.01, Program Review
IIA2-15	Sample program review Administration of Justice, 2019-2020
IIA2-16	Validating Divisions Assignments 2019
IIA2-17	Template and Process Improvement Report 2018-19

Standard II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

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

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

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

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

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

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

In every class section, students receive a course syllabus that includes learning outcomes from the College's officially approved course outline. Faculty members are provided with a syllabi checklist that provides information on syllabi requirements ([IIA3-6](#)). Faculty members submit a copy of their syllabus to their division office where the department chair or division dean reviews for completeness and accuracy ([IIA3-7](#)). The faculty evaluation process for instructional faculty includes an assessment regarding accomplishment of course student learning outcomes ([IIA3-8](#)).

Career education programs review course and program outcomes with their individual advisory groups ([IIA3-9](#)). Feedback received from these meetings is utilized by departments to help guide

future planning. This planning encompasses recommendations for new and existing courses, certificates, and degrees.

Analysis and Evaluation

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

Evidence II.A.3.

IIA3-1	Academic Senate minutes, Item 13, May 8, 2012
IIA3-2	Sample Course Outline of Record, ADJUS 120
IIA3-3	DVC Procedure 1018.01, Student Learning Outcomes and Achievement
IIA3-4	Screenshot WebSLOs
IIA3-5a	Email from D. Tardivel, Math Department SLO meeting, February 24, 2020
IIA3-5b	Math Department SLO action plan, September 6, 2019
IIA3-6	Syllabus Checklist and Guidelines, May 2020
IIA3-7	DVC Procedure 1018.01, Student Learning Outcomes and Achievement
IIA3-8	<i>Classroom Observation Form for Teaching Faculty</i>
IIA3-9	Sample advisory committee minutes, Business, December 6, 2018

Standard II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

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

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

As a result of changes mandated by California Assembly Bill 705, the College revised the method by which students are placed into mathematics and English courses. The College implemented a multiple measures methodology based on prior coursework and high school GPA ([IIA4-2](#)). Students without a U.S. high school GPA are directed to a guided self-placement tool. Students attempting to register in a developmental math course are informed of their right to take transfer-level courses, referred to as informed consent.

The Developmental Education Committee (DEVED) is charged with improving the success of students at the pre-collegiate level ([IIA4-3](#)). In 2018-2019, DEVED began to meet regularly with the Student Success and Support Programs Committee and the Student Equity Committee to undertake a substantial body of work in response to AB 705. DEVED provided support for projects in English and math that developed curricula intentionally designed to support student learning

needs at the transfer level. The College now offers student support courses linked to or embedded with transfer-level courses. A significant feature of the mathematics support courses piloted in 2019-2020 is the inclusion of embedded counseling and embedded tutors including some Disability Support Services (DSS) tutors (IIA4-4). In English, some sections of support course have an embedded supplemental instructor. Programs such as tutoring, supplemental instruction, and writing across the curriculum provide students additional supports for achievement (IIA4-5). Effective fall 2019, also in response to AB 705, the College reduced pre-collegiate offerings and is engaged in ongoing evaluation regarding the impact this has on students with an emphasis on students in disaggregated groups. (IIA4-6)

Analysis and Evaluation

The College offers pre-collegiate curriculum and distinguishes it from college level curriculum. Support services are in place for students in math and English to support learning and development of skills to advance to college level coursework.

Evidence II.A.4.

IIA4-1	Course numbering description, <i>2019-2020 Catalog</i>
IIA4-2	Online placement tool
IIA4-3	Developmental Education Committee charge and function
IIA4-4	Embedded Counseling Guide
IIA4-5	Tutoring services information
IIA4-6	AB 705 Implementation Status, <i>2019 Districtwide Educational Planning Report</i>

Standard II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

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

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

The technical review team consists of the Curriculum Committee chair, senior dean of curriculum and instruction, and the articulation officer. Technical review is a pre-screening of curriculum

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

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

Program and course development adhere to criteria established by the state Chancellor's Office in accordance with Title 5 regulations, Education Code, and the Program and Course Approval Handbook (PCAH) ensuring that educational standards are met. New course outlines include student learning outcomes (SLOs) which, after review and approval by the Curriculum Committee, are transferred into WebSLOs database, a locally developed assessment tracking and accountability system (IIA5-3). Program learning outcomes demonstrate the synthesis of learning resulting from student learning outcomes integrated into courses within the program (IIA5-4). Course and program learning assessments are maintained in WebSLOs.

Existing courses are reviewed by the Curriculum Committee on a scheduled timetable of at least once every six years (IIA5-5). Course learning outcomes (SLOs) are established for each course outline of record and are required to be included in course syllabi. SLOs are reviewed and approved by the following: the department, division, Curriculum Committee, and the vice president of instruction during the course approval process. The Student Learning Outcomes Assessment Committee (SLOAC) uses Curriculum Committee approved SLOs to review and provide feedback about course SLO assessments.

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

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

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

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

Analysis and Evaluation

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

Evidence II.A.5.

- [IIA5-1](#) *The Course Outline of Record Guide*, Spring 2017
- [IIA5-2](#) Sample Curriculum Committee minutes with new course approval, Item 8, December 2, 2019
- [IIA5-3](#) Screenshot of WebSLOs
- [IIA5-4](#) Sample Addiction Studies program learning outcomes, *2019-2020 Catalog*
- [IIA5-5](#) "Title 5" six-year course review calendar
- [IIA5-6](#) Sample advisory committee minutes, Business, December 6, 2018
- [IIA5-7](#) Sample Sequence Map Addiction Studies AS

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

Evidence of Meeting the Standard

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

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

The role of the Academic Senate Scheduling Committee (ASSC) is to ensure the ongoing depth and breadth of the schedule to provide consistency of offerings in both times of growth and times of reduction. The ASSC examines previous same term enrollment trends using a tool called the FTES Goals Spreadsheet ([IIA6-3](#)). This tool demonstrates supply and demand data for all disciplines. During enrollment periods and at term start, reports are run to determine sections at risk of cancellation due to low enrollment. The Instruction Office provides these reports to departments and divisions which determine which courses with enrollment under 20 will be offered. Low enrolled classes may be maintained if needed to ensure that students may complete degree and

certificate programs within a reasonable of time. Justifications to allow low enrolled sections are provided to the president per the United Faculty contract ([IIA6-4](#)).

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

Analysis and Evaluation

The College schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. Courses are offered in a variety of formats to meet the changing needs of students.

Evidence II.A.6.

- [IIA6-1a](#) Sample two-year course offerings, Addiction Studies
- [IIA6-1b](#) Sample sequence map, Addiction Studies
- [IIA6-2a](#) Academic Senate Scheduling Committee charge and membership
- [IIA6-2b](#) Academic Senate Scheduling Committee minutes, September 20, 2019
- [IIA6-3](#) Sample FTES Goal Spreadsheet
- [IIA6-4](#) Low Enrolled for President Census Day, September 9, 2019

Standard II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

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

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

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

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

In fall 2019, more than eighteen percent of DVC course sections were offered in an online or partially online methodology. Online faculty members are subject to the same standards and scrutiny in hiring and evaluation as other faculty at DVC. Faculty evaluation criteria and the student evaluation form are the same for online courses as for other courses. Besides meeting minimum qualifications as established by the California community colleges, faculty desiring to teach online must also satisfy departmentally established criteria for teaching online ([IIA7-2a](#), [IIA7-2b](#)). Typically, this preparation is gained through training provided by the DVC professional development program, by the department, by completion of an online teaching course or program, or through experience teaching online at another institution. The Contra Costa Community College District (CCCCD) offers a Teaching Academy that integrates strategies for online teaching. These courses are taught by trained faculty from all three colleges on a rotating basis ([IIA7-3](#)).

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

The number of online and partially online sections has continued to increase at DVC since the last accreditation cycle. The Distance Education Committee regularly reviews state regulations for online courses and ensures that DVC coursework meets all mandates ([IIA7-4](#)). In addition to instruction that is offered online and partially online, DVC faculty members effectively use instructional methodologies and support including face-to-face lecture, demonstration, discussion, small group activities, field trips, and the use of technology.

The improvement of teaching methodologies is an area of emphasis for the DVC faculty. New full-time faculty members participate in Nexus, a year-long faculty orientation program, which includes workshops on pedagogy, equity-related strategies, and racial bias, among other topics ([IIA7-5a](#), [IIA7-5b](#)). Staff development opportunities focusing on pedagogical improvement are available each term as part of calendared Flex professional development activities and include technology workshops. Given the emphasis on equity in the *2018-2023 Educational Master Plan*, in fall 2019 the Guided Pathways Steering Team created a pedagogy design team to address teaching methodologies that focus specifically on equitable outcomes and linking career skills and information to course content. Ad hoc efforts include groups such as Teachers Sharing Ideas where best teaching practices are discussed, the Pedagogy Design Team, a faculty professional development effort, all-day Flex days, hosting viewing rooms and forums for the CVC-OEI Can*Innovate Online Conference for teaching with technology, and a mini-flex day with Equity, Pedagogy, and Technology thematic strands. Reading and Writing Across the Curriculum (RWAC) is another effort DVC invests in to help faculty develop teaching strategies appropriate for their discipline. Faculty have collaborated to design and lead learning support projects that have included development of linked classes and learning communities, reading and writing across the curriculum strategies, and accelerated curriculum models ([IIA7-6a](#), [IIA7-6b](#)).

Learning support services are offered through a variety of means. Tutoring and supplemental instruction are available in many disciplines and modes. Through the CVC-OEI, DVC implemented NetTutor, an online tutoring program that provides 24-hour access for online students ([IIA7-7a](#), [IIA7-7b](#)). The College employs an Assistant Technology Specialist as an accessibility expert to assist faculty and staff in designing and improving programs and services that meet the needs of all

students. As of fall 2019, the majority of faculty (72.8%) use the online learning management system, Canvas, to support and supplement face-to-face classroom learning (IIA7-8). The College uses a variety of learning communities as effective learning support strategies. First-Year Experience, Pre-Apprenticeship, Puente, MESA, PACE, and Umoja, as well as a variety of linked classes, provide additional teaching methodologies to address the diverse needs and learning styles of our students (IIA7-9). Some learning communities are thematic such as Puente and Umoja and some serve special student populations such as veterans and working adults in the Program for Adult College Education (PACE). The College emphasizes student engagement as a learning support strategy through activities such as the Equity Speaker Series, student clubs, peer-mentors, and the Brown Bag series (IIA7-10). Equity and success for all students is a major theme in the College's *Educational Master Plan*. The Guided Pathways project is the College's response to the changing needs of our students and our direct response to address the achievement gap.

In response to the mandates of California Assembly Bill 705 in fall 2018, the College created math and English support courses to ensure equitable success for students with an academic goal of degree or transfer but are less academically prepared. In fall 2019, the College gathered data about the success of this academic support model and continues to monitor and discuss improvement strategies (IIA7-11).

Faculty monitor success rates of all students through the program review process. Program review includes disaggregating outcomes for students by demographic group and online courses. Faculty analyze these disaggregated student outcomes to make changes in their curriculum and program offerings (IIA7-12). To maximize the use and analysis of this data, DVC developed a program to train data coaches to act as mentors and facilitators for faculty. Faculty can request assistance from data coaches through and online form (IIA7-13).

Analysis and Evaluation

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

Evidence II.A.7.

IIA7-1	Learning styles survey
IIA7-2a	Sample departmental bylaws, CIS and Business Department
IIA7-2b	Business Administration bylaws, December 7, 2018
IIA7-3	Teaching Online Webpage
IIA7-4	Distance Education Committee charge and function
IIA7-5a	Nexus program description
IIA7-5b	Flex workshop information
IIA7-6a	First Year Experience program
IIA7-6b	Course outline of record, ENGL 122-L
IIA7-7a	Online Tutoring NetTutor information
IIA7-7b	DVC NetTutor usage, AY18-19
IIA7-8	Canvas data, 2019-2020
IIA7-9	Learning communities website, Fall 2019
IIA7-10	College success and Brown Bag workshops
IIA7-11	AB705 Research Projects Planning and Status Update, Fall 2019
IIA7-12	Sample student success metrics, Administration of Justice Program Review, 2019-2020

Standard II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

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

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

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

Analysis and Evaluation

The College meets this Standard. Department-wide course or program examinations are validated. The Commission on Dental Accreditation, Carnegie, and Knewton validate exams and ensure a reduction in test biases.

Evidence II.A.8.

[IIA8-1](#) Self-paced Math Report

[IIA8-2](#) Statway Institutional Report, December 2018

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

Evidence of Meeting the Standard

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

The official course outline, as approved by the Curriculum Committee, includes the measurable learning outcomes for the course, as well as course content and evaluation methods (IIA9-1). Instructors have latitude as to the structure and conduct of their courses, as long as they adhere to the College's approved course outline as the minimum standard. Credits and grades are awarded based on student attainment of the learning outcomes and other objectives. Course-level student learning outcomes are provided directly to students in the course syllabi. Course-level student learning outcomes are also available to the public on the course outline of record published on the College website (IIA9-2).

Course outlines are reviewed regularly by the Curriculum Committee in compliance with California Title 5, and this review includes ensuring that the number of units of credit granted is consistent with generally accepted norms in higher education. The Curriculum Committee considers the Carnegie Unit formula as the basis for the assignment of course hours and units, which is supported by Title 5, section 55002.5, further interpreted through guidance in the *Program and Course Approval Handbook* and described for students in the *College Catalog* (IIA9-3).

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

The DVC *Catalog* contains information for students outlining general guidelines about College grades (IIA9-4). More information is provided in DVC Procedure 4001.02, Grades. The procedure describes that grades are based on the faculty's philosophy, Title 5, and Contra Costa Community College District Governing Board Policy 4001, Standards of Scholarship (IIA9-5).

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

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

Analysis and Evaluation

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

Evidence II.A.9.

- [IIA9-1](#) Sample course outline of record, ARTHS 195
- [IIA9-2](#) Sample WebSLOs, BIOSC 102
- [IIA9-3](#) Coursework and Study Time per Unit
- [IIA9-4](#) *2019-2020 Catalog, Grades*, p. 63
- [IIA9-5](#) DVC Procedure 4001.02, Grades

Standard II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected

learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

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

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

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

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

Submissions for and review of course-to-course articulation with individual courses with the California State University (CSU) system, the University of California system, and independent institutions are conducted throughout the year with particular emphasis on local area institutions. Articulation agreements are implemented through submission of course outlines to the articulation officer at the individual campuses. The implementation of the California Course Identification Numbering System (C-ID) has resulted in greater numbers of DVC courses being granted articulation with CSU institutions, since these courses do not require campus-specific faculty review, meaning that approval is expedited.

Analysis and Evaluation

DVC has effective procedures for accepting credit from accredited institutions and offers multiple ways of communicating accurate transfer information to students. Current information is available via the *Catalog*, the counseling center, the transfer center, and their respective web pages. The College relies on both the accreditation status of other institutions and articulation agreements to ensure consistency of learning outcomes between the course credit accepted in transfer and with that of courses offered at DVC.

Evidence II.A.10.

- [IIA10-1](#) 2019-2020 Catalog, Transfer of credit and coursework policy, p. 18-19
- [IIA10-2](#) Admissions and Records evaluation procedures
- [IIA10-3](#) 2019-2020 Catalog, California course identification number system, p. 63
- [IIA10-4](#) Academic Senate Statement on Reciprocity, Course Substitution, and Credit by Exam, August 2012
- [IIA10-5](#) Curriculum Committee Bylaws

Standard II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

In 2013, the College adopted its first set of institutional learning outcomes (ILOs) recorded in DVC Procedure 1018.02. The second set of ILOs was approved in 2018 and provides intentional alignment with the *2018-2023 Educational Master Plan (IIA11-1)*. The ILOs provide an overarching framework for academic and student support programs and include communication and collaboration, empathy mindset, growth mindset, information and technology fluency, and solution mindset.

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

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

Analysis and Evaluation

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

Improvement Plan

The College's continuous improvement efforts include continued work toward full implementation of the eLumen software suite. The transfer of all courses and programs into eLumen accomplished in 2019-2020 will enable seamless linking of course learning outcomes to programs, general education learning outcomes (GELOs), and institutional learning outcomes (ILOs). This robust system will allow for more effective assessments of the ILOs and GELOs than previously possible.

The College's conversion from the current proprietary assessment platform (WebSLOs) to the eLumen course assessment module is planned to start during fall 2020 with the mapping of all course outcomes to program, general education, and institutional learning outcomes.

Evidence II.A.11.

- [IIA11-1](#) DVC Procedure 1018.02, Institutional Learning Outcomes
- [IIA11-2](#) Research, Planning, and Evaluation Committee Minutes, Item 8, October 23, 2019
- [IIA11-3](#) Research, Planning and Evaluation Committee, *Institutional Learning Outcomes and CCSSE Report*, March 4, 2020

Standard II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

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

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

Analysis and Evaluation

Diablo Valley College requires a component of general education for all academic and vocational degree programs that is based on a carefully considered philosophy that is clearly stated in the *Catalog*. The College relies on the expertise of its faculty to determine the appropriateness of each

course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Evidence II.A.12.

- [IIA12-1](#) 2019-2020 *Catalog*, General education philosophy, p. 51
- [IIA12-2](#) Sample 2019-2020 *Catalog*, Transfer and non-transfer programs, p. 116-117
- [IIA12-3](#) Curriculum Committee Bylaws Section 11.2

Standard II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

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

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

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

Analysis and Evaluation

The College meets this Standard. Degree programs at the College include focused study in at least one area of inquiry or in an established interdisciplinary core. Specialized courses are selected based on program learning outcomes or the Associate Degree for Transfer. Student learning outcomes test the mastery of key theories and practices.

Evidence II.A.13.

- [IIA13-1](#) Active Degree Programs, 2019-2020
- [IIA13-2a](#) 2019-2020 *Catalog*
- [IIA13-2b](#) 2019-2020 *Catalog Addendum*

Standard II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

The 2019-2020 *Catalog* lists over 35 career education (CE) programs that offer 57 degrees and 77 certificates that are approved by the state Chancellor’s Office and an additional 31 certificates that are locally approved (IIA14-1). The College continues to add new degrees and certificates to the *Catalog*, responding to the demand for relevant and timely training for the workplace.

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

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

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

Annually, the state Chancellor’s Office provides *Perkins IV Core Indicator Reports* that track college performance on the following metrics: course success, completion (credential, certificate, degree or transfer ready), persistence and transfer, employment, nontraditional participation, and nontraditional completion. For 2018-2019 (the last year available) College performance for course success, completion, employment, nontraditional participation, and completion all exceeded negotiated levels of performance (IIA14-6).

Diablo Valley College participates in the statewide Career Education Outcomes Survey (CTEOS) that provides positive information about the DVC CE programs. According to the survey results, 48.9 percent of former students were “very satisfied” with the education and training they received at DVC and 41.4 percent were “satisfied” for an overall satisfaction rate of 90.3 percent. Forty-

eight percent of respondents indicated they had transferred to a four-year institution to pursue a bachelor's degree. The hourly wage of all respondents increased over 40 percent from their hourly wage before their studies (\$17.00) to their hourly wage after completing their studies (\$24.00) ([IIA14-7](#)).

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

Analysis and Evaluation

The College meets this Standard. Advisory boards at the College ensure that programs deliver instruction that addresses employment competencies and, when applicable, prepare students for licensure and/or certification by external agencies. Industry Advisory Committees determine competencies essential for student's ability to meet workplace requirements.

Evidence II.A.14.

- [IIA14-1](#) Active career education programs, 2019-2020
- [IIA14-2](#) Sample advisory committee agenda, Technical theater, December 3, 2019
- [IIA14-3](#) Career education advisory board guidelines
- [IIA14-4](#) Career education coordinator assignments
- [IIA14-5](#) Dental programs pass rates, *ACCJC 2019 Annual Report*
- [IIA14-6](#) *Perkins Core Indicator Report*, 2018-2019
- [IIA14-7](#) CTEOS Survey Results. 2018
- [IIA14-8a](#) Work Experience Syllabus, Summer 2019
- [IIA14-8b](#) Work Experience Student Handbook, Spring 2019

Standard II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

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

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

Analysis and Evaluation

DVC Procedure 4008.01, Program Revitalization/Discontinuance ensures that students can complete their education in a timely manner with a minimum of disruption. Students are contacted by the College in the event a program is discontinued and referred to a counselor.

Evidence II.A.15.

IIA15-1	DVC Procedure 4008.01, Program Revitalization/Discontinuance
IIA15-2	2019-2020 <i>Catalog</i> , Catalog rights policy, p. 50
IIA15-3a	2019-2020 <i>Catalog</i>
IIA15-3b	2019-2020 <i>Catalog Addendum</i>

Standard II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The College evaluates all courses and programs through regular processes of program review and planning as well as student learning outcome assessment.

Program review

The College employs a web-enabled program review tool (WEPR) that is used by all instructional programs including collegiate, pre-collegiate, career-technical, and community education courses and programs on a four-year cycle ([IIA16-1](#)). San Ramon Campus departments are included in the four-year comprehensive program review cycle. The San Ramon Campus counseling department will begin completing a Student Services Program Review (SSPR), separate from that of the Pleasant Hill Counseling department, starting in 2019-2020.

Faculty conduct systematic and inclusive program review using student achievement data in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success. The College codified the process for program review in DVC Procedure 1016.01, Program Review ([IIA16-2](#)). The procedure indicates that the College will conduct program reviews on a four-year cycle. Programs are permitted to submit annual reviews.

During 2014-2015, extensive revisions were made to the program review process and tool, Web Enabled Program Review (WEPR). Since 2015-2016 all programs have completed program review per the approved procedure using the revised template and process. In fall 2019, a program review taskforce was convened to re-examine the process and make recommendations for improved integration with other College planning and resource allocation processes.

In 2019-2020, the program review tool consists of three parts: Section One: Program Plan, Section Two: Program Overview, Section Three: Program Review. Section Three includes student and program data, provided by the District Office Research Department that is analyzed by each program to inform improvement strategies. Student achievement data is provided for all programs and used to inform improvement and currency of instructional courses and programs. In addition to examining student success data by demographics, student achievement data is provided by program for courses offered 100% online, partially online, and face-to-face instructional modalities. Summary student learning outcome assessment data is also provided and serves to inform teaching and learning strategies that promote student success. Improvement strategies are detailed in Section One, the program plan. Requests for resources to support improvement strategies are also included in Section One and are provided to the Program Review Committee as part of the integrated planning process ([IIA16-3](#)).

After completing reviews, all programs complete a validation process, in which teams of faculty, management, and classified staff read and provide feedback to the writing teams on the content and analysis contained in the review. The goal of validation is to promote College-wide dialogue and to provide reflections and feedback to units that will allow them to prepare the most thoughtful program reviews possible. It also allows programs to make edits to their initial work.

Another feature of the program review annual cycle is to analyze the effectiveness of the process and the template. Recommendations for improvement are gathered from program review writers and other sources. A workgroup of the Program Review Committee synthesizes the recommendations and provides them to the Academic Senate, the Program Review Committee, and subsequently to the College Council to support continuous improvement of the program review process, template, and data ([IIA16-4](#)).

Student learning outcome assessment of courses and programs.

Student learning outcomes (SLOs) are determined indicators of achievement established by the faculty that are used to measure student learning of key content of courses and programs. All SLOs are systematically assessed on a predefined three-year schedule for each course and program, following DVC Procedure 1018.01, Student Learning Outcomes and Achievement ([IIA16-5](#)). The assessment processes are designed to ensure currency, focus instructional strategies, and facilitate authentic measurement of student learning.

Course learning outcomes (SLOs) are established within each course outline of record and are required to be included in all course syllabi ([IIA16-6a](#), [IIA16-6b](#)). SLOs are reviewed and approved by the following: the department, division, Curriculum Committee, and the vice president of instruction during the course approval process. The Student Learning Outcomes Assessment Committee uses Curriculum Committee-approved SLOs to review and provide feedback about course SLO assessments.

Program learning outcomes (PLOs) are reviewed during the development of any new program by the department, division, Curriculum Committee, and the Vice President of Instruction. Any subsequent changes to PLOs are reviewed and approved by the Curriculum Committee. The Student Learning Outcome Assessment Committee (SLOAC) uses Curriculum Committee approved PLOs to review and provide feedback about program assessments.

The WebSLOs 4.0 system is used by faculty and the SLOAC to maintain, review, and assess course and program learning outcomes in an efficient and effective manner ([IIA16-7](#)). PLOs and SLOs are re-assessed every three years at minimum, with the option to reassess more frequently as programs and courses evolve. Courses and programs that miss the scheduled deadline for assessment become ineligible for funding resources available through the College resource allocation process, per DVC Procedure 1018.01, Student Learning Outcomes and Achievement.

Curriculum Review

In accordance with California regulations, all course outlines of record are reviewed and revised through the process of technical review and Curriculum Committee review and approval, locally known as “Title 5 review.” Active courses are systematically reviewed on a six-year cycle, approximately 17 percent of all courses each year ([IIA16-8](#)).

Through spring 2019, courses were maintained in the Web Curriculum System (WCS), which was supported by the curriculum specialist assisted by programming support provided by the District Office. Effective fall 2019, DVC transitioned to the curriculum module of eLumen.

DVC Procedure 4001.07, Course Update Compliance, was updated by the College Council in May 2019 ([IIA16-9](#)). The procedure requires each instructional unit to establish a six-year calendar to regularly update course outlines and to adhere to that timeline.

The curriculum review process has been fully integrated with the instructional program review process. Programs are required to provide evidence of compliance with course currency review requirements, and commentary and analysis of student learning outcomes assessment results are included as a compliance element in program review. If an instructional program does not maintain its curriculum through curriculum update and regular assessment cycles, the program review will not be validated and the program will not be eligible for resource allocation through the program review process ([IIA16-10a](#), [IIA16-10b](#)).

New programs are developed through proposals from the faculty that are subject to approval by the District-wide Educational Planning Committee and the President’s Cabinet. Once approved by President’s Cabinet, the program development process is tracked and supported by the instruction office staff, articulation officer, and career education unit. All programs are subject to Curriculum Committee and Governing Board approval. Programs subject to state Chancellor’s Office approval are submitted through the Curriculum Inventory. All programs are entered into the College *Catalog*. This rigorous and lengthy process of development and review ensures that all programs align with the mission of the College.

Analysis and Evaluation

Diablo Valley College regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence II.A.16.

IIA16-1	Screenshot Web-Enabled Program Review
IIA16-2	DVC Procedure 1016.01, Program Review
IIA16-3	Sample program review, Mathematics, 2019-2020
IIA16-4	<i>Template and Process Improvement Report, 2018-2019</i>
IIA16-5	DVC Procedure 1018.01, Student Learning Outcomes and Achievement
IIA16-6a	Sample course outline of record, ADJUS 120
IIA16-6b	Sample course syllabus, ADJUS 120
IIA16-7	Screenshot WebSLOs
IIA16-8	“Title 5” six-year course review calendar
IIA16-9	DVC Procedure 4001.07, Course Update Compliance
IIA16-10a	Sample program review validation form, Mathematics, 2019-2020
IIA16-10b	Memo, Programs eligible for 2019-2020 resource allocation, February 15, 2019

Conclusions on Standard II.A. Instructional Programs

Instructional programs at Diablo Valley College support the College’s mission to empower and educate students. The College maintains an equity focus in supporting the changing needs of its students. The College has a well-defined program review process, that includes learning outcomes data, and is regularly evaluated. Faculty engage in ongoing review of learning outcomes for courses, programs, certificates, and degrees and learning outcomes are posted on the College website. The College’s well-established Curriculum Committee review process ensures all degrees and programs are of appropriate length, breadth, depth, and rigor. Diablo Valley College requires a general education component for all academic and vocational degree programs based on a carefully considered philosophy that is clearly stated in the *Catalog*. Diablo Valley College regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Improvement Plan

The College’s continuous improvement efforts include continued work toward full implementation of the eLumen software suite. The transfer of all courses and programs into eLumen accomplished in 2019-2020 will enable seamless linking of course learning outcomes to programs, general education learning outcomes (GELOs), and institutional learning outcomes (ILOs). This robust system will allow for more effective assessments of the ILOs and GELOs than previously possible. The College’s conversion from the current proprietary assessment platform (WebSLOs) to the eLumen course assessment module is planned to start during fall 2020 with the mapping of all course outcomes to program, general education, and institutional learning outcomes.

B. Library and Learning Services

Standard II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services (ER 17).

Evidence of Meeting the Standard

Diablo Valley College supports student learning and achievement by providing services and resources in multiple formats that meet the information needs of its users. These services support the College's *2018-2023 Educational Master Plan*. The sufficiency of learning support services is evaluated on an on-going basis, via the program review process, usage analysis, and other data ([IIB1-1](#)).

The library's mission is to provide a:

student-centered learning environment with quality library and information services and resources. The Library supports academic excellence by providing intellectual, physical, and electronic access to information, ideas, and services for a diverse community. The Library encourages and facilitates information competency, critical thinking, intellectual independence, and lifelong learning ([IIB1-2](#)).

The main library is located on the Pleasant Hill Campus. The Dougherty Station Library, a Contra Costa County public library, serves as the branch library on the San Ramon Campus (SRC). Dougherty Station Library is a joint use facility with a part-time library specialist that supports SRC curriculum and students. The partnership agreement between Diablo Valley College and the county library system is spelled out in the "Memorandum of Understanding Between the County of Contra Costa, the City of San Ramon and the Contra Costa Community College District" ([IIB1-3](#)). Annual amendments to the original agreement are signed by all parties involved. Access to online library resources and services are available 24/7 to all students, including distance education students.

The library at the Pleasant Hill Campus (PHC) is on the second floor of the Library Building. The first floor contains classrooms, computer labs— both public access and classrooms, the College Information Technology Department, and the Community Education program office. The PHC library's open computer lab, reference desk, reference collection, and study area are called the Information Commons. This area is open to registered students and community members. Computer access is limited to registered students. The library has a computer lab reserved for library instruction. When not in use, it is an open lab for students and is occasionally reserved by teaching faculty for individual class sessions. All library computers have Microsoft Office, web browsers, accessibility software, and other software requested by faculty. The Dougherty Station Library has computers and group study rooms that are available to students and to the public. Dougherty Station library computers have Microsoft Office and accessibility software ([IIB1-4](#)).

Computers

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

Accessibility software on all PHC and SRC student computers

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

Other Educational Equipment/Software

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

The library supports the College curriculum with a collection of approximately 87,000 print books, 200,000 subscription electronic books, 34 print periodical subscriptions, four print newspapers, both local and national, and over 2000 DVDs. With the help of teaching faculty and library technicians, librarians regularly replace and update resources through deselection and collection development ([IIB1-5](#)).

Library Collections at a Glance

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

Print periodical subscriptions include popular titles for a casual reading collection, while subscription article resources support the academic research needs of students and faculty. Recent additions to subscription databases are Academic Video Online (AVON), U.S. Major Dailies (newspapers), and a *New York Times* digital subscription for faculty, staff, and students. AVON and *New York Times* digital were added to increase the number of streaming titles and digital content available to support the College curriculum. In 2017-2018 users viewed 274,025 full text articles in their academic research and writing ([IIB1-6](#)). The library is committed to a 24/7 accessible

collection of ebooks, article databases, and streaming videos collection. These collections are accessible from on campus computers and off campus computers with an internet connection.

With the help of two Student Equity fund grants, the library has made a significant effort to support traditionally underserved students (IIB1-7, IIB1-8). The following services were developed to increase library access for underserved students:

- Laptop checkout program. Students may use laptops in the library for up to three hours. In 2018-2019, laptops circulated 1568 times (IIB1-9).
- Graphing calculator checkout program. 45 Texas Instruments 84+ graphing calculators are available for semester-long checkouts, allowing students to avoid paying over \$100 for a required calculator. 5 graphing calculators are available for 24-hour checkout. Due to the popularity of this program, the library purchased another 30 TI 84+ calculators that began circulating in spring 2019. In both fall 2018 and spring 2019 semesters, all calculators were checked out by the second week of the semester.
- 2-year subscription to QuestionPoint chat service. This service gives students 24/7 access to chat service with academic librarians. DVC librarians answer all chat questions during library open hours.
- 2-year subscription to LibCal, room booking and appointment modules. The room booking module turned the existing analog reservation system at the circulation desk into an online system, which allowed students to reserve study rooms from their computers and smartphones. In fall 2018, the occupancy rate of study room minutes booked divided by study room available minutes was 76% (IIB1-10). The appointment module coincided with a new reference appointment program. This program allowed students to easily make 30-minute one-on-one appointments with DVC librarians (IIB1-11).
- Targeted marketing campaign. Librarians created print and digital marketing materials and strategically marketed to underserved student populations on campus. Librarians work with Extended Opportunity Program and Services (EOPS) counselors and staff and learning community leads to create print and digital signage for the EOPS office and the PUMA Center study rooms. The PUMA Center houses campus learning communities (IIB1-12).

The library space is a busy student space. In 2018-2019, the student/patron count was 308,860, and print circulation was 8,229 and reserve checkouts were 9,878 (IIB1-13). Reference transactions, technology related questions, and directional questions were 12,768 (IIB1-14). In 2018-2019 there were 154 library workshops (IIB1-15).

The library website provides services to students in face-to-face and online classes. The library homepage link is included on the navigation pane on the College homepage as well as in the footer of all College webpages. It is prominently displayed in the College mobile application. (IIB1-16). Prominently placed links to the library homepage allow easy student access to library online services, which include subject and course guides, study room booking, one-on-one appointments with librarians, 24/7 chat with librarians, and Wi-Fi printing. All distance education and face-to-face classes that utilize Canvas have a dedicated library menu button in the navigation section of the main course page taking students to a customized view of library services appropriate to the course (IIB1-17). This view includes library services such as Ask a Librarian chat services, study room online booking as well as relevant research guides.

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

DVC maintains over 40 computer labs throughout the Pleasant Hill Campus and the San Ramon Campus. Most labs have late-model, Windows 10 computers with the standard software base of Microsoft Office 2016, Internet Explorer, and Mozilla ([IIB1-18](#)). Some labs are open, where students can use computers for class-related work. Labs associated with departments have images that include software that supports the department curriculum. For example, the labs in the Advanced Technology Center contain required computer science applications.

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

Tutoring

DVC provides a wide range of tutoring and Supplemental Instruction to students. Tutoring is offered in twenty-three areas, online tutoring in twenty-nine subjects, and Supplemental Instruction (SI) in English, Math, and STEM programs ([IIB1-19](#)). The tutoring programs range from large labs to small department-specific programs. The College offers multi-subject tutoring through Disability Support Services, Extended Opportunity Programs and Services, Puente, Umoja, MESA, Student Athlete Success Program, and Veterans Services. These learning support services promote the College mission of student success and excellence and promote the *2018-2023 Educational Master Plan*.

In fall 2019, in response to surveys of student needs as well as the implementation of California Assembly Bill 705, which transformed the way incoming students placed into transfer-level courses, DVC opened the Academic Support Center (ASC). The ASC creates a hub for tutoring and success. In the ASC, students have access to tutoring across the curriculum with a focus on general education courses and reading, writing, math, and study skills, as well as a connection to the tutoring areas across the College. The ASC makes referrals for more intensive and specialized tutoring in other subjects. The ASC provides students connection to other services across the College, including Counseling, Financial Aid, Disability Support Services, and Extended Opportunity Programs and Services.

The goals of tutoring at DVC are to empower students to become independent learners and to support students in their educational programs. In DVC's tutoring centers, students are tutored by peer tutors in subject-specific content as well as in the study skills and soft skills that are necessary to be a successful student. While each tutoring center structures their tutoring to fit the specific needs of the program, all tutoring centers have the same Tutoring Learning Outcomes to foster independent learning and empower student success ([IIB1-20](#)). Students have access to other learning supports in tutoring centers including computers, handouts on study skills and content, current textbooks, and materials that help with learning.

To facilitate College wide collaboration with tutoring, DVC has a faculty tutoring coordinator on reassignment. The faculty tutoring coordinator plans professional development workshops,

coordinates the collection and evaluation of tutoring data including an annual tutoring survey, and communicates information about tutoring to College students, faculty, and staff (IIB1-21). The tutoring centers at DVC are managed by the tutoring coordinator and staffed by program assistants, student tutors, Instructional Aides (non-student tutors), Instructional Assistants, and instructors (full- and part-time). The larger tutoring centers at DVC are coordinated by Senior Lab Coordinators, who facilitate the hiring, training, scheduling, and oversight of tutors. Smaller, department-specific programs rely on faculty coordinators to coordinate and maintain the tutoring program. To support both faculty and staff tutoring coordinators, the Tutoring Advisory Committee meets twice a month and holds regular tutoring coordinator meetings as well as professional development workshops on best practices in tutoring (IIB1-22).

DVC offers three tutor-training options for peer tutors. Students in the English tutoring program are required to take English 140, a 3-unit tutor-training course that prepares them to work with students in reading and writing across the curriculum (IIB1-23). While enrolled in the course, students are hired to work in the Pleasant Hill Campus (PHC) English tutoring lab as tutors. Students interested in tutoring math at PHC are required to take Math 140, a 1-unit course that prepares them to tutor in the math program (IIB1-24). Student tutors in other programs are strongly recommended to take Interdisciplinary 140, a tutor-training course for students tutoring across the disciplines (IIB1-25). All three courses focus on fostering independence and encouraging student empowerment. Tutors receive training and orientation in their discipline-specific areas. The San Ramon Campus offers both informal and formal training for all tutors in both the Reading and Writing and the Science and Math tutoring labs. In the Reading and Writing program, students who are hired as tutors complete a 2- to 3-day mandated training, which covers tutoring theory and practice (IIB1-26). Across the College, tutors are invited to attend conferences like Northern California Writing Center's Association and Nor Cal Tutoring Expo to receive ongoing training (IIB1-27).

Students enrolled in or affiliated with certain learning communities have access to tutoring focused on their specific needs. Peer tutoring is available for Veterans, athletes, and members of Puente, Umoja, MESA, and PACE learning communities. Students in the Disability Support Services program have access to Disability Support Services-trained professional tutors (IIB1-28).

DVC tutoring labs offer both appointment-based tutoring sessions and drop-in tutoring. Most labs operate on a drop-in schedule, with peer tutors available at scheduled hours. In the Pleasant Hill Campus English tutoring lab and the San Ramon Campus (SRC) Reading and Writing lab, students have the choice of making an appointment for tutoring in addition to drop-in tutoring. The Reading and Writing Lab at SRC also offers an online paper drop-off service for students who are unable to attend a face-to-face tutoring appointment (IIB1-29). Group tutoring is available in the math lab as well as in the MESA tutoring program.

DVC offers online tutoring via NetTutor to all students, and targets online students and students who cannot attend tutoring sessions on campus due to scheduling conflicts (IIB1-30). Students have real-time online tutorial sessions with a tutor from 5:00p.m.-8:00a.m. on weekdays and 24-hour access on weekends. Question drop-off or paper-drop off options are available any time for students via NetTutor.

DVC offers supplemental instruction (SI) support students in STEM, English as a Second Language, and English courses. The MESA program offers weekly Supplemental Instruction workshops to students enrolled in specific STEM classes (IIB1-31). In the English Learning Center, DVC offers Supplemental Instructions to students enrolled in English as a Second Language and

basic skills courses as well as to students enrolled in specific sections of other English courses (IIB1-32). The supplemental instruction leaders (SILs) are trained tutors who work both in the classroom with the classroom instructor and hold study group sessions for students either before or after class. The SILs are regularly evaluated and program coordinators hold trainings and professional development for SILs at the beginning of every semester.

Analysis and Evaluation

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

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

Evidence II.B.1.

IIB1-1	<i>Program Review Handbook</i> , 2019-2020
IIB2-2	Screenshot Library Mission Statement
IIB1-3	DVC-City of San Ramon MOU, July 1, 2019
IIB1-4	Contra Costa County accessibility software/hardware
IIB1-5	Email from F. Espiritu, deselection lists, May 1, 2019
IIB1-6	Database usage data, 2017-2018
IIB1-7	Library student equity grant, Fall 2017
IIB1-8	Library student equity grant, 2015-2016
IIB1-9	Laptop checkout statistics, February 6, 2020
IIB1-10	Study room usage data, Fall 2018
IIB1-11	Reference assistance data, 2017-2018
IIB1-12	Print marketing materials
IIB1-13	Gate count data, 2018-2019
IIB1-14	Reference data, 2018-2019
IIB1-15	Instruction data, 2018-2019
IIB1-16	Screenshot of Insite smartphone app
IIB1-17	Screenshot of library page within Canvas (LibGuides LTI)
IIB1-18	Screenshot of computer labs page from DVC website
IIB1-19	Tutoring services webpage
IIB1-20	Tutoring student learning outcomes
IIB1-21	Faculty Tutoring Coordinator job description
IIB1-22	Tutoring Advisory Committee webpage
IIB1-23	DVC English tutoring
IIB1-24	DVC Math Lab job announcement:
IIB1-25	Tutoring solicitation for new tutors
IIB1-26	Email from R. Schmidt, SRC tutor training, May 27, 2020

IIB1-27	Email from K. Agnost, NorCal Tutor Conference Info, February 25, 2019
IIB1-28	DSS tutoring webpage
IIB1-29	SRC reading & writing paper drop off info
IIB1-30	NetTutor access webpage
IIB1-31	MESA supplemental instruction webpage
IIB1-32	English/ESL supplemental instruction webpage

Standard II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support service professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

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

To facilitate relevancy and integration of library services and collections, the library has a standing seat on the Curriculum Committee. The library uses the curriculum proposal and revision process to collaborate with content expert teaching faculty on the library collection. The librarian on the Curriculum Committee funnels new course and degree outlines and revisions of exiting courses and degrees to appropriate librarian department liaisons ([IIB2-1](#)). All full-time faculty librarians are responsible for maintaining communication with assigned departments and teaching faculty. Liaisons seek advice on new resources for the library collection. Teaching faculty make requests for new resources via email or from the *Suggest an Item* form on the library website ([IIB2-2](#)). The library offers professional development credit for faculty that participate in the deselection of the collection.

DVC has a robust collection of textbooks on reserve at both locations. The reserve textbook collection provides multiple copies of the most expensive textbooks, potentially eliminating the need for financially challenged students to purchase these books. Textbooks in this collection are available for three-hour library use checkouts. Maintaining a targeted and useful textbook reserves collection requires collaboration between teaching faculty, librarians, library technicians, the community, and students. The reserve collection is supported largely by funding from the Associated Students of Diablo Valley College ([IIB2-3](#)). The library has also received donations from community members for the reserve collection.

Criteria exists for textbooks that are added to the reserve collection in order to provide the maximum benefit to students ([IIB2-4](#)). The criteria are as follows:

- Textbooks that cost more than \$100,
- Textbooks that are used in multiple sections and used for more than 12-18 months,

- Textbooks cannot include content for individual students (such as access codes for online content, test prep, etc.).

Librarians and library technicians collaborate with the DVC Book Center and teaching faculty to build the reserve collection. The high cost of student educational materials disproportionately affects underserved student populations. Library staff see the reserve collection as a service that alleviates this financial strain on students and makes it easier for them to succeed academically.

In fall 2018, the library created a learning community textbook lending library through a Developmental Education grant (IIB2-5). Students in Puente and Umoja learning communities are provided semester-long textbook checkouts for all Umoja and Puente classes. MESA students who participated received semester long textbook checkouts for STEM classes. In spring 2019, the library spent over \$18,000 for 315 textbooks for students in in learning communities (IIB2-6).

Another effort by library faculty and staff to address the high cost of textbooks is the Open Educational Resources (OER) program at the College. Academic libraries are leaders in the growth, development and adoption of OERs, and the DVC library is building on these successes. Beginning in fall 2019, a full-time faculty librarian sits on the grant administration committee for the College's \$100,000 LibreText grant and is the College's liaison on the State Academic Senate's OER initiative (IIB2-7).

The Pleasant Hill library maintains a print collection of approximately 87,000 titles and 39 academic databases, including three ebook databases. Databases and research assistance via Questionpoint are available to students 24/7 through the library website. The databases contain thousands of full text ebooks, articles from magazines, journals, newspapers, artwork images, streaming videos, and other scholarly content. The library offers interlibrary loan for students, faculty, and staff who require materials that the DVC library does not possess or have access to (IIB2-8).

Through a partnership with the Contra Costa County Public Library system and the City of San Ramon, the Dougherty Station Library offers expanded hours to its facility for DVC students and professional assistance by a County librarian (IIB2-9). Through this partnership, San Ramon students may request print books and have books delivered to the Dougherty Station Library. A collection of reserve textbooks and materials is available through the Dougherty Station Library.

Using the DVC Library Collection Development Policy, librarians take responsibility for the selection and weeding process in order to maintain an overall collection that supports the curriculum of the College (IIB2-10). The materials in the library collection are meant to reflect and support the needs of the multi-ethnic, intersectional DVC student population.

In 2017, librarians created two special collections— a graphic novel and comics collection and an English as a Second Language (ESL) collection. The graphic novel and comics collection were in response to the high circulation rates of these resources. The College has a popular Graphic Novel as Literature course and a comics competition, the O'Keefe Graphic Literature Contest, which have fueled student interest in creating and consuming graphic novels and comics. This collection was moved to a shelf near the front of the library. The ESL special collection was created to be a browsable collection for students taking ESL classes. This collection includes high interest fiction and nonfiction as well as workbooks, textbooks, and reference texts. In 2017, the library received a

Developmental Education grant of \$5000 for library materials for this collection ([IIB2-11](#)). Throughout the planning and building of this special collection, librarians worked closely with ESL teaching faculty ([IIB2-12](#)).

In addition to collections, the library has acquired equipment to facilitate student learning. This includes:

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

Tutoring

In DVC's tutoring programs, faculty and staff across the College play a critical role in supporting student learning. Both campuses offer students a variety of tutoring resources ([IIB2-13a](#), [IIB2-13b](#)). Tutoring coordinators and other learning support professionals work directly with faculty to continuously maintain and update materials to help students succeed.

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

The program review process allows for the continuous review of tutoring programs and collects requests for materials and resources. Departments identifies specific student needs and equity gaps within their areas. The Program Review Committee identifies larger trends across the College in student need and tutoring resource requests ([IIB2-14](#)). In addition to the program review process, the Tutoring Advisory Committee conducts an annual survey of students using the tutoring lab to collect data on program strengths and to identify areas for improvements ([IIB2-15](#)). The Equity, Student Success and Support Program, and Developmental Education Committees help to identify student needs and provide support and funding for materials and equipment that help student learning ([IIB2-16](#)).

Analysis and Evaluation

The College's library collection development program is run collaboratively with teaching faculty

and regularly assessed with relevant circulation data. Library faculty and staff build and maintain a library collection that supports the College's curriculum and students' research needs.

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

Evidence II.B.2.

- [IIB2-1](#) Email from F. Espiritu, List of new classes, February 25, 2019
- [IIB2-2](#) Screenshot of book request form
- [IIB2-3](#) ASDVC operating budget, April 17, 2018
- [IIB2-4](#) Spreadsheet of textbook purchases, 2017-2018
- [IIB2-5](#) Developmental Education grant proposal, textbook lending library
- [IIB2-6](#) Textbook lending library purchases spreadsheet, 2019
- [IIB2-7](#) LibreText OER Grant agenda, September 17, 2019
- [IIB2-8](#) Screenshot inter-library loan
- [IIB2-9](#) Historical information on joint library MOU with San Ramon
- [IIB2-10](#) Collection Development policy
- [IIB2-11](#) Developmental Education grant proposal for ESL materials
- [IIB2-12](#) Email from K. Moran, ESL meeting, February 6, 2018
- [IIB2-13a](#) DVC English Canvas page
- [IIB2-13b](#) DVC Math Lab web page
- [IIB2-14](#) Program Review Committee ranking rubric, 2019-2020
- [IIB2-15](#) Tutoring Advisory Committee survey results, 2019
- [IIB2-16](#) Developmental Education Minutes, Item 2, May 2, 2019

Standard II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluation as a basis for improvement.

Evidence of Meeting the Standard

The Diablo Valley College library uses a variety of methods to evaluate their effectiveness in meeting student learning needs. The results of these evaluations are used to make improvements to library services and the Library Technology program. The library regularly assesses its services, courses, materials, Career Education program, and equipment through the program review process and student learning outcome course and program assessments ([IIB3-1](#)). Librarians regularly assess the collections of print books, ebooks, and textbooks to deselect obsolete materials and purchase new materials that support curriculum and student needs and requests ([IIB3-2](#)).

Statistical analysis of the collection through circulation numbers and subject representation across the curriculum is conducted by librarians. In fall 2017, library staff created a new collection development funding model based on circulation statistics ([IIB3-3](#)). Database and ebook usage

statistics, individual library service assessments, and faculty and student satisfaction surveys are part of the library's assessment activities (IIB3-4).

The library assesses its services and materials by collecting data from faculty, staff, and students. The library regularly assessed student satisfaction through student surveys but stopped the use of surveys after 2014-2015, when librarians developed library student learning outcomes which directed library assessment. In 2017-2018, librarians formulated new student learning outcomes developed from the Association of College and Research Libraries (ACRL) Standards for Libraries in Higher Education (IIB3-5). Librarians edited the ACRL standards to be student centered and adopted the respective performance indicators as assessment guidelines.

Library faculty meet regularly to assess student learning outcome (SLO) data. For example, the library assessed its space student learning outcome: Students interact with ideas in both physical and virtual library environments to expand learning and facilitate the creation of new knowledge (IIB3-6). Librarians recognized that this SLO supports the *2018-2023 Educational Master Plan* through the RP Group's Student Success Factors; library space contributes to students being directed, focused, nurtured, and connected. Librarians then used a performance indicator to direct assessments: The library's physical space features connectivity and up-to-date, adequate, well-maintained equipment, and furnishings.

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

- Laptop survey (IIB3-7): The library has 35 laptops available for check-out. Laptops can be checked out for three hours and must stay inside the library. In order to use this service, students need to sign a contract once an academic year. Students who signed laptop agreements were sent a survey that measured general satisfaction as well as motivations—how they discovered the service and why they needed the service. The survey showed that most students learned about the program from library signage within the facility. Library staff began to market the laptop checkout program on campus LCD monitors, in email blasts to faculty, and through print marketing (bookmarks and postcards) (IIB3-8).
- Calculator survey (IIB3-9): The library has 75 graphic calculators available for checkout. All students who checked out a graphing calculator for the semester were sent a survey measuring general satisfaction and student motivation. Students were overwhelmingly positive about the service, and 79% of respondents said that without the program, the full cost of the calculator would be a financial hardship. Most respondents learned about the program from instructors and peers. Because of the positive survey responses, the library added 75 new calculators.
- Study room usage (IIB3-10): Usage statistics demonstrate high demand for this service. This performance indicator led to discussions about technology and furniture in the study rooms. Currently, none of the study rooms have computers or large LCD screens so students must check out a laptop or bring their own. In consultation with the Distance Education Coordinator and the College's instructional technologist the librarians wrote a program review proposal to add computers, LCD screens, and replace chalk boards with white board in the study rooms.

- Workshop evaluations ([IIB3-11](#)): Assessments of workshops are mapped to the ACRL Framework. At the end of one-shot workshops, librarians direct students to the Workshop Assessment link on the library homepage ([IIB3-12](#)) and ask them to complete the assessment. The library instruction team meets every other week and routinely evaluates the results of the evaluations ([IIB3-13](#)).

Library Technology learning outcomes are determined points of achievement used to measure student learning of key content of courses, programs, and services. Learning outcomes are systematically assessed on a predefined schedule for each course, program, and service. The assessment processes are designed to ensure currency, focus instructional strategies, and facilitate authentic measurement of student learning ([IIB3-14](#)).

Tutoring

Since 2012, the Tutoring Advisory Committee (TAC) has surveyed students who utilize tutoring services across the College. This annual survey is used to assess the effectiveness of tutoring ([IIB3-15](#)). The TAC shares the survey results with the individual tutoring areas, as well as with the Academic Senate Council ([IIB3-16](#)). In spring 2018, the TAC, through the Academic Senate, created tutoring learning outcomes for all tutoring centers across the College ([IIB3-17](#)). The annual tutoring survey is aligned with these outcomes, and helps assess the way the College, as well as the individual areas, meets the stated learning outcomes.

Based on the annual survey results, the Tutoring Advisory Committee (TAC) makes recommendations to tutoring programs with the goal of better meeting student needs. Departments use this information in their annual and comprehensive program reviews to request resource allocations ([IIB3-18a](#), [IIB3-18b](#)). As a result, tutoring programs increased evening, weekend, and online hours based on student need as evidenced in the survey. In addition to the TAC survey, individual tutoring programs conduct internal evaluations to assess their programs and make changes based on this data.

The Tutoring Advisory Committee (TAC) in coordination with the Distance Education Committee, regularly reviews and evaluates online tutoring sessions from NetTutor to assess the efficacy of online tutoring services ([IIB3-19a](#), [IIB3-19b](#)). The TAC advises tutoring coordinators on data analysis and holds training on using the DVC student tracking system to help with data collection ([IIB3-20a](#), [IIB3-20b](#)). As a result of this training, tutoring labs were able to collect and analyze data about students using tutoring areas.

Analysis and Evaluation

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

DVC evaluates tutoring programs through an annual TAC tutoring survey of student usage and assesses the tutoring student learning outcomes across all tutoring areas. Tutoring programs use information from the survey, as well as tutoring usage data, to identify gaps in service and student

needs. Tutoring programs, through the program review process, request resource allocations based on this information in order to implement improvements.

Evidence II.B.3.

IIB3-1	Program review handbook, 2019-2020
IIB3-2	Circulation report by subject areas, 2017-2018
IIB3-3	Email from F. Espiritu, Collection development, October 17, 2017
IIB3-4	Screenshot Library assessment webpage
IIB3-5	Library Learning Outcomes
IIB3-6	Library Department Meeting, October 31, 2018
IIB3-7	Laptop survey summary, Fall 2017
IIB3-8	Sample print marketing
IIB3-9	Calculator survey executive summary
IIB3-10	Study room usage data, February 2018-May 2019
IIB3-11	Workshop evaluation assessment
IIB3-12	Workshop assessment link
IIB3-13	Library Department notes, Item 2, December 4, 2019
IIB3-14	Library Technology AS, student learning outcomes
IIB3-15	Tutoring Advisory Committee survey, 2019
IIB3-16	Tutoring Academic Senate update, April 30, 2019
IIB3-17	Tutoring learning outcomes
IIB3-18a	English program review resource requests, 2019-2020, p. 21
IIB3-18b	Mathematics program review resource requests, p. 11
IIB3-19a	NetTutor usage, August 2018-May 2019
IIB3-19b	Development Education Committee notes, Item 5, April 10, 2019
IIB3-20a	Tutoring Advisory Committee minutes, Item 4, April 23, 2018
IIB3-20b	Tutoring Advisory Committee minutes, Item 3, February 25, 2019

Standard II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Evidence of Meeting the Standard

The DVC library and tutoring program have five formal agreements:

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

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

Memorandum of Understanding for Joint-Use

At the San Ramon Campus, the College provides funding through a joint-use agreement for the Contra Costa County's Dougherty Station Library (DSL) to employ a 0.5 FTE library specialist (IIB4-1). This specialist assists the College community by providing library instruction, collaborating with faculty members, and participating in College activities. This College-provided funding secures an additional 13 hours a week to the DSL to support a 50 hour a week schedule more responsive to the College schedule and needs.

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

A librarian specialist has specific responsibilities to the College spelled out in the MOU in order to assure support for the College information and learning needs. The Pleasant Hill Campus librarians work closely with the San Ramon Campus (SRC) librarian specialists with the goal of providing equal access to resources and learning support for SRC students and faculty. This arrangement has not been an adequate solution for SRC faculty and students. To evaluate the effectiveness of the service, a 2017 survey of SRC was conducted which showed a need for a faculty librarian and a dedicated library space on the campus (IIB4-2). In response, as part of the Measure E bond building projects, a new SRC library/tutoring center is being built and in spring 2020 the College hired a dedicated faculty librarian for that location. The Pleasant Hill Campus faculty librarians collaborated on the new library design with the San Ramon Campus administration and faculty (IIB4-3).

Cooperative Buying Agreement

DVC belongs to the Community College Library Consortium through the Council of Chief Librarians. The consortium's charge is to "explore ways in which the resources of the community college libraries could be maximized through cooperative ventures for electronic resources, databases and information" (IIB4-4). Librarians use the Electronic Access and Review Committee's database reviews in conjunction with faculty input, College curriculum, and database statistics when making decisions about adding or removing electronic databases from the collection. Library databases and software as a service are purchased through the consortium.

District Resource Sharing

DVC is a member of a three-college district. Students, faculty, and staff may request items from any of the District college libraries and have them delivered to their college library through inter-campus mail. In 2015, DVC and Contra Costa Community College (CCC) collaborated on a district innovation grant to offer a 24/7 chat service to answer student questions (IIB4-5). After a successful grant funded three years of service, DVC and CCC renewed the service in fall 2018.

Participation Agreement, Ex Libris

In fall 2018, the District entered into a statewide agreement with the California Community College Chancellor's Office to migrate all three college libraries to Ex Libris, a library services platform (IIB4-6). Ex Libris' cloud-based software, Alma, is used by library staff to catalog, display, and circulate resources. Primo is the public facing discovery layer that allows users to search the library's local print collection and online resources from one search box. Alma and Primo replaced Sierra, an integrated library service from Innovative Interfaces and EDS, a discovery service by EBSCO.

These services provide student usage data that help librarians make decisions about additions and deletions to the collection. This data is added to the California Community College Chancellor's Office Annual Data Survey. The library benefits from a statewide agreement with EBSCO, which allows free access to a collection of databases, and to some products at a discounted price (IIB4-7). This database collection is the main source of peer-reviewed journals for student, faculty, and staff research. Through EBSCO, the library currently subscribes to over 204,000 ebooks as well as 33 print and over 350,000 online periodicals.

NetTutor

In December 2017, DVC contracted with NetTutor, an outside tutoring vendor associated with the California Online Education Initiative, to provide students with access to tutoring services at night and on the weekend, and to accommodate our distance education and working students. The free online tutoring is provided to students via the Canvas learning management system (IIB4-8). DVC provides training videos and access information on the online tutoring website for students and faculty.

All NetTutor sessions are recorded and available to the faculty tutoring coordinator and the dean of library, educational technology, and learning support. Any issues that arise are addressed with NetTutor representatives (IIB4-9a, IIB4-9b). In spring 2018, the Tutoring Advisory Committee (TAC) reviewed a random selection of NetTutor sessions in math and English in order to assess the quality of tutoring (IIB4-10). In spring 2019, the Distance Education Committee reviewed a random selection of NetTutor sessions to ensure the program met the needs of distance education students (IIB4-11). The TAC includes NetTutor in its annual survey of tutoring programs, and NetTutor provides DVC with student satisfaction surveys (IIB4-12). NetTutor usage is evaluated to identify gaps in student engagement and success (IIB4-13a, IIB4-13b).

Analysis and Evaluation

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

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

Evidence II.B.4.

- [IIB4-1](#) Historical information on joint library MOU with San Ramon
- [IIB4-2](#) Faculty survey executive summary, 2017
- [IIB4-3](#) Email thread, SRC library design collaboration, November 2018
- [IIB4-4](#) CCLEAR Committee charge and function

IIB4-5	District innovation grant proposal, March 16, 2015
IIB4-6	Library Services Platform agreement
IIB4-7	EBSCO state-wide agreement with California Chancellor's Office
IIB4-8	NetTutor website
IIB4-9a	Email from C. Myers, NetTutor, May 6, 2019
IIB4-9b	Email from C. Myers, NetTutor paper drop-off, October 16, 2019
IIB4-10	Tutoring Advisory Committee minutes, Item 4, April 23, 2018
IIB4-11	Distance Education Committee minutes, Item 5, April 10, 2019
IIB4-12	Tutoring Advisory Committee survey results, 2019
IIB4-13a	Email from K. Agnost, NetTutor Usage information, May 6, 2019
IIB4-13b	NetTutor Usage Data

Conclusions on Standard II.B. Library and Learning Services

The College provides library and tutoring support services to students, both on campus and online, to meet the needs of students. Library and tutoring services use the program review process to routinely assess services, request resource allocations, and make improvements. Library faculty and staff build and maintain a library collection that supports the College's curriculum and students' research needs. Library and tutoring services at DVC are regularly evaluated to assure student needs are met. Student learning outcomes are assessed in both the Library and tutoring programs and improvements are made to increase student services and success. Library services at the San Ramon Campus via the Dougherty Station Library and county library specialist have fallen short of expectations. The College recognized the need for a dedicated library with a faculty librarian and tutoring center at the San Ramon Campus. Construction began on a new facility in 2019 and hiring of a full-time librarian was completed in Spring 2020.

C. Student Services

Standard II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

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

Methods of Evaluation

Program Review

Support services at both campuses are evaluated regularly through the student services program review process (IIC1-1). Program reviews are conducted annually, with a comprehensive review of each service completed every four years (IIC1-2). During the program review process, service areas review data on student success to evaluate the quality of programs (IIC1-3a, IIC1-3b). Student service units reflect on how their area meets the mission of the College and the *2018-2023 Educational Master Plan*. Program reviews include reflection on major accomplishments, changes to units, challenges programs have faced, and strategies to improve student equity (IIC1-4). Program reviews go through a validation process and are tied to resource allocation. The validation process includes feedback from different student service units, which is a space for valuable information sharing and dialogue.

Learning Outcomes Assessment

Each student services area creates and evaluates student learning outcomes (SLOs) based on students' interaction with the area. SLOs for every area include a program goal statement, methods of assessment, analysis of data, and action plans (IIC1-5a, IIC1-5b). Methods of assessment of learning outcomes vary depending on the program and service evaluated. Typical assessments for student service areas include student surveys, tracking usage of services, and tracking student progress. SLOs are evaluated annually and results are used to make improvements to services and programs to better support student learning.

Comprehensive Audit

The College offers services online to serve distance education as well as students on-campus. Online services include admissions, orientation, counseling appointments, tutoring, assessment, and more. A comprehensive evaluation of student services was conducted in 2017-2018 to assess services available to students taking online courses (IIC1-6). During this evaluation, Financial Aid and the Transfer Center were identified as areas that required students to submit documents in person, or to attend in person appointments. As a response, Financial Aid moved information and forms online and added imbedded videos to their webpage to assist students with the application process (IIC1-7). Transfer Services increased the availability of information and services online and now offers online appointments with select college transfer representatives and provides workshops that can be attended via Zoom (IIC1-8). Since DVC joined the California Virtual Campus-Online Education Initiative in August 2018, several service areas have expanded online

student services, including online counseling appointments ([IIC1-9](#)). The movement of all services online was rapidly accelerated in spring 2020, when the county issued a shelter-in-place order in response to COVID-19 in the middle of the term. Student services provided online and telephone access to all services during this time.

Analysis and Evaluation

Student service areas conduct annual reviews of program and service offerings and make improvements based on the collected data. The College ensures students at both campuses and in distance education have access to services. Improvements to online services to better support students have been made in response to program review, student learning outcome assessments, and audits.

Evidence II.C.1.

- [IIC1-1](#) Sample 2019-2020 program review template
- [IIC1-2](#) *Program Review Handbook*, Timelines, 2019-2020, p. 5-7
- [IIC1-3a](#) Extended Opportunity Programs and Services program review, 2019-2020, p. 4 and 43
- [IIC1-3b](#) Counseling program review, 2019-2020, p. 3 and 24
- [IIC1-4](#) *Program Review Handbook*, 2019-2020, p. 25
- [IIC1-5a](#) Student Life Office student learning outcome assessment, 2018-2019
- [IIC1-5b](#) Financial Aid Office student learning outcome assessment, 2018-2019
- [IIC1-6](#) Distance Education Committee Inventory of Online Student Services, March 15, 2017
- [IIC1-7](#) Screenshot Financial Aid
- [IIC1-8](#) Screenshot Transfer Services
- [IIC1-9](#) Screenshot Counseling

Standard II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Diablo Valley College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Student support services regularly conduct student learning outcomes assessment for units at both the Pleasant Hill and San Ramon campuses ([IIC2-1](#)). Student services learning outcomes are assessed annually and reported in the program review process ([IIC2-2](#)). Students complete surveys to evaluate the learning outcomes of their interactions with student services departments and programs ([IIC2-3a](#), [IIC2-3b](#)). The results are used to improve both face-to-face and online services and programs to enhance student learning. The following programs exemplify the use of assessment data to continuously improve student support programs and services.

In 2018-2019, a Student Life Office learning outcome assessed students' knowledge of community food resources and satisfaction with the recently formed Food Pantry ([IIC2-4](#)). The Food Pantry at the Pleasant Hill Campus was created, in cooperation with Student Life and Associated Students of DVC, to serve student food insecurity and contribute to students' academic success. In 2018-2019, the Food Pantry served 444 students at the Pleasant Hill Campus ([IIC2-5](#)). As a result of the

assessment, Student Life added information to their website regarding community services and resources for food insecure students (IIC2-6). The Food Pantry program expanded to the San Ramon Campus in fall 2019, during which it served 24 students in San Ramon. The Student Life Office continues to assess the Food Pantry and its effectiveness in serving students.

A second learning outcome from Student Life assessed students' ability to successfully plan, develop, and implement activities using the activities proposal and request process. Through analysis of student usage in the process, the Student Life Office concluded that the processing of club paperwork and events was cumbersome for students (IIC2-7). As a result, the department implemented an online service for event forms, DVCsync (IIC2-8a, IIC2-8b). Successful implementation of activities increased from 74.4% to 91.3% after DVCsync was instituted (IIC2-9a, IIC2-9b).

In the Financial Aid Office, data is gathered and assessed through entry and exit surveys to ensure that learning outcomes are met (IIC2-10). For example, the 2017-2018 student survey results showed the need to educate students about the Satisfactory Academic Progress (SAP) policy. A program was launched in fall 2018 requiring students on financial aid suspension status to complete an SAP online workshop (IIC2-11a, IIC2-11b). In reviewing the data after one year, the Financial Aid Office discovered students did not completely understand the expectations of the program. The Financial Aid Office made revisions clarifying the SAP forms and process and provided additional information on the College website.

Extended Opportunity Programs and Services (EOPS) utilizes surveys and conducts student focus groups to assess program services. An ongoing learning outcome in EOPS assessed if incoming students could identify program requirements after completing an orientation. In fall 2018, EOPS utilized paper quizzes consisting of questions addressing five semester requirements for the program (IIC2-12). Students correctly answered 90% or more for most questions. In an effort to continuously improve and provide a more engaging experience for students, in spring 2019, EOPS moved to an online format from a paper quiz (IIC2-13). Additional program questions were added, and assessment results showed students' understanding of the program dropped to 67% (IIC2-14). EOPS analyzed these results and felt that some of the questions asked in the new format were tricky for students and not properly testing their knowledge. EOPS plans to modify the online questions for a future semester to gauge understanding of program requirements and test the effectiveness of delivery of information.

Analysis and Evaluation

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

Standard Evidence II.C.2.

[IIC2-1](#) Sample student learning outcome assessment Disability Support Services, 2018-2019

IIC2-2	Counseling program review, 2019-2020, p. 34-35
IIC2-3a	Outreach and Welcome Services student learning outcomes assessment, 2018-2019
IIC2-3b	CalWORKs student learning outcomes assessment, 2018-2019
IIC2-4	Student Life student learning outcomes assessment, 2018-2019, item 4
IIC2-5	Food Pantry usage survey, Spring 2019
IIC2-6	Screenshot Food Pantry
IIC2-7	Student Life student learning outcomes assessment, 2016-2017, item 1
IIC2-8a	DVCsync tile on Canvas
IIC2-8b	DVCsync training for club advisers
IIC2-9a	Student Life student learning outcomes assessment, 2016-2017, item 1
IIC2-9b	Student Life student learning outcomes assessment, 2018-2019, item 1
IIC2-10	Financial Aid student learning outcomes assessment, 2017-2018
IIC2-11a	GetSAP Data
IIC2-11b	SAP Sessions Data
IIC2-12	Extended Opportunity Programs and Services Survey
IIC2-13	Extended Opportunity Programs and Services Kahoot screenshot, question 1
IIC2-14	Extended Opportunity Programs and Services student learning outcomes assessment, 2018-2019, item 2

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

Evidence of Meeting the Standard

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

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

- [Welcome Center](#)

Admissions and Records assures students' equitable access to services, regardless of location or delivery method, by providing a full range of services to students in person at the Admissions counters and by phone during regular business hours. Students can fax, email, or mail requests and inquiries 24/7 and the staff responds during regular business hours. Pleasant Hill Campus hours of operation are 8:00a.m.-5:00p.m., with extended hours on Tuesdays ([IIC3-1](#)). To better serve evening students, services are open for extended hours during peak periods. The San Ramon Campus is open until 6:30 p.m. Monday-Thursday and is open on Fridays during peak registration periods ([IIC3-2](#)).

San Ramon Campus

The College provides equitable services to students enrolled at the San Ramon Campus (SRC). At SRC, there is a dedicated Admissions and Records (A&R) Office, which accepts documents for Extended Opportunity Programs and Services (EOPS) and Financial Aid. Admissions and Records staff was increased from three to four to better support the campus. Counseling is available for all students, including specific counseling for Veterans, CalWORKs, EOPS, foster youth, and disabled students ([IIC3-3](#)).

The San Ramon Campus (SRC) employs a full-time student services program coordinator who oversees events, student clubs, and acts as a proctor for assessments, make-up exams, and Disability Support Services testing. Workshops for students are held at SRC by staff members from the Financial Aid Office and the Scholarship Office ([IIC3-4a](#), [IIC3-4b](#)). Students are notified of service availability via email, the San Ramon Campus website, signage on Campus, and social media. The Transfer and Career Center provides online appointments with college representatives, transfer workshops, and career services to students at SRC ([IIC3-5](#)).

Online Services

The College provides equitable services to students online. Students, regardless of location, have access to services such as the online application via CCCApply, course schedules, and registration. Students can access email, the Canvas learning management system, and other services through the College's portal ([IIC3-6](#)). Students can submit transcript requests and graduation petitions online and student veterans can submit online requests for enrollment certification ([IIC3-7](#)).

Welcome Services provides an online orientation available to students 24/7 in both English and Spanish. Students receive an e-mail notifying them of this important enrollment step immediately after applying to the College ([IIC3-8](#)). The online orientation provides information to students as outlined in California Title 5, as well as information on college life and opportunities for campus involvement. Welcome Services provides documents, both online and in print, with step-by-step directions for completing online processes, such as purchasing a parking permit, applying to the College, and adding classes to an educational plan ([IIC3-9](#)). Potential and current students that have questions can ask for assistance via phone, e-mail, or in person.

Counseling appointments can be scheduled online through the DVC website for both campuses. Students can meet with a counselor by phone, by video conference, or they can email questions to counselors ([IIC3-10](#)). Since 2011, the Counseling Department has offered online counseling and has worked to continuously improve its offerings ([IIC3-11](#)). Resources for students are available on

the Counseling Canvas page and include transfer forms, IGETC documents, and CSU/UC guides for application. As part of the College's collaboration with the California Virtual Campus – Online Education Initiative, beginning fall 2020, online counseling services via Cranium Café will be available to students registered in any course, whether online, hybrid, or face-to-face ([IIC3-12](#)). The movement to online counseling was rapidly accelerated in spring 2020, when the county issued a shelter-in-place order in response to COVID-19 in the middle of the term. Counselors were able to provide online and telephone access to all services during this time.

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

Through the California Virtual Campus-Online Education Initiative (CVC-OEI), DVC received access to NetTutor, providing online 24-hour access to tutoring through Canvas. Disability Support Services has assisted with ensuring that CVC-OEI online services are accessible for students with disabilities by providing information and guidance to the Distance Education Committee, the body largely responsible for implementing the CVC-OEI at the College ([IIC3-13](#)). The Distance Education Committee is evaluating online proctoring software for its use in online exams, as part of the CVC-OEI project.

Disability Support Services (DSS) strives to provide an equitable experience to students accessing services online and in-person on both campuses. Forms for DSS services available on the College website include the application for services, alternate media contract, disability verification form, mobility services contract, and notetaking services contract ([IIC3-14a](#), [IIC3-14b](#), [IIC3-14c](#), [IIC3-14d](#), [IIC3-14e](#)). DSS students taking exams online via the Canvas learning management system are granted extended time by their instructor.

Students interested in employment opportunities can create an account through the Career and Employment and Transfer Center website with College Central Network (CCN) ([IIC3-15](#)). Through CCN, students can create a resume, search for jobs, and apply for jobs and internship opportunities that have been posted by potential employers, both on and off campus. Students can have appointments with a career counselor face-to-face, by phone, by video conferencing, or via email. Beginning spring 2019, online video-chat appointments with college transfer representatives are available ([IIC3-16](#)).

In fall 2018, Extended Opportunity Programs and Services (EOPS) developed and implemented an online application available to students 24/7 ([IIC3-17](#)). The increased accessibility of the EOPS application resulted in a marked increase in applications from 453 paper applications received in fall 2017 to 640 online applications in fall 2018 ([IIC3-18](#)). For students who are unable to travel to campus, EOPS provides orientations and peer advisor visits via telephone.

Financial aid services and information are available on multiple platforms to ensure that the financial aid process is equitable for all students. The Financial Aid website provides students with information on paying for college, how to apply, scholarships, payment schedules, policies, tutorials, workshops, frequently asked questions, as well as contact information and office hours. Many topic areas include embedded videos to further clarify the financial aid processes ([IIC3-19](#)). Students can log on to the College's portal and access Financial Aid self-service. The portal

provides students with information on their Financial Aid status, loan history, Pell lifetime eligibility used, Financial Aid Office contact information, and other helpful resources ([IIC3-20](#)).

The Scholarship Office administers the DVC scholarship program and works with community organizations to promote external scholarships and to recognize recipients. The Scholarship Office maintains listings of current scholarship opportunities in both online and print formats, provides students with information regarding search methods, and assists students in the application process ([IIC3-21](#)).

The Assessment Center is transitioning to a primarily online process, given the implementation of California Assembly Bill 705 for English, English as a Second Language, and math placements. Students that graduated from a U.S. accredited high school within the past ten years use the online placement tool, which is available 24/7 and uploads to the student information system every two hours. In spring 2019, the Assessment Center added guided self-placement via the College website as an option for online placement for students that did not graduate from a US accredited high school, attended adult school and do not have a traditional transcript, completed a GED, earned a high school proficiency certificate, or have been out of high school for more than ten years. Chemistry assessments are conducted in person at both campuses, and students can schedule appointments online to take these assessments. A calendar of the monthly assessment offered is available online to assist with planning ([IIC3-22](#)).

The International Student Office (ISO) provides a comprehensive program of support services to meet the educational, employment, and social integration needs of international students at DVC ([IIC3-23](#)). The ISO provides regular information and updates that are available to students online, in hard copy, as well as through alternate media upon request.

The Veteran Services department assures equitable access, by providing resources and information online via DVC Veteran webpage ([IIC3-24](#)). Veteran Services is also available to answer veteran related question via telephone and email when office hours are closed.

In order to provide better access to Student Life forms and procedures, the Student Life Office implemented DVCsync, an online software management system. DVCsync is an organization platform for clubs and includes online club renewal forms, new club application submissions, event requests, funding requests, document storage, and communication. A DVCsync tile is posted on the student portal, in the Canvas learning management system, and as a link located on the Student Life DVC web page ([IIC3-25a](#), [IIC3-25b](#), [IIC3-25c](#)). Club forms, handbooks, and frequently asked questions are posted on both DVCsync and the DVC Student Life web pages. Student Life posts events on the College's website calendar and contributes to the Communications and Marketing Department's monthly email communication, eConnect, distributed to currently enrolled students. The Associated Students of DVC Inter-Club Council meets weekly at the Pleasant Hill campus and uses teleconferencing to include San Ramon campus students.

Analysis and Evaluation

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

Evidence II.C.3.

IIC3-1	Screenshot Admissions and Records Office hours
IIC3-2	San Ramon Campus Admissions and Records Office hours
IIC3-3	San Ramon Campus Counseling Services
IIC3-4a	Scholarship Services, Pleasant Hill Campus and San Ramon Campus
IIC3-4b	Financial Aid, San Ramon Campus
IIC3-5	Career and Transfer workshops. San Ramon Campus
IIC3-6	Screenshot Insite Portal
IIC3-7	Veteran's Services enrollment certification
IIC3-8	Online Orientation Email, Admissions and Records Office
IIC3-9	Welcome Services Website
IIC3-10	Screenshot Counseling appointments
IIC3-11	Counseling electronic services information
IIC3-12	eAdvising proposal, Spring 2018
IIC3-13	Screenshot CVC-OEI accessibility information
IIC3-14a	Disability Support Services, <i>Application for services</i>
IIC3-14b	Disability Support Services, <i>Alternate media services contract</i>
IIC3-14c	Disability Support Services, <i>Disability verification form</i>
IIC3-14d	Disability Support Services, <i>Mobility services contract</i>
IIC3-14e	Disability Support Services, <i>Notetaking services contract</i>
IIC3-15	Screenshot Career and Transfer Services
IIC3-16	Career and Transfer appointments information
IIC3-17	Extended Opportunity Programs and Services, <i>Online application</i>
IIC3-18	Email from L. Kong, EOPS applications data, February 26, 2020
IIC3-19	Financial Aid answers webpage
IIC3-20	Financial Aid next steps webpage
IIC3-21	Scholarship information webpage
IIC3-22	Assessment Center calendar, October 2019
IIC3-23	Screenshot Enrollment Services
IIC3-24	Screenshot Veteran's Services
IIC3-25a	DVCsync tile on Insite
IIC3-25b	DVCsync on Canvas
IIC3-25c	DVCsync Student Life webpage

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

Evidence of Meeting the Standard

The College's athletic and co-curricular programs, such as the student newspaper, clubs, and the speech and debate team, expand the social and cultural dimensions of the educational experience of students. The programs support the College mission and are conducted with integrity. The College has policies and procedures which control the finances for these programs. All students who

participate must follow the District Student Services Procedure 3027, Student Code of Conduct ([IIC4-1](#)).

Athletics

Diablo Valley College's Athletic Department hosts 17 intercollegiate programs that are integrated within the campus core mission of increasing student success. The DVC Athletics Mission Statement matches the College's priorities of providing equitable opportunities, creating a diversified learning environment that includes both traditional and activity-based curricula, and setting an academic foundation that supports student achievement ([IIC4-2](#)). Students learn skills that enhance their educational experience such as teamwork, cooperative learning, sportsmanship, and foundations for a good work ethic through sport.

Approximately 350 student athletes participate annually on an athletic team. Athletes are required to be full time students enrolled in 12 or more units, maintain a 2.0 GPA, follow a comprehensive educational plan, and must show movement toward completion and potentially transfer. The College supports these efforts with a full-time athletic academic counselor, a Student Athlete Success Team, which is comprised of a program coordinator and tutors, the availability of twelve hours of study hall per week, and free online tutoring in the evenings and weekends ([IIC4-3](#)).

The California Community College Athletic Association (CCCAA) is the governing body over all community college athletics in California. Diablo Valley College is a self-regulating entity that follows all CCCAA eligibility standards and complies with its rules and policies. All personnel who work within the Athletic Department undergo annual training on the CCCAA constitution, rules, and regulations to be allowed to work with any student athlete. Student athletes must complete eligibility workshops before they can compete. The Admissions and Records Office oversees all athletic eligibility clearance and submits final reporting to the conference commissioner and the CCCAA. Every five years the conference conducts a program review to ensure each institution is meeting their obligations as members of the CCCAA. The last review of DVC athletics was completed in 2015 ([IIC4-4](#)).

Diablo Valley College supports and funds the infrastructure required to run and maintain each athletic team. Coaching salaries, team travel, equipment, supplies, student athlete meal money, officials, and event staff management are operations funded by the College. Complete staffing of support personnel such as athletic trainers, equipment managers, and administrators are provided by the institution ([IIC4-5](#)).

Student Life

The Student Life Office offers co-curricular activities and events. The Student Life Office manages the operations and usage of the Student Union Building, advises the Associated Students of DVC student government, and supports the extensive student club program. Student Life provides activities and workshops that address College safety, educational support, and on other topics of special interest to students ([IIC4-6a](#), [IIC4-6b](#)).

To support the social and physical needs of students, in March 2018, the Associated Students of DVC in collaboration with Student Life Office designated a space in the Student Union to open a Food Pantry. The goal was to address the national and local research studies data on food insecurity

experienced by students. To support these efforts, the College received grants from the State Chancellor's Office, the Community Health Fund, Wells Fargo, and Safeway. Food and financial support are provided through a partnership with the Bay Area Food Bank collaborative ([IIC4-7a](#), [IIC4-7b](#), [IIC4-7c](#)). A Food Pantry at the San Ramon Campus began in 2019. Since its inception, the Food Pantry program has served 722 students in total.

The Student Life Office supports the cultural and social needs of students through programming and activities in the Multi-Cultural Center, located in the Student Union Building. The Center hosts campus wide student leadership development opportunities, Heritage and Awareness months, and Title IX student education ([IIC4-8a](#), [IIC4-8b](#)). Student Life has partnered with the Alzheimer's Association, Latino Outreach, Latino Chamber of Commerce, Rainbow Community Center, American Foundation for Suicide Prevention, Women's League of Voters, NAMI of Contra Costa, and an Oakland based Native Drumming group for programming ([IIC4-9a](#), [IIC4-9b](#), [IIC4-9c](#)).

The College has clear procedures for monitoring and control of Student Life funds. Both the student Inter-Club Council (ICC) and the Associated Students of DVC (ASDVC) have prescribed processes for requesting funds detailed in their governing documents ([IIC4-10a](#), [IIC4-10b](#)). All expenditures require justifying documentation and signatures from the ASDVC president, ASDVC controller, and the student life program manager ([IIC4-11](#)). All supporting documents and approvals are in accordance with College fiscal policy and follow California Education Code standards. In Fall 2019, DVCsync added an online finance module to provide transparency of funds available, public posting of all transactions, and an electronic fund request process ([IIC4-12a](#), [IIC4-12b](#)). Revenue is generated from student fees: \$5 activity and \$2 representation for both fall and spring terms.

Fiscal Crisis Management Assistance Team (FCMAT) training is held every two years for club advisors, Student Life staff, and Business Office personnel ([IIC4-13a](#), [IIC4-13b](#)). Associated Students of DVC leaders and Inter-Club Council finance officers attended FCMAT training in fall 2019 at the California Community College Student Affairs Association Student Leadership Conference ([IIC4-14](#)). Finance trainings are held for student club treasurers and presidents during Inter-Club Council meetings.

The Student Life Office works cooperatively with the Associated Students of DVC to manage the Student Union building. As outlined in state law, the student government determines the appropriate use of the building and any funds. DVC Procedure 6001.05, Student Union Use and Scheduling, outlines for the process for use requests ([IIC4-15](#)). Requests are submitted through an online form ([IIC4-16](#)). Requests for reserving space in the Student Union are reviewed by the ASDVC Student Union Building Committee for approval ([IIC4-17](#)).

Instructional Co-Curricular Activities

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

Analysis and Evaluation

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

Evidence II.C.4.

IIC4-1	District Student Services Procedure 3027, Student Code of Conduct
IIC4-2	Athletics Mission Statement
IIC4-3	Student athlete success program description
IIC4-4	Screenshot, California Community College Athletic Association
IIC4-5	Athletics Department operational fund policies
IIC4-6a	Brown Bag Workshops, Fall 2019
IIC4-6b	Know Your Rights LGBTQ workshop, September 25, 2019
IIC4-7a	Email from T. Farr, Food Pantry, June 3, 2019
IIC4-7b	Email from T. Farr, Food Pantry, November 20, 2018
IIC4-7c	Community Health Fund agreement, July 25, 2019
IIC4-8a	Email from S. Larking, Heritage months, September 6, 2017
IIC4-8b	Sexual assault awareness month flier, April 2018
IIC4-9a	Leadership speaker event flier, February 28, 2019
IIC4-9b	LGBTQ 101 workshop part 1, September 25, 2019
IIC4-9c	Equity speaker series flier, Undoing injustice, November 14, 2017
IIC4-10a	Associated Students of DVC <i>Budget Code</i>
IIC4-10b	Inter Club Council bylaws
IIC4-11	Associated Students of DVC check request form
IIC4-12a	Club organization finance module from DVCsync
IIC4-12b	Club treasurer finance presentation s
IIC4-13a	FCMAT workshop flier, October 26, 2018
IIC4-13b	FCMAT description of Flex workshop, September 30, 2016
IIC4-14	Email from T. Farr, FCMAT, October 28, 2019
IIC4-15	DVC Procedure 6001.05, Student Union Building Use and Scheduling
IIC4-16	Student Union Building use request form, Spring 2020
IIC4-17	Student Union Building Use Committee minutes, November 9, 2018

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

Evidence of Meeting the Standard

Diablo Valley College provides comprehensive academic and career counseling at both campuses, as well as personal counseling for issues affecting students' education ([IIC5-1a](#), [IIC5-1b](#)). Students have access to drop-in counseling in the Counseling Offices and in the Career and Transfer Center.

Students can schedule 30-minute appointments. One-hour appointments are available for Veterans, students on dismissal, and students appealing the maximum time frame for financial aid.

Services are provided in the Student Services Center at the Pleasant Hill Campus and the West Building at the San Ramon Campus. Students in MESA, Puente, Umoja, or Veterans may see a counselor in the Puente Umoja Mesa Achievement Center ([IIC5-2](#)). Students are encouraged to see a counselor to check in and update their education plans at least once a semester, before adding or dropping classes, and whenever they have a question.

During counseling appointments, counselors help students with career-related questions and assist students in identifying potential transfer institution programs, requirements, processes, and inform students of relevant timelines for applications for graduation, transfer, or scholarships ([IIC5-3](#)). Counselors review evaluations of coursework from other institutions with students and create education plans to help students reach their certificate, degree, transfer and career goals. Counselors assist students in the Career and Transfer Center with transfer and employment applications, resume and cover letter reviews, and provide workshops on transfer programs and processes ([IIC5-4a](#), [IIC5-4b](#)).

In addition to academic and career counseling, counselors meet with students who are experiencing personal crises that are impacting their education. Students in crisis are seen immediately. Beginning in summer 2016, students not in crisis but who need additional support can schedule a 30-minute appointment with a wellness counselor, interns from the Counseling program at John F. Kennedy University (JFKU), or counselors from the Rainbow Center Coalition (RCC) ([IIC5-5a](#), [IIC5-5b](#)). Students enrolled in six units or more can access the Confidential Student Assistance program, which provides up to five free sessions of personal counseling per issue at no charge to the student. Counseling is available by phone through the Confidential Student Assistance program 24/7, which allows online students equal access to services ([IIC5-6a](#), [IIC5-6b](#)).

Students who exhibit troubling or concerning behaviors can be referred to the Campus Assessment Response and Evaluation (CARE) team ([IIC5-7](#)). After a referral, students may be matched with a Disability Support Services (DSS) counselor, if appropriate. If the student referred is already a student registered with DSS, a counselor will contact the student to schedule an appointment. Students can see counselors who specialize in working with student athletes, students with disabilities, first generation and under-represented students (EOPS), international students, Puente, Umoja, and Veteran students. Some programs, such as EOPS and Umoja, require students to complete a minimum number of counseling appointments each semester ([IIC5-8a](#), [IIC5-8b](#)).

To serve online students and students who cannot attend on-campus appointments, counselors provide drop-in counseling via video conferencing, phone appointments (full 30-60 minutes), and answer academic related questions via email ([IIC5-9](#)). Online counseling is offered via Cranium Café as part of the California Virtual Campus-Online Education Initiative as of fall 2020. Cranium Café has document sharing capability, and a virtual “lobby” where students can access important information while they wait to meet with a counselor ([IIC5-10](#)). The movement to online counseling was rapidly accelerated in spring 2020, when the county issued a shelter-in-place order in response to COVID-19 in the middle of the term. Counselors were able to provide online and telephone access to all services during this time.

Counselors teach a variety of courses to help orient new students to the College and its offerings and to support students' success in college and careers. New students with less than 12 units are strongly encouraged to take COUNS-095, Educational Planning, prior to beginning courses ([IIC5-11](#)). Counselors teach COUNS-120, Student Success, a 3-unit course that is both UC/CSU transferable. The course teaches students about College programs and services, degree and transfer requirements, and important deadlines and processes. COUNS-100, New Student Success Strategies, a 1-unit course, is part of the FYE program and provides first semester students critical strategies and information for success. COUNS-130, Transfer Planning, is a 1.5-unit course that teaches transfer-bound students about in resources and timelines for transfer. It assists students prepare a personalized plan for transfer ([IIC5-12](#)).

Newly hired counselors participate in a department led training prior to counseling students to teach them counseling-related processes and procedures specific to the College, software and other technology used, and department policies ([IIC5-13](#)). One hour of articulation information and training are required of tenure-track counseling faculty each week during fall and spring semesters. The training is open to part-time counseling faculty ([IIC5-14](#)). Funds are available to attend transfer-focused counseling conferences sponsored by the California State University, University of California, and other institutions.

Disability Support Services (DSS)

On the Pleasant Hill campus, DVC employs two full-time and one part-time counselors who are dedicated to working exclusively with Disability Support Services (DSS) students. On the San Ramon campus, one counselor dedicates 50 percent of their load to working with DSS students. Students are required to meet with a counselor upon entry into DSS to determine which services are most appropriate ([IIC5-15](#)). DSS counselors are available to provide guidance in disability management, academic advising, personal counseling, and career counseling ([IIC5-16](#)). Students are encouraged to meet with their DSS counselor at least once a semester but may meet more frequently if desired. Drop-in counseling is available to assist students with brief questions.

In days immediately preceding registration periods, Disability Support Services (DSS) counseling appointment slots are increased to allow students more access to course selection assistance and educational planning. During DSS counseling appointments, students are given a referral form which outlines who they should contact for specific services within DSS by phone or email ([IIC5-17](#)). Courtesy reminder emails and postcards of priority registration dates are sent out to DSS students several weeks beforehand, which include a reminder about meeting with a DSS counselor to update educational plans ([IIC5-18](#)).

Disability Support Services (DSS) counselors perform many outreach activities to prospective DSS students who are about to graduate high school. At these events, information is given about DSS services and how to apply. Potential students are guided step-by-step through the application and disability verification process ([IIC5-19](#)). Students who are matriculated at the College and who wish to pursue DSS services are given a *Verification Checklist* to help guide them through the process. The *Checklist* includes information about how to schedule an appointment with a DSS counselor ([IIC5-20](#)).

Extended Opportunity Programs and Services (EOPS), CalWORKs, START

Counseling and academic advising are foundational components of EOPS, CalWORKs, and START. Each program has dedicated counselors to meet the needs of specific student populations. To enter the programs, students must submit a program application, attend a program orientation, and meet with a counselor. EOPS students must meet with a counselor to create an educational plan ([IIC5-21](#)). As part of the county requirements to receive CalWORKs county aid, students enrolled at DVC as part of the welfare-to-work plan must meet with a counselor to complete an educational plan for their selected educational goal. EOPS and START require students to sign a Mutual Responsibility Contract, which outlines the expectations for student participation and the benefits and services the program will provide to them.

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

START is a support program designed to increase access, retention, and graduation rates for current or former foster youth at DVC. All incoming START students meet with a program coordinator as part of an initial intake appointment ([IIC5-22a](#), [IIC5-22b](#)). Intake steps include submitting a program application, attending a program orientation, and meeting with a counselor. Benefits and services for the program are provided to students. The students must complete semester check-ins with the START Program Coordinator to discuss course progress and plan for the future semester ([IIC5-23](#)).

International Students

There are 1.5 full-time counselors dedicated to support international students. Counselors provide academic, career, and personal counseling services. The International Student Office provides ongoing support to international students including a required check-in orientation upon acceptance to the College, resources for transfer, and other matters relevant to international students ([IIC5-24](#)).

Learning Communities

Designated counselors are available to students in the MESA, PACE, Puente, and Umoja learning communities. In PACE, Puente, and Umoja, counselors meet with students during an initial intake appointment following application to the program to review the learning community requirements, discuss student's career and educational goals, and to create an education plan which includes the student's goals and incorporates the learning community courses. MESA students are required to have a comprehensive educational plan on file and every semester they are contacted to develop or update their plans ([IIC5-25](#)). Students in PACE, Puente, and Umoja are informed about important deadlines and processes. Students in all learning communities continue to meet with their designated program counselors and are informed about academic and transfer requirements, important deadlines, and support services related to their particular needs.

Veterans

The Veteran's Services Office is open additional hours during the first two days of priority registration to assist veterans with registration and other veteran's services related issues, concerns, and questions. Counseling drop-in appointments are available to Veterans in the Enrollment Lab on priority registration dates and in the PUMA Center. Veteran's Services hosts workshops for

students covering various benefits such as, financial aid, veteran’s benefits, education planning, and other campus resources.

Welcome Services

Welcome Services maintains an online orientation available to students 24/7 in both English and Spanish. Students are notified via email about the orientation immediately after applying to the College ([IIC5-26](#)). The online orientation provides information to students as outlined in Title 5, as well as information on college life and opportunities for campus involvement.

Viking Day and Welcome Day

Graduating high school seniors that have completed the Student Success and Support Programs steps to enroll are invited to Viking Day at the College. Viking Day offers students the opportunity to meet their classmates, see the campus, learn more about programs and services, and complete any missing steps of the enrollment process, including a mini educational plan session lead by Counselors. It has been held in May for many years on the Pleasant Hill Campus. In spring 2020, an additional Viking Day was planned to be held on the San Ramon Campus. Unfortunately, both spring 2020 events were held virtually in response to the shelter-in-place order.

Incoming students are invited to attend Welcome Day, which is held the week before classes on both campuses in the fall and at the Pleasant Hill Campus in the spring term. During this event, new students attend workshops about how to determine their career goals, access technology on campus, and learn about the array of services at the College ([IIC5-27a](#), [IIC5-27b](#), [IIC5-27c](#)). Students can meet with faculty in their academic area of interest and to connect with other new students. Attendance at Welcome Days has markedly increased, such that in fall 2019 the College expanded to three separate days and 792 students attended.

Analysis and Evaluation

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

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

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

Evidence II.C.5.

[IIC5-1a](#) Counseling Center webpage

[IIC5-1b](#) Counseling Center San Ramon Campus webpage

IIC5-2	PUMA Center webpage
IIC5-3	General enrollment information webpage
IIC5-4a	Career Services webpage
IIC5-4b	Transfer Services webpage
IIC5-5a	Counseling resources for students webpage
IIC5-5b	Counseling wellness program webpage
IIC5-6a	Counseling resources for students webpage
IIC5-6b	Confidential student assistance program Flier
IIC5-7	Crisis, conduct, and students of concern (CARE) webpage
IIC5-8a	Extended Opportunity Programs and Services, Intake form, 2019
IIC5-8b	Umoja program webpage
IIC5-9	Counseling E-services webpage
IIC5-10	CVC-OEI counseling information
IIC5-11	Counseling 095, Educational planning for new students, course description
IIC5-12	Counseling classes descriptions
IIC5-13	Mentor meeting agenda, September 7, 2017
IIC5-14	Part-time counselor training agenda, Spring 2018
IIC5-15	Disability Support Services, Getting started checklist, 2019
IIC5-16	Disability Support Services counseling services, 2019
IIC5-17	Disability Support Services, Referral form, 2018
IIC5-18	Disability Support Services, Priority registration postcard, 2019
IIC5-19	Disability Support Services, Getting started checklist, 2019
IIC5-20	Disability Support Services, Verification checklist, 2019
IIC5-21	Extended Opportunity Programs and Services, Application process
IIC5-22a	START, Intake checklist
IIC5-22b	START, Intake form
IIC5-23	START, End of semester check-in
IIC5-24	International Students Information webpage
IIC5-25	MESA application to state Chancellor's Office, 2017-2018
IIC5-26	Sample online orientation email
IIC5-27a	Welcome Day agenda, January 17, 2018
IIC5-27b	Welcome Day flier, January 17, 2018
IIC5-27c	Welcome Day flier San Ramon Campus, August 20, 2018

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

Evidence of Meeting the Standard

Students are eligible for admission to Diablo Valley College if they have graduated from a regionally accredited high school, are at least 18 years old and no longer in high school, or have passed the State of California Certificate of Proficiency Test (CHSPE) or the General Education Development Test (GED). High school students attending DVC prior to graduation from high school are considered concurrently enrolled. These students need special permission from a parent

and their high school principal or designee to attend DVC. High school students are exempt from enrollment fees but are charged student union and materials fees ([IIC6-1](#)). Admission policies and procedures are identified in the *2019-2020 Catalog* ([IIC6-2](#)). *Catalogs* are available for purchase at both campuses in the Book Centers, and from the website ([IIC6-3](#)).

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

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

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

The Counseling Department provides students with support and guidance to choose an educational goal and to complete their certificate, degree, and transfer plans. Counseling faculty teach Career and Life Planning (CAREER 110), Career Assessment (CAREER 120), Career and Major Exploration (CAREER 130), and Transfer Planning (COUNS 130), which provide students an in-depth exploration of careers, majors, and transfer pathways ([IIC6-4](#)). The Career and Transfer Center offers workshops on how to apply for Transfer Admission Guarantees, California State University and University of California, writing personal insight question responses, and applying using the Common Application ([IIC6-5a](#), [IIC6-5b](#)).

The *2019-2020 Catalog* includes information on course requirements for all degrees and certificates ([IIC6-6](#)). Planned schedules for when courses will be offered, graphics of program requirements, and term-by-term recommend course sequence maps are available on the website for all programs ([IIC6-7a](#), [IIC6-7b](#)). These tools were designed to help students accurately plan the courses needed to complete program requirements in a timely manner. The tools are updated every semester.

Adult Education created marketing materials which provide information on courses offered at adult schools that can be taken prior to or concurrently with enrollment at the College so students can clearly see a pathway to completion ([IIC6-8a](#), [IIC6-8b](#)). The materials are specific to career technical education programs such as early child development, pre-apprenticeship, and business information worker. More pathways from adult school to community colleges are being developed.

International student admissions policies are aligned District wide. To create this alignment, updates were made to the admission policies in the areas of English proficiency and secondary high school level graduation ([IIC6-9](#)). International students complete a paper copy of the admissions application and then submit all required documents. An online admissions application is being

created through CCCApply and the target date for implementation is fall 2020. The online admission application will mirror the admissions application that domestic students complete when applying to DVC ([IIC6-10](#)).

Analysis and Evaluation

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

Information about program requirements can be found in the *Catalog* and on the website. As part of the College's Guided Pathways work, the graphic program requirement maps and term-by-term recommended course sequence maps provide valuable information for students.

Evidence II.C.6.

IIC6-1	Steps to enroll for high school students
IIC6-2	2019-2020 <i>Catalog</i> , page 9
IIC6-3	Screenshot 2019-2020 <i>Catalog</i>
IIC6-4	Counseling classes descriptions
IIC6-5a	Transfer to the UC resources and information webpage
IIC6-5b	Transfer to the CSU resources and information webpage
IIC6-6	2019-2020 <i>Catalog</i> , Degrees and certificates, chapter 3
IIC6-7a	Sample degree information, Administration of Justice, October 22, 2019
IIC6-7b	Sample two-year course offerings schedule, Administration of Justice
IIC6-8a	Adult Education Consortium presentation at Counselor's Conference
IIC6-8b	Sample adult education marketing material
IIC6-9	International students admission information, English proficiency webpage
IIC6-10	International student application

Standard II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The passage of California Assembly Bill 705 (AB 705) brought placement changes to the College. Beginning in fall 2019, the Assessment Center no longer offers standardized English and math assessment testing. Students were notified of the changes through a variety of messaging systems, including e-mail, the College website, posters, handouts, announcements in classes, and the College eConnect newsletter ([IIC7-1](#)). The Assessment Center continues to offer standardized testing for chemistry students with the California Chemistry Diagnostic Test and for English as a Second Language (ESL) students using Accuplacer. Beginning in summer 2020, ESL students will use guided self-placement instead of Accuplacer ([IIC7-2](#)).

The Assessment Center validates assessment instruments as outlined by the state Chancellors Office, although the validation processes have been on hiatus since Common Assessment piloting and AB 705 implementation. The College is in the process of validating the instrument used to place students into chemistry courses. This validation is a combined effort between chemistry faculty, Assessment Center staff, and District Research ([IIC7-3a](#), [IIC7-3b](#), [IIC7-3c](#), [IIC7-3d](#)).

The Assessment Center website houses the online placement tool that determines the correct placement for English, English as a Second Language, and math courses ([IIC7-4a](#), [IIC7-4b](#), [IIC7-4c](#)). Initially piloted in 2016 by incoming high school seniors, the tool has since been refined, and opened to all incoming students beginning in 2018. The online placement tool shows the student their placement results immediately. The results are uploaded into the student information system every two hours. In spring 2019, the College added a guided self-placement option for students that did not graduate from a US accredited high school, attended adult school and do not have a traditional transcript, completed a GED, earned a high school proficiency certificate, or have been out of high school for more than ten years ([IIC7-5a](#), [IIC7-5b](#)).

The online placement tool uses a decision matrix recommended by the RP Group for both English and math placements based on high school courses completed, grades received, and cumulative high school grade point average. During the transition to the online placement tool, the Assessment Center, in conjunction with counseling, English and math faculty, offered drop-in sessions to students to assist with placement ([IIC7-6a](#), [IIC7-6b](#)). In fall 2019, the online placement tool was evaluated by the Student Success and Support Programs team. The team determined math courses were challenging for placement and that new options should help students determine the correct course. As a result, the options presented to students using the placement tool were clarified. The team is considering combining the existing tools for high school graduates within the past ten years, those out for more than ten years, or students who didn't graduate from a US accredited high school. The team will continue to evaluate the online placement tool.

The International Students' Office (ISO) office ensures that English proficiency measures are used to evaluate incoming students' potential for success. Three exams are used: The Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP) ([IIC7-7](#)). The ISO office is responsible for ensuring the validity of exams and replacing them if there is evidence that the test has been compromised.

Disability Support Services (DSS) approves extended time on assessment exams in written form to the Assessment Center or the DSS Office will proctor assessments for DSS students needing additional accommodations ([IIC7-8](#)).

Analysis and Evaluation

The College continually assesses and improves its placement processes.

Evidence II.C.7.

IIC7-1	Assessment Center webpage
IIC7-2	Assessment information for English as a second language and chemistry
IIC7-3a	Chemistry assessment validation tables, September 18, 2019
IIC7-3b	Chemistry validation enrollment data, September 17, 2019
IIC7-3c	Chemistry validation with cut score data, 2017-2019
IIC7-3d	Chemistry disproportionate impact analysis, 2017-2019
IIC7-4a	Assessment information for English
IIC7-4b	Assessment information for English as a second language and chemistry
IIC7-4c	Assessment information for mat

IIC7-5a	Assessment information for students within 10 years of graduating
IIC7-5b	Assessment online placement information
IIC7-6a	Sample email, Assessment drop in hours, August 14, 2019
IIC7-6b	Sample postcard, Assessment drop in hours, August 2019
IIC7-7	International Students Screenshot
IIC7-8	Disability Support Services, Assessment accommodation form, 2019

Standard II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Admissions and Records

The Family Educational Rights and Privacy Act (FERPA) of 1974 provides comprehensive privacy protection for all educational records of both current and former students at institutions receiving U.S. Department of Education funding. The Admissions and Records Office is responsible for permanently storing and securely maintaining students' confidential education records in compliance with FERPA. FERPA compliance is one of the first trainings new employees receive ([IIC8-1a](#), [IIC8-1b](#)).

The College publishes its privacy policies on the website and in the *Catalog* ([IIC8-2a](#), [IIC8-2b](#)). Board Policy 3013, Student Information, addresses students' rights to privacy ([IIC8-3](#)).

The College adheres to FERPA student privacy policies by doing the following:

- A valid photo ID is required before information about a student's educational record is shared, verbally or in writing, with the student.
- Written consent from the student is required before educational records can be released to a third party, including a parent.
- Admissions and Records sends email notifications to students' secure student email account, which can only be accessed by the student.
- Every employee's computer is password protected according to Business Procedure 10.06, Acceptable Technology Use ([IIC8-4](#)).
- Employees are advised to lock their computers when leaving their workstations and to leave their desks clear of student records or information.
- Access to Colleague, the College's comprehensive database of student records and information, is limited to employees with a legitimate need for access to student records.
- Access to OnBase, a separate database of scanned records such as students' transcripts from other institutions, is limited to employees with a legitimate need.
- The Admissions and Records Office is locked 24/7. Students are not allowed entry to the space. Staff enter the office with electronic key cards.
- Admissions safeguards records and adheres to the District's Administrative Procedure 1900.01, Destruction of District Records ([IIC8-5](#)).
- Conduct officers and administrators with a legitimate need access information on a secure server.

Disability Support Services Office

Disability Support Services (DSS) considers the confidentiality and security of records to be of the utmost importance and FERPA guidelines for records management are always followed. Students are in control of what information is shared with others and are required to sign a *Consent for Release of Information* form which explicitly states what information can be shared, by whom, and with whom. The completed form is kept on file and referred to whenever an information request is received (IIC8-6). Students can access the *Consent for Release or Discussion of Information* form on the College's DSS website (IIC8-7).

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

Financial Aid Office

Documents submitted to the Financial Aid Office are retained in original format, for a minimum of three years from the end of the current award year in accordance with federal guidelines. Documents are scanned and indexed into a secure back up system to ensure availability (IIC8-8). In accordance with FERPA regulations, the Financial Aid Office does not release student records or information without the student being present with a government identification or written consent (IIC8-9).

International Student Office

International student records are uploaded and indexed into an online document retrieval system and archived to the student's academic file. Student records are retrievable only by authorized staff using their log-in credentials (IIC8-10).

Scholarship Office

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

TRiO Programs Office (Educational Talent Search and Upward Bound)

The TRiO Programs Office maintain student records for three years after each grant cycle in accordance with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards Uniform Guidance 200.333. Since 1999, electronic student records entered into a database have been maintained securely and confidentially on a server (IIC8-11). Student paper records are stored in a locked file cabinet in a locked room and only the program director and administrative assistant have access to the files. Records are purged by hiring a professional shredding company to destroy records on site under the supervision of the TRiO manager. The TRiO program intake application notifies parents and students of the protection of their confidential information (IIC8-12).

Veteran's Services Office

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

District Information Technology Office

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

Analysis and Evaluation

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

Evidence II.C.8.

IIC8-1a	FERPA presentation, B. Hauscarriague
IIC8-1b	Student Services new employee training presentation, March 11, 2019
IIC8-2a	Screenshot, Student privacy
IIC8-2b	2019-2020 <i>Catalog</i> , Student privacy, p. 43
IIC8-3	Governing Board Policy 3013, Student Information
IIC8-4	District Business Procedure 10.06, Acceptable Technology Use
IIC8-5	District Administrative Procedure 1900.01, Destruction of District Records
IIC8-6	Consent for release of information form, 2019
IIC8-7	Disability Support Services online forms
IIC8-8	Financial Aid, OnBase document retrieval, 2019
IIC8-9	Financial Aid, FERPA release form, 2019
IIC8-10	Screenshot OnBase document retrieval system
IIC8-11	Educational Talent Search and Upward Bound auto backups
IIC8-12	Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards Uniform Guidance 200.333

Conclusions on Standard II.C. Student Support Services

The College offers a variety of student support services to students in order to accomplish its mission and support student needs. DVC assures equitable access to services for students at both campuses and online students. Counseling and academic advising support student development and success in both online and in-person formats and important information regarding degree and transfer requirements are communicated to students. Support services are regularly evaluated through program review and learning outcomes. Service areas continuously improve services based on data gathered during the program review process and their learning outcomes.

Improvement Plan(s)

None.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

Standard III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Diablo Valley College follows the Contra Costa Community College District's *Uniform Employment Selection Guide* in the hiring of all College personnel ([IIIA1-1](#)). Hiring procedures are detailed in the District Human Resources Procedures 1010.01-1010.07, Recruitment and Selection, and in Governing Board Policy 2004, Selection, Retention, and Termination of District Employees ([IIIA1-2a](#), [IIIA1-2b](#)). The *Uniform Employment Selection Guide* is published on the Human Resources Department's page of the District's website ([IIIA1-3](#)). The selection process requires an evaluation of the applicant's skills, knowledge, abilities, and the personal characteristics needed to successfully perform the job in question. The process consists of the following components:

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

Programs and departments that are seeking new, replacement, or temporary positions use the College's program review process to identify needs. The requested positions must be aligned with the mission, goals, and *2018-2023 Educational Master Plan* of the College ([IIIA1-4](#)).

Documentation of needs may include evidence that details current program expansion, new program development, or identification of needs that require additional resources. Job descriptions include a requirement that applicants demonstrate sensitivity to, and experience in working with

diverse racial, ethnic, gender, socioeconomic, disabled and cultural populations; and a commitment to supporting policies that respect and consider the diversity of the student population ([IIIA1-5a](#), [IIIA1-5b](#)).

For all classified and management vacancies, the hiring manager conducts a review of each critical job duty and the relative importance of the knowledge, skills, abilities, and personal characteristics associated with successful performance. The position's minimum qualifications include education, experience requirements, essential functions, duties and responsibilities of the position, and the requisite skills, knowledge, and abilities required. Minimum qualifications for faculty positions are set by the state Chancellor's Office ([IIIA1-6](#)) and are followed by the College in creating job descriptions and establishing criteria for the evaluation of candidates. The hiring procedures for all full-time and part-time faculty are stated in the *United Faculty Contract*, Article 6.4.3 ([IIIA1-7](#)) which is available on the United Faculty website ([IIIA1-8](#)) and on the District's human resources webpage ([IIIA1-9](#)).

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

Job announcements are created from existing templates by job classifications ([IIIA1-10a](#), [IIIA1-10b](#)). If the review process of the position verifies that it cannot be appropriately described using the current job classifications, a new classification can be created, or the existing description can be revised. In these cases, the request is discussed with the District's chief human resources officer. Revision of classified unit positions require the classified staff union, Local 1's, approval. All faculty and classified job announcements are publicly posted on the College's website and advertised in numerous sites and through social media to assist with outreach and development of diverse applicant pools ([IIIA1-11](#)). The District Human Resources Office conducts an initial screening to determine that applicants have complete applications, degrees from an accredited institution, and minimum qualifications are met.

Analysis and Evaluation

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

Evidence III.A.1.

- [IIIA1-1](#) Contra Costa Community College District's *Uniform Employment Selection Guide*
- [IIIA1-2a](#) District Human Resources Procedures 1010.01-1010.07, Recruitment and Selection
- [IIIA1-2b](#) Governing Board Policy 2004, Selection, Retention, and Termination of District Employees
- [IIIA1-3](#) Screenshot District Human Resources Office, June 2, 2020
- [IIIA1-4](#) *2018-2023 Educational Master Plan*

IIIA1-5a	Sample job posting with diversity statement, English Assistant Professor
IIIA1-5b	Sample job posting with diversity statement, MESA Program Assistant
IIIA1-6	<i>Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook</i> , 2017
IIIA1-7	<i>United Faculty Contract</i> , Article 6.4.3, p. 16
IIIA1-8	Screenshot United Faculty webpage, June 2, 2020
IIIA1-9	Screenshot District Human Resources UF Contract, June 2, 2020
IIIA1-10a	Classification specifications, District webpage
IIIA1-10b	Example classification specification, Account clerk
IIIA1-11	Sample job posting sources, Fiscal Operations Specialist, June 2020

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

Evidence of Meeting the Standard

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

Full-time faculty

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

The full-time hiring process is described in Appendix A1 of the Contra Costa Community College District's *Uniform Employment Selection Guide* ([IIIA2-1](#)). Participation of discipline faculty in the recruitment, paper screening, and interviewing processes ensures new faculty possess knowledge of the subject matter and have the essential skills described in the job announcement. When needed, the College invites industry experts to participate in hiring processes.

Hiring training workshops are held throughout the academic year to ensure that all participating faculty and managers are current with policies and procedures in the College's hiring process. These policies and procedures are found in the *Uniform Employment Selection Guide* and the *United Faculty Contract* and are available in the *DVC Combined Hiring Workshop Booklet* ([IIIA2-2a](#), [IIIA2-2b](#), [IIIA2-2c](#)). To serve on a hiring committee, full-time faculty are required to attend a training workshop every two years to stay current with policies and procedures. A component of the training requires a diversity hiring training workshop once every two years that addresses potential unconscious bias in the hiring process and ways to avoid potentially discriminatory practices ([IIIA2-3](#)). Oversight of the hiring process itself, updates of the training workshops, and records of completion of the training are held by the Office of the Vice President of Instruction.

During the hiring process, a list of desirable job skills and expertise is developed by the department along with supplemental application questions, interview questions, and rubrics that will be used as the criteria in the evaluation of applications. The criteria include discipline expertise, effective teaching, and the potential to contribute to the College's mission and goals. The vice president of instruction, who serves as the representative for the District, approves all questions and rubrics. Composition of hiring committees is created with intentionality and departments are encouraged to seek committee members from outside their discipline area to achieve a diversity of perspectives. The paper screening and interview committees are required to be composed of entirely different members (III.A.2-4).

To ensure that applicants selected for an interview have subject matter expertise and possess the requisite skills for the service to be performed (including, as appropriate, experience teaching online), the identified candidates may be required to demonstrate effective teaching through an exercise designed by the committee and deemed appropriate for the discipline, such as delivering a teaching demonstration during the interview or conducting a full class session with students. Each interview committee asks at least one question designed to demonstrate that the candidate brings diversity awareness to meet the needs of the College's diverse population of students. During the interview itself, a representative from the District Human Resources Office sits in as the Equal Employment Officer. During the final phase of the process, the vice president of instruction and the president conduct extensive reference checks on the final applicants, as outlined in District Human Resources Procedure 1010.04, Telephone Preemployment Reference Check (III.A.2-5). When hiring counseling faculty, the vice president of student services participates in the final interview with the president and conducts reference checks.

Among the duties and responsibilities of faculty stated in faculty job announcements, is the development and implementation of student learning outcomes assessment processes for courses and programs, collaborating in the development and revision of curriculum, and participation in the program review processes (III.A.2-6).

Part-time faculty

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

Analysis and Evaluation

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

Evidence III.A.2.

- [IIIA2-1](#) *Uniform Employment Selection Guide*, Contra Costa Community College District, Appendix A
- [IIIA2-2a](#) *Uniform Employment Selection Guide*, Contra Costa Community College District
- [IIIA2-2b](#) *United Faculty Contract*
- [IIIA2-2c](#) *DVC Combined Hiring Workshop Booklet*
- [IIIA2-3](#) *DVC Combined Hiring Workshop Booklet*, Screening and interview committee requirements, p. 5
- [IIIA2-4](#) *Uniform Employment Selection Guide*, Contra Costa Community College District, Appendix A, Box 8
- [IIIA2-5](#) District Human Resources Procedure 1010.04, Telephone Preemployment Reference Check
- [IIIA2-6](#) Sample position posting, Psychology Assistant Professor

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

Evidence of Meeting the Standard

The College ensures that administrators and other employees responsible for educational programs and services possess qualifications to sustain institutional effectiveness and academic quality of the programs they oversee. The *Management, Supervisory and Confidential Employee Personnel Manual*, Section 3.14, instructs that the recruitment and selection of these employee groups shall be conducted in accordance with the Contra Costa Community College District’s *Uniform Employment Selection Guide* ([IIIA3-1a](#), [IIIA3-1b](#)).

Job descriptions are developed to accurately reflect the duties and responsibilities of each position and contain minimum qualifications. Academic administrators must meet the minimum qualifications set forth in California Education Code §53420 ([IIIA3-2](#)) of possessing a master’s degree and at least one year of administrative experience, and the College often sets minimum qualifications that exceed those legal requirements. Most administrative positions require three years of formal training or leadership experience related to the assignment ([IIIA3-3a](#), [IIIA3-3b](#)). The minimum qualifications for all non-faculty positions are set forth in the official District job descriptions ([IIIA3-4a](#), [IIIA3-4b](#)). These include minimum qualifications dictated by legal requirements, such as the need for certain approved credentials or licenses. If the review process of the position verifies that it cannot be appropriately described using the current job classifications, a new classification can be created, or the existing description can be a revised.

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

Once employed, the College ensures that its employees maintain strong qualifications to sustain institutional effectiveness and academic quality by providing a variety of resources that include training, orientations, and professional development workshops. The College annually sends teams of instructional managers, faculty, and staff to conferences and trainings, such as the Academic

Senate for California Community Colleges Curriculum Institute, the Research and Planning Student Success Conference, the Center for Urban Education Equity-Minded Teaching Institute, and Guided Pathways Institutional Effectiveness Partnership Initiative workshops. Two and four-week courses are offered in support of faculty using the online course management system in their face-to-face, hybrid, or online classes (III A3-5). Other workshops such as “Transforming White Privilege” and “Creating a Sense of Belonging Within Student Services” are offered for faculty, staff, and administrators (III A3-6a, III A3-6b).

To ensure academic quality of online and hybrid courses offered at the College, faculty teaching online courses are encouraged to follow best practices, participate in professional development opportunities, and use the peer mentorship program through the California Virtual Campus Online Education Initiative. The College offers a four-week course in how to be an effective online instructor (III A3-7). All faculty who desire to teach online are required to complete training before they can do so. Evaluations of faculty who teach in this modality are now required, as per the 2019-2022 United Faculty Contract (III A3-8).

Analysis and Evaluation

All job descriptions include job responsibilities and minimum qualifications, which require employees to possess the ability to accomplish their work assignment. The College offers ample professional development opportunities for all employees, which allows them to grow their skills to continuously sustain institutional effectiveness.

Evidence III.A.3.

- III A3-1a *Management, Supervisory and Confidential Employee Personnel Manual, Section 3*
- III A3-1b *Uniform Employment Selection Guide, Contra Costa Community College District*
- III A3-2 *California Education Code §53420*
- III A3-3a *Sample position posting, Dean of Student Equity and Engagement*
- III A3-3b *Sample position posting, Director of Admissions and Records*
- III A3-4a *Classification specifications, District webpage*
- III A3-4b *Sample job description, Building and Grounds Manager*
- III A3-5 *Email from N. Skapura, CCCCD Teaching Academy, Spring 2019*
- III A3-6a *Transforming White Privilege attendance, August 19, 2019*
- III A3-6b *Transforming White Privilege, post workshop survey, August 19, 2019*
- III A3-7 *Being an Effective Online Instructor description*
- III A3-8 *2019-2022 CCCCD/UF Tentative Agreement, pg. 19-22*

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

Evidence of Meeting the Standard

Diablo Valley College hires candidates who hold degrees that are accredited from U.S. accrediting agencies or are recognized by U.S. agencies. The Human Resources Offices at the College and the District review foreign degrees in accordance with the California Code of Regulations, Title 5, sections 53400-53430, which state that all faculty, administrators, and other employees working in

the community college system must possess degrees and/or credits from accredited institutions. Human Resources verifies that official transcripts are from an accredited institution.

The process of verifying transcripts from outside of the U.S. requirements is clearly stated on all job announcements. The College requires that all foreign degrees and credits not covered by the six regional accrediting agencies recognized by the Council for Higher Education Accreditation and the United States Secretary of Education, are formally evaluated by an agency of the National Association of Credential Evaluation Services. This requirement is included in the *United Faculty Contract*, Article 20.3.1.3.2 ([IIIA4-1](#)). The candidate bears the responsibility of documenting equivalency to accredited United States institutions and any costs associated with obtaining the evaluation. The resulting evaluation must meet the required minimum qualifications for the position ([IIIA4-2](#)).

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

Analysis and Evaluation

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

Evidence III.A.4.

[IIIA4-1](#) *United Faculty Contract*, Article 20.3.1.3.2

[IIIA4-2](#) *Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook*, 2017

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

Evidence of Meeting the Standard

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

Managers and Supervisors

The criteria for evaluating managers and supervisors, timelines for evaluations, and descriptions of all processes involved are in Section 6 of the Contra Costa Community College District's *Management, Supervisory and Confidential Employees Personnel Manual* ([IIIA5-1](#)).

Managers who are on probation follow an evaluation timeline that includes meetings between the evaluator and manager in the first, sixth, eighth, ninth, and tenth months of the first year of employment (III A5-2). The evaluation process includes goal-setting which aligns with the District and College goals, using the goal/objective worksheet (III A5-3), a behavioral skills survey distributed to a comprehensive list of faculty, staff, and managers, a self-evaluation report, and a final meeting with the evaluator who is typically the next higher-level manager. After the one-year probationary period, the manager moves to the regular cycle.

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

The District Human Resources Department compiles a list of managers who are due for evaluation, provides it to the College President's Office, and receives the completed evaluations. The President's Office and College Human Resources maintain a spreadsheet of management evaluations and tracks in-progress and completed evaluations.

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

The process and timeline for the evaluation of confidential employees is detailed in Sections 6.7-6.15 of the *Management, Supervisory and Confidential Employees Personnel Manual* (III A5-4). Confidential employees on probation are evaluated in their third, sixth, and eleventh months of service. After the one-year probationary period, they are evaluated annually. The annual process includes goal setting, meeting with the employees' immediate supervisor, and the employee has the option of completing a Career Development Plan.

Evaluation of the College president is initiated by the District Chancellor's Office as per District Human Resources Procedure 2030.13, Evaluation of Academic Contract Administrators, and is tracked by the District Human Resources Department (III A5-5a, III A5-5b). District Human

Resources provides a spreadsheet indicating what type of evaluation is due each year to the chancellor.

Faculty

The process and timeline for evaluating full-time and part-time faculty is published in the *United Faculty Contract* (III A5-6). The process is comprehensive and includes the evaluation of faculty teaching in online, hybrid, and face-to-face modalities. The contract includes specific procedures for evaluating counselors, librarians, and learning disabilities specialists (III A5-7a, III A5-7b, III A5-7c, III A5-7d). Faculty who serve on evaluation committees are required to be trained by the United Faculty vice president on the forms, process, and intent of the evaluation procedure every three years to ensure consistency in the execution of the evaluation process as well as maintain the focus on improvement in faculty teaching (III A5-8).

The evaluation process is a negotiated item and was revised in 2019. All forms and descriptions of the process are available on the United Faculty website (III A5-9). There are guidebooks for each type of faculty evaluation: full-time tenured; probationary; part-time; classroom; online; librarian; counselor; disabled learning specialist (III A5-10). All faculty, whether full-time tenured, probationary, or part-time are evaluated through classroom observation, student surveys, and a self-evaluation report.

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

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

Part-time faculty are evaluated in the first, fourth, and seventh semesters, as stated in Appendix X of the *United Faculty Contract* (III A5-11). After the seventh semester, all subsequent evaluations take place every six semesters (not including summers). Part-time faculty have two evaluators assigned by the department during the seventh semester, as per the *United Faculty Contract* Appendix X1.1.3 (III A5-12). In all evaluations, part-time faculty may elect to add an extra evaluator of their own choosing and management also has the right to add an evaluator to the committee.

If part-time and full-time faculty receive a ranking of “needs improvement” on the *Evaluation Summary Form*, an *Improvement Plan* will be generated (III A5-13a, III A5-13b). The *Improvement*

Plan outlines the performance criteria that need strengthening, the activities required of the faculty member to make those improvements, and the expected completion date. When a probationary or tenured employee receives an *Improvement Plan*, the vice president of the United Faculty is notified. The *2019-2022 United Faculty Contract* improved this process, with the addition of a *Progress Report* form and timelines for its completion ([IIIA5-14](#)). Progress on the *Improvement Plan* is monitored by the division dean, who in consultation with the vice president of instruction, complete the *Progress Report* form. The faculty member receiving the *Improvement Plan* is evaluated in the semester after they complete the plan.

Completed evaluation packets for probationary, full-time, and part-time faculty are submitted to the appropriate division office for review by the division dean and are then submitted to the appropriate administrative office. Part-time faculty evaluations are submitted to the Instruction Office, which keeps a record of completion. The *Evaluation Summary Reports* are securely stored in the College's Human Resources Office within personnel folders. Full-time and probationary faculty evaluations are turned in to the Vice President of Instruction's Office and reviewed by both the vice president of instruction and the president before being sent to the chancellor. All completed full-time and probationary faculty evaluations are scanned and the hard copies are securely stored in locked cabinets in the College Human Resources Office. When faculty on evaluation committees need to view past evaluations, their names are submitted by their dean to the College's Human Resources Office, who keeps a master list of who is given permission to view the files ([IIIA5-15a](#), [IIIA5-15b](#)). Evaluators are only allowed to view the hard copies of past evaluations in the Human Resources Office.

Classified Staff

Classified personnel are evaluated by their immediate supervisor or manager following the procedure outlined in the Classified negotiated *Local 1 Collective Bargaining Agreement* ([IIIA5-16a](#), [IIIA5-16b](#)). The goals of evaluation are to help employees perform duties more effectively, determine needs for improvement, secure continuing communication of job development, and provide a basis for giving recognition for praise-worthy service. The evaluation timeline for probationary employees includes evaluations at the end of the third, sixth, ninth, and eleventh months during the probationary period. Permanent employees with fewer than five years of service are evaluated annually. Permanent employees with more than five years of service may be formally evaluated upon proper notice, after written notification.

In Spring 2019, it was discovered that a substantial number of permanent classified employees with more than five years of service had not been evaluated in a significant length of time, since the classified contract does not specify when evaluations should occur. In response, the College president instituted a commitment to routine evaluations for employees past the five years of service mark. Starting in Spring 2019, classified employees who had not had an evaluation in the past ten to fifteen years were evaluated ([IIIA5-17](#)). The following year, employees who had not had an evaluation in the past five to ten years were evaluated. Moving forward, the goal is for all permanent classified employees to be evaluated every three years. The College's Human Resources Department maintains a spreadsheet of classified employee evaluations, tracking personnel that are due for an evaluation and those completed at the end of the academic year.

All formal evaluations are filed in the employee's personnel file after an opportunity for discussion between the employee and evaluator has been offered. Personnel files are kept in locked cabinets in

the College's Human Resources Office. A copy of the completed evaluation form is given to the employee.

Analysis and Evaluation

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

Improvement Plan

In an effort to continuously improve, the College plans to catch up on the established timelines for evaluation of managers. In Spring 2020, the president shared this goal with the full management team and efforts are under way to complete the task. Several evaluations began in Spring 2020, with more planned for next year. For classified employees, there is a regular evaluation process for employees up through their fifth year of employment. The College will work with the District Office to establish a regular process for evaluations after the fifth year.

Evidence III.A.5.

- [IIIA5-1](#) *Management, Supervisory and Confidential Employees Personnel Manual*, section 6
- [IIIA5-2](#) *Management, Supervisory and Confidential Employees Personnel Manual*, Academic and Classified Manager/Supervisor Evaluation Cycle, Appendix A
- [IIIA5-3](#) *Management, Supervisory and Confidential Employees Personnel Manual*, Goals worksheet, Appendix A-2
- [IIIA5-4](#) *Management, Supervisory and Confidential Employees Personnel Manual*, section 6.2
- [IIIA5-5a](#) Email from F. Wood, Comprehensive evaluation, April 2019
- [IIIA5-5b](#) District Human Resources Procedure 2030.13, Evaluation of Academic Contract Administrators
- [IIIA5-6](#) United Faculty Contract, Article 17
- [IIIA5-7a](#) United Faculty Contract, Article 17
- [IIIA5-7b](#) CCCCD/UF Tentative Agreement, 2019-2022. p. 7-30
- [IIIA5-7c](#) Sample evaluation guidebook, tenured counselors, 2020
- [IIIA5-7d](#) Sample evaluation guidebook, part-time learning disability specialists, 2020
- [IIIA5-8](#) Flex professional development booklet, Spring 2019, p. 18
- [IIIA5-9](#) Screenshot, United Faculty webpage
- [IIIA5-10](#) Screenshot, United Faculty webpage, evaluation guidebooks, Appendix X
- [IIIA5-11](#) United Faculty Contract, part-time evaluation timetable, Appendix X1.1.9
- [IIIA5-12](#) United Faculty Contract, part-time evaluation process, Appendix X1.1.3
- [IIIA5-13a](#) Evaluation summary form
- [IIIA5-13b](#) Evaluation improvement plan form
- [IIIA5-14](#) CCCCD/UF Tentative Agreement, 2019-2020, p. 7-8
- [IIIA5-15a](#) Email from M. Brennan, Faculty evaluation permissions, January 13, 2020
- [IIIA5-15b](#) Annual evaluation permission viewing form, Human Resources
- [IIIA5-16a](#) CCCCD/Local 1 Collective Bargaining Agreement, Article 14

[IIIA5-16b](#) Classified evaluation form
[IIIA5-17](#) Management Council notes, Item 3, January 30, 2019

Standard III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)

Standard III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The College maintains a sufficient number of faculty, both full and part-time, with appropriate educational and professional experience to support Diablo Valley College’s programs, services, and mission. All faculty, both full-time and part-time, must meet the requirements set forth in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, a publication of the system’s Chancellor’s Office ([IIIA7-1](#)). Faculty who do not meet the minimum requirements in terms of their degree can apply for equivalency and follow the process outlined in the negotiated *United Faculty Contract* described in the District’s *Uniform Employment Selection Guide* ([IIIA7-2](#)).

The California State Chancellor’s office provides the Faculty Obligation Number (FON) for college districts. According to the most recent Chancellor’s Office statewide figures from Fall 2017, the FON for the Contra Costa Community College District was 344. The District’s number of faculty employed in Fall 2017 was 469.4, which is 125.4 over the required number ([IIIA7-3](#)).

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

Year (Fall)	Full-time	Part-time
2017	228	553
2018	247	570
2019	263	558

([IIIA7-4](#))

California law requires that each district allocate no less than 50% of its general fund expenditures to salaries of classroom instructors. The College’s classroom instructor expenditures when last calculated for 2017-2018 was 53.36%, which complies with the state requirement ([IIIA7-5](#)).

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

The list of funded full-time faculty positions is communicated to the College at large and departments begin the hiring process, which is outlined in the District’s *Uniform Employment Selection Guide* ([IIIA7-6](#)).

Analysis and Evaluation

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

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

Evidence III.A.7.

- [IIIA7-1](#) *Minimum Qualifications for Faculty and Administrators in California Community Colleges, 2017*
- [IIIA7-2](#) *Uniform Employment Selection Guide*, Contra Costa Community College District, Appendix B
- [IIIA7-3](#) California Chancellor’s Office report on FON by District, Fall 2017
- [IIIA7-4](#) Employee headcount, California Chancellor’s Office Datamart
- [IIIA7-5](#) Analysis of compliance with 50 percent law, 2017-2018
- [IIIA7-6](#) Email from S. Lamb, Faculty hires, October 2, 2018

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

Evidence of Meeting the Standard

Diablo Valley College supports its part-time faculty with orientation, integration, and professional development opportunities. Part-time faculty receive an orientation with the College Human Resources Department when hired, designed to acclimate them to the College, answer their questions, and support their professional development ([IIIA8-1a](#), [IIIA8-1b](#)).

Orientations for part-time faculty are held annually during the fall flex period, immediately before the start of term. There are workshops specifically for part-time faculty support during this period, such as “Adjunct Survival 101” and “Advice from the Hiring Committee” ([IIIA8-2a](#), [IIIA8-2b](#)). Part-time faculty in all departments are welcomed and encouraged to attend department meetings during flex days, where policies and procedures are reviewed ([IIIA8-3](#)). Faculty FAQs are publicly accessible on the DVC website, detailing information covered in the orientation ([IIIA8-4](#)).

Part-time faculty are encouraged to present at and participate in professional development trainings, both in the flex days before each semester and in workshops throughout the semester ([IIIA8-5](#)). Part-time faculty are given the same number of flex hours credit as full-time faculty for presenting or attending workshops. Part-time faculty are encouraged to apply for professional development conference funding and are eligible to receive the same amount of per-person funding as full-time faculty ([IIIA8-6a](#), [IIIA8-6b](#)).

In an effort to increase student success and decrease equity gaps at the College, the Student Equity Hour (SEH) program was created. The SEH program provides training on equity and anti-racism and compensates participating part-timers who offer an additional twenty hours of out-of-class work with students per semester ([IIIA8-7a](#), [IIIA8-7b](#), [IIIA8-7c](#)).

Evaluation of part-time faculty is conducted on a regular schedule, with evaluations in the first, fourth, and seventh semesters of hire, and every sixth semester thereafter ([IIIA8-8](#)). Evaluations consist of peer observation from a full-time faculty member as well as student evaluations. Part-time faculty are encouraged to attend evaluation training workshops held several times each semester by the United Faculty ([IIIA8-9](#)).

Part-time faculty play an important role in teaching and supporting the educational mission of the College. Part-time faculty are highly encouraged to participate in College governance and learning outcomes assessment. The Academic Senate has two dedicated seats for two part-time faculty representatives ([IIIA8-10](#)). Departments value the knowledge and expertise of part-time faculty and encourage them to participate in learning outcomes discussions and other decisions ([IIIA8-11](#)).

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

Part-time faculty service is valued at the College. Part-time faculty are included in the events and celebrations held by the College such as the annual Years of Service event honoring faculty with five, ten, fifteen, or more years of service at DVC ([IIIA8-12](#)).

Analysis and Evaluation

The College values the work that part-time faculty contribute and provides opportunities to assist with their integration integrated into the College. Time constraints of part-time employees create an ongoing challenge to integration. Part-time faculty are provided with orientation, oversight, evaluation, and opportunities for professional development.

Evidence III.A.8.

- [IIIA8-1a](#) Part-time faculty handbook, 2017
- [IIIA8-1b](#) Email from S. Aguiler, Evening Office Support, January 25, 2019
- [IIIA8-2a](#) Flex professional development booklet, Fall 2017, p. 12
- [IIIA8-2b](#) San Ramon part time faculty orientation, Fall 2018
- [IIIA8-3](#) Sample department meeting information from Flex professional development booklet, Fall 18, p. 3
- [IIIA8-4](#) Faculty FAQ information
- [IIIA8-5](#) Email from J. Martin, FA20 flex week, May 19, 2020
- [IIIA8-6a](#) Faculty development funding request form, Summer 2017
- [IIIA8-6b](#) Email from J. Martin, Faculty development funds, January 31, 2019
- [IIIA8-7a](#) Student Equity Hour program description, Spring 2016
- [IIIA8-7b](#) Sample Student Equity Hour participation, August 22, 2018
- [IIIA8-7c](#) Sample Student Equity Hour participation, December 7, 2018
- [IIIA8-8](#) Part-time faculty handbook, 2017, p. 26
- [IIIA8-9](#) Flex professional development booklet, Spring 2019, p. 18
- [IIIA8-10](#) Academic Senate membership, p. 4
- [IIIA8-11](#) Math/Computer Science Division bylaws, article 5
- [IIIA8-12](#) Email from J. Catalano, Today celebrate, December 5, 2019

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

Evidence of Meeting the Standard

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

Year (Fall)	Number of Classified Employees at DVC
2017	202
2018	227
2019	231

([IIIA9-1](#)).

Requests for new classified positions are identified through the program review process ([IIIA9-2](#)). Needs for classified positions are justified based upon enrollment growth, retirements, and program

innovation. The College completes the essential work of the institution, addresses new initiatives, and successfully creates and administers programs and services with an appropriate level of staffing.

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

Analysis and Evaluation

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

Evidence III.A.9.

- [III.A.9-1](#) Employee headcount, California Chancellor’s Office
- [III.A.9-2](#) Sample program review classified staff request, Marketing and Communication, 2019-2020

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

Evidence of Meeting the Standard

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

Year (Fall)	Number of Administrators employed at DVC
2017	21
2018	24
2019	25

([III.A.10-1](#)).

As of fall 2019, the College employs fifteen Classified/Supervisor Management personnel and twenty-five Academic Management personnel ([III.A.10-2](#)).

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

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

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

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

The College shifts job descriptions to address the changing needs of its programs and the students it serves. Examples of current positions that are adaptations of previous job descriptions are senior dean of career and community partnerships, dean of student engagement and equity, and the restructuring of a position in Admissions and Records into two positions, that of registrar and a director overseeing both international and domestic admissions ([IIIA10-3a](#), [IIIA10-3b](#), [IIIA10-3c](#), [IIIA10-3d](#)).

Analysis and Evaluation

The College has a sufficient number administrators who possess the necessary qualifications to support the operations of the College.

Evidence III.A.10.

- [IIIA10-1](#) Employee headcount, California Chancellor's Office
- [IIIA10-2](#) DVC Managers, fall 2019
- [IIIA10-3a](#) Job description, Senior Dean of Career and Community
- [IIIA10-3b](#) Job description, Dean of Student Engagement
- [IIIA10-3c](#) Job description, Kinesiology Director of Sports Medicine
- [IIIA10-3d](#) Job description, Director of Admissions and Records

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

Evidence of Meeting the Standard

Diablo Valley College and the Contra Costa Community College District develop, review, and modify their personnel policies and procedures through participatory governance. Personnel policies and procedures are published in Governing Board Policies, Administrative Procedures, Human Resources Procedures, Payroll Procedures, and the *Management, Supervisory, and Confidential Employees Personnel Manual* ([IIIA11-1a](#), [IIIA11-1b](#)). Policies and procedures are maintained and updated in an online format and are available for information and review by the public on the District website.

The process to introduce new or revise existing Governing Board policies and procedures is described in Governing Board Administrative Procedure 1001.01, Process to Introduce New or Revise Existing Governing Board Policies ([IIIA11-2](#)). The procedure defines how the process is initiated, which constituents are involved, and timelines. Policies of the Governing Board may be adopted or revised at any regular meeting of the Governing Board by a majority vote of the members. New Governing Board policies or revisions to existing Governing Board policies or procedures may be recommended by any certificated or classified employee, any organization representing employees of the District, District committees, or management personnel. Persons may recommend to the chancellor new Governing Board policies or revisions to existing Governing Board policies by contacting the chancellor, vice chancellors, or college presidents.

The District chancellor receives input on new policies or revisions from all constituency groups. The District Governance Council is comprised of representatives from all three colleges and meets regularly to review policies. The United Faculty Union has a committee which meets monthly to review policy changes and the Local 1 Classified Union reviews them as well. Management input is made through the Management Council Executive Board. After reviews, the policy is forwarded to the Chancellor's Cabinet for approval and presented to the Governing Board. Upon Governing Board approval, the policy is printed and distributed with a title, approval date, and policy number ([IIIA11-3](#)).

Personnel actions, policies, and procedures are administered at the District level by the chancellor and the executive vice chancellor of administrative services and the associate vice chancellor of human resources. The College president and the vice president of business and administrative services are responsible for ensuring policies and procedures are equitably administered and communicated to the College. Changes or additions to Governing Board Policies and Administrative Procedures, as well as Departmental Procedures (Business, Curriculum and Instruction, Human Resources, Payroll, Student Services) are communicated to the College at large through e-mails from the District Office ([IIIA11-4a](#), [IIIA11-4b](#), [IIIA11-4c](#)).

The College complements the District's policies and procedures with its own policies and procedures about governance, human resources, student services, curriculum and instruction, business services, and facilities. They are published on the College's website and those directly relevant for students are in the *Catalog* ([IIIA11-5a](#), [IIIA11-5b](#)). Procedure 1001.01, Process to Introduce or Revise Existing Procedures, clearly describes the process for revision and the timeline for systematic review of all procedures ([IIIA11-6](#)).

The College ensures fair and equitable administration of its policies through a complaint procedure in accordance with California Title 5 regulations and state and federal laws regarding nondiscrimination ([IIIA11-7](#)). The *Unlawful Discrimination Complaint Form* is available on the Human Resources page of the District's website and allows individuals to file employment complaints within six months and non-employment complaints within one year ([IIIA11-8](#)). The District must acknowledge, act, or resolve an incident of discrimination or alleged discrimination.

Governing Board Policy 2001, Nondiscrimination Policy, ensures that College policies and procedures are fair ([IIIA11-9](#)). Under the policy, no student, vendor, or person employed or seeking employment with the District shall be unlawfully subjected to harassment, discrimination, or denied full and equal access to the benefits of District programs or activities. The *Contra Costa Community College District Equal Employment Opportunity Plan* outlines the District's

commitment to ensuring fair and equitable employment opportunities and to creating a working and academic environment that is fair and welcoming to all ([IIIA11-10](#)).

All College employees are responsible for being knowledgeable of and in compliance with College and District policies and procedures relevant to their job function. The College includes information about and copies of policies and procedures in every new-hire orientation. A signed checklist certifies the new employee received the information, which is kept in the employees' personnel file in the College's Human Resources Office ([IIIA11-11a](#), [IIIA11-11b](#), [IIIA11-11c](#), [IIIA11-11d](#), [IIIA11-11e](#)).

Analysis and Evaluation

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

Evidence III.A.11.

- [IIIA11-1a](#) *Management, Supervisory, and Confidential Employees Personnel Manual*, January 28, 2004
- [IIIA11-1b](#) District procedure webpage
- [IIIA11-2](#) Governing Board Administrative Procedure 1001.01, Process to Introduce New or Revise Existing Governing Board Policies
- [IIIA11-3](#) Sample Human Resources Procedure, Procedure 1030.01, Service Awards
- [IIIA11-4a](#) Email from C. Chellew, Transmittal Notice 29, Business Procedures Manual, January 23, 2019
- [IIIA11-4b](#) Email from T. Mitchell, Transmittal Notice #23, Curriculum and Instruction Procedure Manual, September 12, 2017
- [IIIA11-4c](#) Email from C. Chellew, Transmittal Notice #16, Management Manual, November 27, 2019
- [IIIA11-5a](#) *DVC Procedures Manual*, May 20, 2020
- [IIIA11-5b](#) *2019-2020 Catalog*, chapters 1-2
- [IIIA11-6](#) DVC Procedure 1001.01, Process to Introduce or Revise Existing Procedures
- [IIIA11-7](#) Governing Board Policy 2002, Unlawful Discrimination and Unlawful Harassment
- [IIIA11-8](#) *Unlawful Discrimination Complaint Form*
- [IIIA11-9](#) Governing Board Policy 2001, Nondiscrimination Policy
- [IIIA11-10](#) *Contra Costa Community College District Equal Employment Opportunity Plan*, 2016-2019
- [IIIA11-11a](#) Academic Manager hiring checklist
- [IIIA11-11b](#) Adjunct faculty hiring checklist
- [IIIA11-11c](#) Classified manager hiring checklist
- [IIIA11-11d](#) Full time faculty hiring checklist
- [IIIA11-11e](#) Classified employee hiring checklist

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

Evidence of Meeting the Standard

The College's *2018-2023 Educational Master Plan* recognizes the connection between campus culture, employee support, and student success. This connection is reinforced in District Governing Board Policy 1023, Equity in Student Achievement ([IIIA12-1a](#), [IIIA12-1b](#)). There are many efforts at the College to provide necessary support for all employees.

Hiring Practices

The College strives to increase the diversity of its employees by actively recruiting qualified candidates from diverse backgrounds ([IIIA12-2](#)). District Human Resources Procedure 1010.01, Equal Opportunity Plan, establishes a faculty and staff diversity program to recruit applicants from all ethnic and gender groups and to support all personnel ([IIIA12-3](#)). The District *2016-2019 Equal Employment Opportunity Plan* details the District commitment to employee diversity and activities taken which prove that commitment ([IIIA12-4](#)). The goal of diversity in employee recruitment is further affirmed in the *Management, Confidential and Supervisor Manual* ([IIIA12-5](#)).

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

Every employee who participates on a hiring committee must complete diversity training on a regular timeline, prior to being involved in the process ([IIIA12-6](#)). In addition to the mandatory training, the College offers workshops and conversations to further educate employees on issues related to equity in the hiring process such as providing implicit bias training for managers at a management retreat and several equity-minded hiring meetings held by the vice president of instruction with hiring committees during the fall 2019 semester ([IIIA12-7a](#), [IIIA12-7b](#), [IIIA12-7c](#), [IIIA12-7d](#)).

The District tracks and evaluates its record on employment diversity and equity. In 2015, the District restructured the District wide Equal Employment Opportunity Advisory Committee (DEEOAC) to advance workforce diversity efforts. Every fiscal year, the Governing Board receives a complete report of the work done by the DEEOAC including demographic comparisons and employment trends ([IIIA12-8a](#), [IIIA12-8b](#)). The local Equal Employment Opportunity Advisory Committee works to assess employment equity and diversity at the College.

Policies

Governing Board Policy 2001, Nondiscrimination Policy, and Human Resources Procedure 1040.07, Unlawful Discrimination and Unlawful Harassment, affirm the District's commitment to ensuring personnel are treated fairly ([IIIA12-9a](#), [IIIA12-9b](#)). Processes are in place for reporting grievances and a confidential hotline is available to employees or the public to report concerns ([IIIA12-10a](#), [IIIA12-10b](#), [IIIA12-10c](#)). Employees can access employee assistance program services that offer confidential counseling, wellness coaching, and other services for themselves and their dependents under the benefit plan ([IIIA12-11](#)).

All managers and supervisors complete sexual harassment prevention training every two years in accordance with California Assembly Bill 1825. Records of completion are kept by the District Human Relations Office. The course trains managers and supervisors to recognize harassment and

discrimination, how to handle complaints, and how to avoid retaliation in the workplace. Title IX training is offered by the District to help College administrators, managers, and supervisors navigate and comply with Title IX. Workshops offer proactive and preventative measures when addressing claims of sexual misconduct, including sexual harassment and sexual violence under Title IX.

Professional Development

The College prioritizes and supports professional development activities that focus on diversity, social justice, and anti-racism. Cross-functional teams of College employees attended the National Conference on Race and Ethnicity in Higher Education, Center for Urban Education conferences, and the White Privilege Conference ([IIIA12-12](#)). Applicants for conference funding must demonstrate how their attendance will further the mission and goals of DVC and priority is given to those who can demonstrate that their training will further equitable student success ([IIIA12-13](#)).

The College's Professional Development Committees have identified goals to support diverse personnel as outlined in the *Professional Development Plan* ([IIIA12-14](#)). All employees District-wide are solicited to provide input on their professional development needs and priorities in an annual survey ([IIIA12-15](#)).

The AB540/undocumented Student Taskforce, Puente and Umoja Learning Communities, and the Extended Opportunity Programs and Services provide support for diverse student populations. Professional development activities and capacity building are embedded into each of these for ongoing support of participating employees ([IIIA12-16](#)).

In spring 2019, the College experienced several hate speech incidents. In response, the College offered anti-racism/anti-bias trainings, hosted a 2-day conference on "Transforming White Privilege", and featured an anti-racism keynote speaker at the College's Fall 2019 mandatory All College Day Convocation, followed by breakout sessions addressing bias, racism, and white privilege ([IIIA12-17a](#), [IIIA12-17b](#), [IIIA12-17c](#)).

In response to the hate speech incidents, the College Council convened a Racial Justice Task Force (RJTF) and charged it with making recommendations to the College Council in several areas, including diversity in hiring and employee support. The College Council and president accepted their recommendations and are committed to working towards hiring and supporting more diverse personnel ([IIIA12-18](#)). In fall 2019, the College Council approved the continuation of the RJTF with its charge to serve as the collective agency keeping racial justice front and center in the College's efforts to improve equitable student success ([IIIA12-19](#)).

On-Campus Events

The College offers a robust calendar of public events with a focus on diverse viewpoints and social justice ([IIIA12-20a](#), [IIIA12-20b](#)). The College brings in outside presenters on equity topics and encourages employees and students to attend, while also recording, broadcasting, and archiving the events. The Student Equity Speaker Series Subcommittee requests topics and speaker suggestions from employees to help build the calendar in a collaborative and inclusive way.

The College provides a variety of training workshops on topics pertinent to the LGBTQI community, undocumented students, veterans, and other equity groups. While the trainings are generally intended to improve student success, many of the concepts are applicable to employee relationships as well, which helps to support a more equitable workplace ([IIIA12-21a](#), [IIIA12-21b](#), [IIIA12-21c](#), [IIIA12-21d](#), [IIIA12-21e](#), [IIIA12-21f](#)).

Analysis and Evaluation

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

Evidence III.A.12.

- [III.A12-1a](#) *2018-2023 Educational Master Plan*
- [III.A12-1b](#) District Governing Board Policy 1023, Equity in Student Achievement
- [III.A12-2](#) *Contra Costa Community College District Equal Employment Opportunity Plan, 2016-2019*
- [III.A12-3](#) District Human Resources Procedure 1010.01, Equal Opportunity Plan
- [III.A12-4](#) *Contra Costa Community College District Equal Employment Opportunity Plan, 2016-2019*
- [III.A12-5](#) *Management, Supervisory, and Confidential Employees Personnel Manual, January 28, 2004, section 2*
- [III.A12-6](#) Combined faculty hiring workshop booklet, p. 5 and section 3
- [III.A12-7a](#) Unconscious bias training, September 13, 2019
- [III.A12-7b](#) District diversity training description, November 26, 2018
- [III.A12-7c](#) Benefits of diversity training, November 5, 2018
- [III.A12-7d](#) Presentation from M. Gutierrez, 2019-2020 hiring committees
- [III.A12-8a](#) Governing Board minutes, Item 17, June 26, 2019
- [III.A12-8b](#) Diversity Report table, Governing Board presentation, June 26, 2019
- [III.A12-9a](#) District Governing Board Policy 2001, Nondiscrimination Policy
- [III.A12-9b](#) District Human Resources Procedure 1040.07, Unlawful Discrimination and Unlawful Harassment
- [III.A12-10a](#) CCCC/D/Local 1 Collective Bargaining Agreement, article 10
- [III.A12-10b](#) Unite Faculty Contract, article 19
- [III.A12-10c](#) *Managers, Supervisors, and Confidential Manual, section 15*
- [III.A12-11](#) Employee assistance program description
- [III.A12-12](#) Email from J. Martin, 2020 NCORE, February 6, 2020
- [III.A12-13](#) Application for conference funding template, 2018-2019
- [III.A12-14](#) *Professional Development Plan*
- [III.A12-15](#) District professional development survey results, 2019
- [III.A12-16](#) Sample workshop, UndocuAlly training, August 22, 2018
- [III.A12-17a](#) Transforming White Privilege attendance, August 19, 2010
- [III.A12-17b](#) Email from S. Lamb, Fall convocation, August 21, 2019
- [III.A12-17c](#) Fall 2019 convocation agenda, August 23, 2019
- [III.A12-18](#) Racial Justice Taskforce update to College Council, April 7, 2019
- [III.A12-19](#) College Council minutes, item 8, October 30, 2019
- [III.A12-20a](#) Social Justice Speaker Series, Spring 2019
- [III.A12-20b](#) Equity Speaker Series information
- [III.A12-21a](#) Email from K. Koblik, Teaching Men of Color program, September 11, 2016
- [III.A12-21b](#) Teaching Men of Color participant evaluation, Spring 2017
- [III.A12-21c](#) Community of Pride mixer flier, December 2, 2019

- [IIIA12-21d](#) Workshop description and roster, LGBTQ+ 101, January 23, 2019
- [IIIA12-21e](#) Veteran's Services event information, February 7, 2019
- [IIIA12-21f](#) Workshop description and roster, Equitizing your syllabus, January 24, 2019

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

Evidence of Meeting the Standard

Employees of Diablo Valley College follow Board Policy 2056, Code of Ethics, and Human Resources Procedure 1040.08, Employee Code of Ethical Behavior ([IIIA13-1a](#), [IIIA13-1b](#)). The written code of ethics is directed to all administrators, faculty, staff, and student employees. Human Resources Procedure 1040.08, Employee Code of Ethical Behavior, includes a clear statement of the consequences of violating the code of ethics which could subject an employee to disciplinary action up to and including termination ([IIIA13-2](#)). Violations are enforced in conjunction with existing disciplinary procedures covering District employees.

New hires are onboarded by the College Human Resources Department and receive an orientation from District Human Resources. Written policies are provided to new employees during the District orientation meeting and receipt of the policies is evidenced by the employee's signature on the *New Employee Orientation Checklist* ([IIIA13-3a](#), [IIIA13-3b](#), [IIIA13-3c](#), [IIIA13-3d](#), [IIIA13-3e](#)).

District Board Policy 1010, Code of Ethics of the Governing Board, documents the code of ethics that the Governing Board of the Contra Costa Community College District pledges to uphold ([IIIA13-4](#)). It itemizes principles such as respect, accountability, integrity, openness, and confidentiality, among others. The policy contains a specific statement describing behavior that violates the code of ethics and the consequences of such action. Ethics violations are addressed by the Board president and could result in sanctions or censure. Violations of pertinent laws or regulations may be referred to the District Attorney or Attorney General.

Analysis and Evaluation

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

Evidence III.A.13.

- [IIIA13-1a](#) District Board Policy 2056, Code of Ethics
- [IIIA13-1b](#) District Human Resources Procedure 1040.08, Employee Code of Ethical Behavior
- [IIIA13-2](#) District Human Resources Procedure 1040.08, Employee Code of Ethical Behavior
- [IIIA13-3a](#) Academic Manager hiring checklist
- [IIIA13-3b](#) Adjunct faculty hiring checklist
- [IIIA13-3c](#) Classified employee hiring checklist
- [IIIA13-3d](#) Full time faculty hiring checklist
- [IIIA13-3e](#) Classified manager hiring checklist

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

Evidence of Meeting the Standard

Diablo Valley College offers professional development opportunities to all personnel consistent with the institutional mission. The *Professional Development Plan* aligns with the *2018-2023 Educational Master Plan* of the College ([IIIA14-1a](#), [IIIA14-1b](#)). In Spring 2020, the Professional Development Committee began work on a new plan to be completed in Fall 2020 ([IIIA14-2](#)).

An annual District wide professional development survey is used to help establish needs and set training priorities. The professional development committees discussed the district-wide survey in committee meetings and uses the survey results to inform its yearly priorities and planning ([IIIA14-3a](#), [IIIA14-3b](#)). In Spring 2019, the results of the survey were shared with governance bodies and served as data to evaluate offerings and to discuss needs for the future ([IIIA14-4](#)).

At the conclusion of all professional development workshops, participants complete an evaluation and the results are sent to the workshop presenter ([IIIA14-5](#)). The professional development coordinator monitors survey results to identify new campus training requirements and adapts existing trainings as needed. The implementation of a new professional development management software in Spring 2020 should facilitate timely workshop evaluation and increase evaluation completion, resulting in better data and assessment.

All proposed professional development workshops must meet at least one California Title 5 professional development category, with pedagogy, technology, and learning needs being frequent subjects of trainings being offered. Professional development Flex activities in the days immediately preceding the fall and spring term, offer themed workshop strands that change based on the current needs of the institution ([IIIA14-6](#)). Workshops are often cross-functional and attended by managers, faculty, and classified staff.

Funding to attend conferences is offered at the same reimbursement rate for part-time and full-time faculty ([IIIA14-7](#)). This ensures equitable funding and professional development opportunities for part-time faculty. The funding application requires applicants to describe how their conference attendance will align with and further College goals and improve student success.

The College provides extensive professional development training opportunities specifically for classified staff. Opportunities are both on campus and off, such as providing funding to attend the Classified Leadership Institute ([IIIA14-8a](#), [IIIA14-8b](#)). The professional development needs of classified personnel are assessed through informal polls during Classified Senate meetings, through Classified Senate area representatives, and from surveys during workshops and activities.

Analysis and Evaluation

The College has a robust slate of offerings for professional development for all employees. Workshops and support for conference participation is provided on topics which support technological needs, instructional needs, and learning needs of all employees. Activities are

evaluated and the results of the evaluations are used to plan for future events. The campus Professional Development Committees work to continuously improve offerings which meet the needs of the College.

Evidence III.A.14.

- [III.A14-1a](#) *Professional Development Plan*
- [III.A14-1b](#) *2018-2023 Educational Master Plan*
- [III.A14-2](#) Research, Planning, and Evaluation Committee minutes, Item 7, February 26, 2020
- [III.A14-3a](#) District professional development survey results, 2019
- [III.A14-3b](#) Professional Development Committee minutes, Item 1, September 24, 2018
- [III.A14-4](#) District Governance Council minutes, Item 6E, June 18, 2019
- [III.A14-5](#) Sample workshop feedback, How to communicate with tact, March 28, 2019
- [III.A14-6](#) Sample Flex professional development booklet, Spring 2019
- [III.A14-7](#) Professional development funding application form, 2018-2019
- [III.A14-8a](#) Email from M. Greenberg, Classified Leadership Institution, Spring 2019
- [III.A14-8b](#) Sample workshop, Developing your emotional intelligence, April 4, 2017

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

Evidence of Meeting the Standard

The College uses locked, fire resistant cabinets to secure personnel records. Keys to access personnel records are kept in the College Human Resources Office in a separately locked file cabinet only accessible to Human Resources personnel. Employees wishing to review their personnel records request access with Human Resources. Access to the review of personnel files is limited to those employees described in policy or collective bargaining agreements ([III.A15-1a](#), [III.A15-1b](#), [III.A15-1c](#), [III.A15-1d](#)).

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

District Business Procedure 1054, Access to Technology Assets, describes the conditions and method for which access is granted to technology for each employee group, including full-time, part-time, student workers and gratuitous workers, as well as the deactivation of access to technology when warranted ([III.A15-2](#)). This procedure ensures District compliance with governmental and contractual regulations including, but not limited to Family Educational Rights and Privacy Act, Health Insurance Portability and Accountability Act, California Senate Bill 1386 – California Database Breach Act, and Payment Card Industry Data Security Standards.

Analysis and Evaluation

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

Evidence III.A.15.

- [III.A15-1a](#) District Human Resources Procedure 1040.02, Personnel File Contents
- [III.A15-1b](#) District Human Resources Procedure 1040.03 Retention and Storage of Personnel Files
- [III.A15-1c](#) CCCC/D/Local 1 Collective Bargaining Agreement, Article 15.7
- [III.A15-1d](#) United Faculty contract, Article 18.7
- [III.A15-2](#) District Business Procedure 1054, Access to Technology Assets

Conclusions on Standard III.A. Human Resources

The College and District assure the integrity of its programs and services by hiring employees who meet clearly established criteria and minimum qualifications. Once hired, employees are evaluated for their performance and are offered a multitude of opportunities for professional development. Policies and procedures are regularly reviewed and are updated through the governance structure.

Improvement Plan

For continuous improvement, the College plans to catch up with the established timelines for evaluation of managers. In Spring 2020, the president shared this goal with the full management team and efforts are under way to complete the task. Several evaluations began in Spring 2020, with more planned for next year. For classified employees, there is a regular evaluation process for employees up through their fifth year of employment. The College will work with the District Office to establish a regular process for evaluations after the fifth year.

B. Physical Resources

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

Evidence of Meeting the Standard

Every semester, Diablo Valley College offers courses to approximately 19,000 students on two campuses, the Pleasant Hill Campus (PHC) and the San Ramon Campus (SRC). The 110-acre Pleasant Hill campus has 66 buildings with approximately 215 classrooms (III.B.1-1). It has extensive outdoor facilities that include a PE/Kinesiology complex with soccer, baseball, softball, and football fields as well as tennis courts and an aquatics center. In addition to traditional academic facilities, PHC supports a horticulture area, two theaters, an iron pour facility, a planetarium, and a children's center. SRC, 25 miles south of the PHC campus, is significantly smaller, sitting on 7.1 acres with 32 classrooms and full-service facilities including a Library/Tutoring space and a bookstore/café area (III.B.1-2a, III.B.1-2b).

Facilities Oversight and Planning

The Contra Costa Community College District facilities planning and construction management functions are centralized, while facility maintenance and operations are decentralized to the colleges. The District Facilities Planning Department is responsible for oversight of all capital projects for the District. The District Facilities Planning Department consists of program, project, and construction management staff providing leadership on facilities project planning and execution, sustainability, energy management, and the District Office facility (III.B.1-3). The Facilities Planning Department establishes and executes priorities, budgets, and schedules based on College and District input on facility needs. Each of the three District colleges has its own maintenance and operations functions in Maintenance and Operations Departments that operate directly under local college leadership.

DVC's director of maintenance and operations reports to the vice president of business and administrative services and manages a sufficiently staffed facilities department (III.B.1-4). The director is closely involved in all College capital program planning, including facilities master planning, standards development and approval, bond program oversight of construction, and management of maintenance and improvement of all campus facilities (III.B.1-5a, III.B.1-5b, III.B.1-5c). This extended involvement provides the director with broad perspective on campus facility needs. In spring 2019, DVC's Maintenance and Operations Department included three distinct teams—maintenance, grounds, and custodial—with a total of more than fifty employees, several of whom are deployed to the San Ramon Campus.

The District Facilities Planning Department supports the College in physical resource planning, design and construction of capital projects, and assists the College in obtaining available state funding for repairs, renovations, land acquisition, and building projects. As part of the annual update to the District's *Five-Year Construction Plan*, the District submits Initial Project Proposals that are under review for Final Project Proposals submittal to the State Chancellor's Office (III.B.1-6).

The College is currently undergoing a major construction program funded by the local Measure A 2006 bond and local Measure E 2014 bond. Both measures were informed by the College's *2007-2017 Facilities Master Plan* (IIIB1-7). District Facilities Planning and the College created a *Measure E Implementation Plan* in 2016 as a way of further defining projects facility requirements (IIIB1-8). The *Facilities Master Plan* was developed to guide and look forward 15-20 years and with multiple phases of implementation over the duration of the plan. To align the *2007-2017 Facilities Master Plan* with the projects under the 2014 Measure E bond implementation timeline, the *Facilities Master Plan* planning horizon was extended from 2017 to 2022. Creation of a new *Facilities Master Plan* will begin in fall 2020, in a process that will involve students, faculty, staff, and management over the course of a year.

Facilities Safety and Ongoing Maintenance

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

On both the Pleasant Hill and San Ramon Campus, users alert Maintenance and Operations of urgent and ongoing needs through a well-used online ticketing system, *CCCCD Maintenance Plus*, initiated in April 2010. The system tracks work order progress and creates a communication loop with those requesting service (IIIB1-9). After the online work order is placed, an email is generated to inform the requester it was received. A second email is sent to the requester once the task has been assigned, and a final email is sent after the work has been completed (IIIB1-10a, IIIB1-10b). Telephone orders are accepted when followed up with a hardcopy work order.

Approximately 270 tickets are processed monthly; issues are usually resolved within a day or two of the initial request. For example, in 2017-2018, the average number of work orders each month was 271 with an average of 39 "incomplete" work orders at any given time (the most common kinds of incomplete work orders were thermostat issues or desks or chairs to be added for classrooms). At the San Ramon Campus, the average number of work orders was 7 and the average number of incomplete orders was 4, usually related to similar issues (IIIB1-11a, IIIB1-11b, IIIB1-11c).

Safety Processes and Practices and the Safety Committee

DVC re-established its Safety Committee in spring 2018 (IIIB1-12a, IIIB1-12b). The committee is comprised of representation from both campuses, faculty, administration, counseling, police services, student life, facilities, and the Office of Communications and Marketing. Each semester, a representative from the insurance carrier, Keenan and Associates, makes a presentation to the committee on common on-site injuries and the College receives updates and trainings from its insurance group (IIIB1-13a, IIIB1-13b, IIIB1-13c, IIIB1-13d, IIIB1-13e, IIIB1-13f, IIIB1-13g). As part of its charge, the Safety Committee holds a Safety Forum every semester on each campus to solicit input from the community about safety measures and needs (IIIB1-14a, IIIB1-14b). The committee reports on its activities at the end of each academic year (IIIB1-15a, IIIB1-15b).

The Safety Committee is further charged with maintaining a Safety Monitor program. In addition to the ongoing assessment provided by the custodial team, trained safety monitors regularly assess their assigned areas using a Workplace Safety Inspection Checklist to ensure their safety and accessibility for students and employees ([IIIB1-16a](#), [IIIB1-16b](#), [IIIB1-16c](#), [IIIB1-16d](#)). An additional charge of the committee is the creation and dissemination of an *Emergency Communications Plan* ([IIIB1-17](#)). In the event of an emergency, social media posts are utilized to alert the outside community. Local news organizations pickup and amplify social media posts, which helps to get the message out.

The Safety Committee coordinates ongoing training for employees on both campuses on topics including threat de-escalation, use of AED defibrillators, use of Stop the Bleed kits, and publishes tips for staying safe on campus ([IIIB1-18a](#), [IIIB1-18b](#), [IIIB1-18c](#), [IIIB1-18d](#), [IIIB1-18e](#), [IIIB1-18f](#)). The committee inventories ongoing safety issues and has worked steadily to improve safety and security at the College. For example:

- The College community is regularly reminded to use the 911 shield and AED apps ([IIIB1-19a](#), [IIIB1-19b](#), [IIIB1-19c](#))
- The website provides anonymous opportunities to report any unsafe facilities ([IIIB1-20](#))
- Safety backpacks full of supplies have been purchased and deployed to safety monitors
- The committee has inventoried and increased the number of AEDs
- State-of-the-art evacuation chairs were purchased in 2019 for areas not accessible by an elevator

Campus wide Safety and Facility Communication

The Communications and Marketing Department provides regular and ongoing updates about College construction, safety hazards, and changed facilities' pathways ([IIIB1-21a](#), [IIIB1-21b](#), [IIIB1-21c](#), [IIIB1-21d](#), [IIIB1-21e](#), [IIIB1-21f](#), [IIIB1-21g](#), [IIIB1-21h](#)). DVC uses a combined strategy of email, telephone, text, campus video monitors, and classroom intercoms to inform the community in the case of an emergency ([IIIB1-22a](#), [IIIB1-22b](#)).

Classroom Accessibility, Safety, and Design

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

The College has a strong commitment to ensuring equitable access on campus and specifically in meeting the Americans with Disabilities Act (ADA). Disability Support Services are an integral part of all capital projects review of project drawings and attend meetings to ensure that the College remains in compliance with the needs of all students and employees. In 2009, the District completed a comprehensive evaluation of its facilities to determine the extent to which individuals with disabilities may be restricted in their access to District services and activities. The evaluation resulted in completion of the District *ADA Transition Plan* ([IIIB1-23](#)). The document guides the planning and implementation of facility modifications for both capital projects and campus projects. The *ADA Transition Plan* was updated in 2017 with completed improvements, and with

updates to remaining items for code, cost, and completion schedule. When viable, identified ADA barriers are resolved within the boundary of any major capital improvement project.

The College is part of District's Standard for Access Control and Alarm Monitoring System (ACAMS), an Intrusion Detection System (IDS) and a Video Surveillance System (VSS) ([IIIB1-24](#)). The Standard ensures the College's building and facility renovation and new construction efforts have a consistent campus-wide electronic security systems program. Collectively, the systems are an economical solution to provide security and safety while maintaining convenience and flexibility. The District utilizes a standardized software, Software House, as its access control system provider. All College security projects utilize this system to provide commonality in access card formats, system monitoring/reporting capabilities, and District wide programming standards.

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

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

In 2017, the College embarked on an ambitious and useful project to identify minimum classroom standards with respect to size, functionality, technology, safety, and aesthetics. The results of this effort are driving the design of all new classrooms and the renovation of existing classrooms ([IIIB1-25a](#), [IIIB1-25b](#), [IIIB1-25c](#)). In summer 2019, the senior dean of instruction led an effort to inventory each classroom on both campuses to identify potential maintenance, furniture, and technology needs. In fall 2019, as a result of this inventory, the Information Technology Department added computer stations to classrooms which needed them. The College is committed to an annual reappraisal of the classrooms ([IIIB1-26](#)). Identified needs can also be included in the Program Review process ([IIIB1-27a](#), [IIIB1-27b](#)).

DVC Campus Police

The Contra Costa Community College District Police Department is the law enforcement agency for both DVC campuses. Their website provides critical information regarding safety tips, important policies for students (e.g., skateboarding, skating, and bicycling on campus), lost and found services, contact numbers, and an anonymous tip reporting line ([IIIB1-28](#)).

Health and Safety Inspections

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

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

Analysis and Evaluation

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

Evidence III.B.1

IIIB1-1	Campus Map Pleasant Hill
IIIB1-2a	Campus Map San Ramon
IIIB1-2b	DVC Building Information Report from FUSION, August 13, 2019
IIIB1-3	District organization chart, Facilities Planning Department, March 2, 2020
IIIB1-4	DVC organization chart, Maintenance and Operations, April 9, 2020
IIIB1-5a	Measure E Executive Steering Committee notes, January 31, 2019
IIIB1-5b	Measure E Executive Steering Committee notes, August 19, 2019
IIIB1-5c	Facilities project meeting notes, 2016-2019
IIIB1-6	<i>2020-2024 Five Year Construction Plan</i>
IIIB1-7	<i>2007-2017 Facilities Master Plan with 2020 addendum</i>
IIIB1-8	Measure E update and plan, April 27, 2016
IIIB1-9	Work order request online form
IIIB1-10a	Sample work order email verification, August 13, 2019
IIIB1-10b	Sample work order closed email verification, June 20, 2019
IIIB1-11a	Sample work order request, Art Building August 13, 2019
IIIB1-11b	Sample month of work order requests, Pleasant Hill Campus, September 2019
IIIB1-11c	Sample month of work order requests, San Ramon Campus, September 2019
IIIB1-12a	Safety Committee Charge and Function, April 19, 2020
IIIB1-12b	Safety Committee Origination Recommendation to College Council, March 21, 2018
IIIB1-13a	Safety Committee minutes, Item 2, October 15, 2018
IIIB1-13b	Email from D. Schreiner, CCCC Annual HS Trends, October 15, 2018
IIIB1-13c	CCCC Annual Health and Safety Trends 2017-2018

IIIB1-13d	CCCCD Mid-Year Health and Safety Trends 2018
IIIB1-13e	Sample Detailed Trend Identification Report, July-August 2018
IIIB1-13f	CCSIG training for administrators, June 20, 2018
IIIB1-13g	Email from A. Medina, CCCSIG update, August 24, 2018
IIIB1-14a	Email from C. Knox, DVC Campus Safety, September 4, 2018
IIIB1-14b	Email from C. Knox, Campus Safety Update, March 21, 2019
IIIB1-15a	Safety Committee Annual Report, 2017-2018
IIIB1-15b	Safety Committee Annual Report, 2018-2019
IIIB1-16a	Safety Monitor program description, April 19, 2020
IIIB1-16b	Workplace safety inspection checklist
IIIB1-16c	Safety Monitor inventory instructions
IIIB1-16d	Safety Monitor notes from inspections, Spring 2019
IIIB1-17	<i>Emergency Communications Plan</i> , October 2019
IIIB1-18a	Email from T. Fannin, Safety Monitor Training, October 11, 2019
IIIB1-18b	Email from T. Fannin, Safety Monitor Training Follow-Up, October 15, 2018
IIIB1-18c	Fall 2018 Flex Activity Schedule, page 33
IIIB1-18d	Spring 2019 Flex Professional Development Schedule, p. 29
IIIB1-18e	Tips for Staying Safe at DVC from the Safety Committee, August 2018
IIIB1-18f	Email from J. Martin, Got Safety, October 8, 2018
IIIB1-19a	Email from C. Knox, Safety Update, April 3, 2018
IIIB1-19b	Email from C. Knox to students, DVC Safety Update, April 3, 2018
IIIB1-19c	Email from C. Knox, Campus Safety Update, March 21, 2019
IIIB1-20	Safety concern online form, April 19, 2020
IIIB1-21a	Email, Campus Closure, October 12, 2017
IIIB1-21b	Email from C. Knox, Construction on campus, January 11, 2018
IIIB1-21c	Email, DVC Alert: Both campuses closed, November 14, 2018
IIIB1-21d	Email from C. Knox, Even more construction, May 4, 2018
IIIB1-21e	Email from C. Knox, Water outage, August 23, 2018
IIIB1-21f	Email, Campus communication testing, May 30, 2019
IIIB1-21g	Email, Emergency Test, August 7, 2019
IIIB1-21h	Email from S. Lamb, Support and Safety Information, March 7, 2018
IIIB1-22a	Safety communication website, April 19, 2020
IIIB1-22b	Email from C. Walton-Woodson, DVC closed due to air quality, November 25, 2018
IIIB1-23	<i>ADA Transition Plan</i> update, April 29, 2020
IIIB1-24	CCCCD Security Design Guidelines, March 2018
IIIB1-25a	DVC Classroom Design Standards, Dec 5, 2017
IIIB1-25b	Academic Senate minutes, Item 8, March 12, 2019
IIIB1-25c	Academic Senate minutes, Item 10, March 26, 2019
IIIB1-26	Classroom allocation amendments example, Art, Summer 2019
IIIB1-27a	Chemistry program review 2018, furniture request, page 7
IIIB1-27b	Program review requests facilities, 2018-2019
IIIB1-28	Police Services silent witness tip line, April 19, 2020

Standard III.B.2. The institution plans, acquires or builds, maintains and upgrades or replaces its physical resources including facilities, equipment, land and other assets, in a

manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

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

Facilities Utilization and Needs Assessments

The College uses the *Facilities Planning Manual for the California Community College* and the Facilities Utilization Space Inventories Options Net System (FUSION) to analyze space utilization on campus ([IIIB2-1a](#), [IIIB2-1b](#)).

Annually, the College coordinates with the District Facilities Planning Department in submittal of a Scheduled Maintenance Project List to the State Chancellor's Office ([IIIB2-2](#)). The District reviews all campus proposed needs to ensure they match and qualify against the funding criteria, and the projects are then entered, categorized, and summarized in the State FUSION reporting system. The District reviews annual capacity and enrollment growth trends and identifies potential impacts as they relate to the District's capital improvement planning efforts.

In partnership with the State Chancellor's Office, the District Facilities Planning Department participates in completion of a comprehensive Facilities Condition Assessment. The data collected from the Facilities Condition Assessment along with College and District projects information informs the District's *Five-Year Capital Outlay Plan* which is made part of the California Community Colleges Chancellor's Office *Five-Year Capital Outlay Plan for the California Community Colleges* ([IIIB2-3](#)). This plan is largely reflective of input of campus needs, District and College educational and facilities goals, capacity analysis, and adequacy of existing instructional and student support spaces.

The California Division of the State Architect oversees all College major new construction and most renovations. The District vice chancellor of facilities planning and construction, College vice president of business and administrative services, and the maintenance and operations director collaborate with key stakeholders and District Chancellor's Cabinet to review, update, and identify current and future capital projects priorities, budgets, and schedules ([IIIB2-4](#)).

The process of facilities planning is detailed in District Business Procedures 5.10 and 5.11, DVC Procedure 6001.03, Facilities Planning, and is incorporated into Procedure 1010.10, Integrated Planning ([IIIB2-5a](#), [IIIB2-5b](#), [IIIB2-5c](#), [IIIB2-5d](#)). The *2007-2017 Facilities Master Plan with 2020 Addendum* provided for several significant Pleasant Hill Campus upgrades that were funded through 2006 Measure A bond funds ([IIIB2-6](#)). The resulting projects from the early phases of the plan—the Hospitality Studies and Food Court, Student Services Center, Book Center, and Commons Project—reshaped and revitalized the center of campus, creating new spaces for students to gather.

Current Facilities Projects: Measures A and E

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

The Measure E project had several phases, which consistently incorporated stakeholder feedback. The Measure E project started with the passage of the bond in 2014, followed in Fall 2015 with a series of public forums to establish shared campus priorities for projects ([IIIB2-7a](#), [IIIB2-7b](#), [IIIB2-7c](#)). The public forums were followed by extensive discussions at College Council and by discussions in both Classified and Academic Senate ([IIIB2-8a](#), [IIIB2-8b](#), [IIIB2-8c](#), [IIIB2-8d](#), [IIIB2-8e](#)).

In the next phase, the District and College evaluated weekly student contact hours (WSCH), WSCH per section, FTES, lecture hours, and lab hours. Space usage from FUSION was examined to construct an implementation plan ([IIIB2-9](#)). For each Measure E project, user groups were identified who then reported to a College wide Executive Steering Committee. The College spent approximately six months each on programming, conceptual design, and submission to the Division of the State Architect. The Executive Steering Committee continues to act as a group for soliciting and providing information and for maintaining oversight of the progress.

The Measure E bond project includes a new Art Complex and a renovated Physical Education Kinesiology (PEK) complex at the Pleasant Hill Campus. At the San Ramon Campus, a new Library Learning Resource Center is being built ([IIB2-10a](#), [IIB2-10b](#), [IIB2-10c](#), [IIB2-10d](#), [IIB2-10e](#)).

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

In Spring 2020, the District and the College began planning work on a new *Facilities Master Plan* to guide the completion of the Measure E projects including the Engineering Technology renovation, the new Academic Complex, and repurposing of the Learning Center ([IIIB2-11](#)).

Other Efforts

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

Improvement to the grounds

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

Infrastructure Improvements

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

Classroom/Lab/Sticky Space Improvements

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

Bathrooms/Americans with Disability Act compliance

- Construction of a lake path seat wall to make the area by the Music Building ADA compliant
- Construction of several gender-neutral bathrooms
- Renovation of bathrooms in Administration, Music, Language Arts PAC
- Significant repairs to Pleasant Hill Campus pathways and parking lots
- Sidewalk grinding to alleviate trip hazards and slope deficiencies

Analysis and Evaluation

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

Evidence III.B.2.

[IIIB2-1a](#) FUSION dashboard screenshot

IIIB2-1b	FUSION assignable square footage classrooms, March 2020
IIIB2-2	Scheduled Maintenance Project List, 2012-2019
IIIB2-3	<i>2021-2025 Five Year Capital Outlay Plan</i>
IIIB2-4	Chancellor’s Cabinet meeting notes, Item D, June 25, 2019
IIIB2-5a	District Business Procedure 5.10, Planning for Construction, Renovation, or Alteration Projects
IIIB2-5b	District Business Procedure 5.11, Furniture, Fixtures, and Equipment for Capital Outlay Projects
IIIB2-5c	DVC Procedure 6001.03, Facilities Planning
IIIB2-5d	DVC Procedure 1010.01, Integrated Planning
IIIB2-6	<i>2007-2017 Facilities Master Plan with 2020 addendum</i>
IIIB2-7a	Measure E Steering Committee notes, January 31, 2019
IIIB2-7b	Measure E Steering Committee notes, August 19, 2019
IIIB2-7c	Measure E Steering Committee agenda packet, September 16, 2019
IIIB2-8a	Faculty Senate minutes, Item 7, October 27, 2015
IIIB2-8b	Faculty Senate minutes, Item 7, December 8, 2015
IIIB2-8c	Classified Senate minutes, Item 10, December 16, 2015
IIIB2-8d	College Council minutes, Item 4, February 3, 2016
IIIB2-8e	College Council minutes, Item 10, May 4, 2016
IIIB2-9	Measure E projects WSCH, ASF and cost update, January 20, 2016
IIIB2-10a	Measure E update and plan, April 27, 2016
IIIB2-10b	Email from C. Knox, DVC Construction Update, February 22, 2018
IIIB2-10c	Email from C. Knox, DVC Measure E Projects Update, November 15, 2018
IIIB2-10d	Email from C. Knox, DVC Measure E Projects Update, October 3, 2019
IIIB2-10e	Academic Senate minutes, Item 6, March 5, 2019
IIIB2-11	College Council minutes, Item 4, February 19, 2020

Standard III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

Diablo Valley College has established procedures to evaluate the feasibility and effectiveness of its physical resources. The assessment of physical resources is coordinated by the director of maintenance and operations, with analysis and input from administrators, the Instruction Office, Student Service units, and relevant shared governance committees. Planning of facility usage, improvements, and new projects are driven by the *2007-2017 Facilities Master Plan with 2020 Addendum* and is influenced by the *2018-2023 Educational Master Plan* ([IIIB3-1a](#), [IIIB3-1b](#)). In Spring 2020, the District began the process of planning for an update to the *Facilities Master Plan*, by beginning the procurement process of a hiring a firm to take the lead on the project ([IIIB3-2](#)). Creation of a new *Facilities Master Plan* will move forward in earnest in fall 2020, in a process that will involve students, faculty, staff, and management over the course of a year.

Currently, the College is undergoing a major construction program funded by the local Measure A 2006 bond and local Measure E 2014 bond. Implementation of these projects will aid the College in addressing the age and condition of its facilities. It will also aid in upgrades to infrastructure, mechanical and building systems, and telecommunication capacity. The 2006 Measure A capital improvement program helped build out the first campus planning phase and the 2014 Measure E capital improvement program is focused on execution of the later phases of the campus plan. The results of these capital improvements programs have remarkably changed and transformed the College.

District wide physical resources planning documents is done in the *2021-2025 Five-Year Capital Outlay Plan* and the *2016 Measure E Implementation Plan* (IIIB3-3a, IIIB3-3b). The District *2021-2025 Five-Year Capital Outlay Plan* includes a priorities list for Contra Costa Community College District projects for building, renovation, expansion, and infrastructure improvements on all District campuses each year. The plan lists the gross square footage, assignable square footage, funding timelines, project design and construction milestones, with budgets established by the Construction Cost Index and funded by the state and budgets expected to be funded by local bond measures. Campus instructional load is estimated for the current years and projected for the next six years. The *2021-2025 Five-Year Capital Outlay Plan* considers long range capital plans that support institutional improvement goals and was adjusted in 2019 year to align with anticipated 2020 new state school construction bond. In accordance with District Business Procedure 5.01, Scheduled Maintenance and Special Repair, the District submits the *Five-Year Capital Outlay Plan* to the Office of the State Chancellor through the Facilities Utilization, Space Inventory Options Net (FUSION) (IIIB3-4).

Planning and evaluation of facilities needs is done through the College's Program Review process. Individual programs and departments use their Program Reviews to request improvements that have not been prioritized by the College through other processes. In this way, departments can request and obtain new classroom furniture or significant lab equipment (IIIB3-5).

Additional evaluation of existing space utilization is done through 25Live software, which the District acquired in 2017-2018. This software manages space reservations and provides data on utilization (IIIB3-6).

Equipment

Equipment utilization is evaluated by the Department of Maintenance and Operations (M & O) using the vehicle/equipment inventory, maintenance logs, and repair histories. The evaluations are used to prioritize replacement of vehicles and/or equipment when necessary and when funding is available. M & O is responsible for regularly evaluating campus facilities (IIIB3-7a, IIIB3-7b, IIIB3-7c, IIIB3-7d). Issues noted on checklists are triaged and addressed by M & O. The director of M & O completes an annual space inventory which provides concrete information on how space is utilized by the campus (IIIB3-8).

Analysis and Evaluation

Diablo Valley College evaluates its physical resources in the context of their ability to support institutional programs through the job duties of key personnel such as the director of maintenance and operations, the guidance of key planning documents like the *2018-2023 Educational Master*

Plan and the *Facilities Master Plan*, and through input from campus constituent groups through the shared governance process.

Evidence III.B.3.

IIIB3-1a	<i>2007-2017 Facilities Master Plan with 2020 addendum</i>
IIIB3-1b	<i>2018-2023 Educational Master Plan</i>
IIIB3-2	College Council minutes, Item 4, February 19, 2020
IIIB3-3a	<i>2021-25 Five Year Capital Outlay Plan</i>
IIIB3-3b	Measure E update and plan, April 27, 2016
IIIB3-4	District Business Procedure 5.01, Scheduled Maintenance and Repair
IIIB3-5	2018-2019 Facilities Requests from Program Review
IIIB3-6	25 Live screenshot
IIIB3-7a	Sample custodial inspection sheets, December 2018
IIIB3-7b	Sample custodial inspection sheets, August 2019
IIIB3-7c	Sample elevator and utilities inspection sheets, December 2018
IIIB3-7d	Sample building inspection sheets, Spring 2020
IIIB3-8	FUSION space inventory report, April 20, 2020

Standard III.B.4. Long range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Projects identified in the *2007-2017 Facilities Master Plans* are in the process of being implemented as part of the District's remaining 2014 Measure E bond program and will continue over the next several years. In spring 2020, the District began the process of updating its *Facilities Master Plan*. The new plan will be based on DVC's *2018-2023 Educational Master Plan*, the District's *Strategic Plan*, and the master plans of the other colleges in the District. Work on the plan will begin at the College in fall 2020.

The new *Facilities Master Plan* will address current and projected facilities needs through the year 2030. The new plan will include an assessment of existing facilities, building standards, information on achieving state mandates for 2025 and 2030 energy efficiency and carbon-neutral campuses, proposed infrastructure and technology improvements, new capital construction, and renovation plans for existing facilities. The new *Facilities Master Plan* will include an evaluation of total cost of ownership (TCO) in its planning scope.

With the goal of developing guidelines and estimates to support budgeting and decision-making District wide, the Contra Costa Community College District defines the total cost of ownership (TCO) of a college asset by adding the initial cost of the asset to the cost of operating the asset over its expected life (including power and labor) plus the cost of maintaining the asset and the cost of disposing of the asset at the end of its useful life cycle. The purpose of District and College's TCO tool in facilities planning is to optimize available capital funding by evaluating the comprehensive life-cycle impact of a specific asset on the College and its resources from inception. The use of TCO calculations are required by District Business Procedure 5.10, Planning for Construction, Renovation, or Alteration Projects ([IIIB4-1](#)).

As part of the planning process for a long-range capital project, the District and College use a total cost of ownership (TCO) tool to aid in discussions and decision making at the inception stage of a project (IIIB4-2). TCO projections and analysis are then also applied during project design phase (IIIB4-3). Hourly energy models are created of the future building to show the level of energy consumption needed to support the building over the course of a year. The models are modified to show how implementing small changes (more efficient lighting systems, more efficient heating and air conditioning systems, better insulation, or high performance windows) impact the overall life cycle costs and thus the annual operating cost of the building. Using this process and analysis, the District Facilities Planning Department and the College are able to reach decisions on building systems and infrastructure that result in an efficient building, while optimizing the total cost of ownership (IIIB4-4).

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

The use of total cost of ownership (TCO) calculations are not only used for new plans, but they are currently used by the District and College in annual space inventory and utilization reporting and management. They are also used to evaluate current energy and building systems efficiency and to conduct life-cycle cost analysis as well as in the implementation of concepts of universal design and standards.

Analysis and Evaluation

Facilities planning at the College and District are based on educational and strategic plans, to ensure that they support the goals and mission of the College. Long range capital plans include projections of the total cost of ownership for facilities and equipment.

Evidence III.B.4.

- [IIIB4-1](#) District Business Procedure 5.10, Planning for Construction, Renovation, or Alteration Projects
- [IIIB4-2](#) Sample DVC TCO tool
- [IIIB4-3](#) Faculty Office Building assessment, August 2, 2017
- [IIIB4-4](#) Art Building and PEK complex planning documents, 2018

Conclusions on Standard III.B. Physical Resources

The College has safe and sufficient physical resources on both campuses to facilitate student learning. The College and District work cooperatively to maintain existing physical resources and to plan for future buildings and renovations of existing ones.

Improvement Plans

None.

C. Technology Resources

Standard III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Technology resources at Diablo Valley College are composed of services, hardware, and software. These resources are utilized in support of the College's classroom instruction, student learning, academic programs, student services, instructional support services, management, and operational functions (IIIC1-1). Technology resources are located at both of Diablo Valley College's two physical locations and at the District Office.

Providing technology and support is a shared responsibility of the Information Technology Department at the College and at the District Office. The District Information Technology Department is responsible for the data network, Wi-Fi, firewall, and authentication services using a single sign on, InSite portal, as well as the Voice Over IP (VoIP) phone system. The data center at the College has redundant firewalls along with a redundant connection to the internet through the Corporation for Education Network Initiatives in California (CENIC).

The technology needs of both campuses are met through the work of the College's Information Technology Department, the college wide Information and Instructional Technology Committee (IITC), and the Academic Senate Distance Education Committee (IIIC1-2a, IIIC1-2b). Institutional technology planning is driven by the *DVC 2020-2025 Technology Master Plan* (IIIC1-3). Hardware and software technology needs and satisfaction of these services are identified through surveys of the various constituency groups and in the program review process (IIIC1-4a, IIIC1-4b, IIIC1-4c, IIIC1-4d).

The College IT Department is staffed by ten classified employees, two hourly employees, and a technology systems manager, between both campuses. Desktop support and classroom support is provided through a Help Desk (IIIC1-5). Both College and District technology support are managed through a common Help Desk tracking system, SysAid, which automatically routes support request based on the type of issue to either the District or College helpdesk. SysAid is accessible through an icon on faculty and staff computers, email, or the District portal website (IIIC1-6a, IIIC1-6b, IIIC1-6c). Employees may also call the Help Desk directly for assistance.

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

- Computer replacement/refresh: there is a six-year replacement cycle for computers for faculty, staff and computer labs (IIIC1-7)
- Classroom technology and support: classrooms have audio-visual control stations/podium, each equipped with a networked computer. Smart classrooms also include LCD projectors and document cameras (IIIC1-8)
- Computer lab maintenance
- Multi-media/audio support and installations
- Library technology needs
- Cloud services in cooperation with the District Office: Canvas, Email system, eLumen, username/password authentication

- Notification/Information Distribution System: centralized digital signage/information LCDs are available in highly trafficked areas around campus such as the Library, Student Services, Admissions and Records. The signage is available on both campuses. Classroom notification systems are installed in every instructional classroom.

All students at the College are provided free access to a suite of software tools to support them in their college experience (IIC1-9). Students are given a College email address, five free downloads of Microsoft Office, and free cloud storage. Students also receive discounts on software and hardware through CollegeBuys offered by the Foundation for California Community Colleges (IIC1-10).

In supporting students' changing needs, the Library provides a streaming video service to faculty and students that can be utilized in the classroom or off campus (IIC1-11). Several computer labs are available for students for instructional support where they can access software, connect to the internet for research, and access their College provided email and cloud storage (IIC1-12). Student printing on campus has been upgraded to a debit card system that is easier for students to use (IIC1-13). Students have access to PrinterOn Solution providing them the ability to print from their personal devices to the campus printers (IIC1-14). The Library has two technology lending programs, one for laptops and another for calculators (IIC1-15a, IIC1-15b).

The College IT department maintains a suite of software available for students, staff, and faculty to serve their needs as identified in the Service Level Agreement (SLA) (IIC1-16). As well as the free software mentioned above, students have access to Microsoft Office, Adobe Suite, and additional software applications in computer labs around campus. Some campus computer labs have specialized software for instructional and student usage, such as the Art Digital Media and Music Industries programs. For employees, the College maintains software systems to assist with productivity, instruction, and management. The College currently uses several homegrown systems for managing data including a Web Curriculum System, WebSLO's for housing learning outcomes, and a Web Enabled Program Review database. Starting in fall 2019, the College is transitioning to a district-wide implementation of eLumen platform for housing curriculum, the College *Catalog*, student learning outcomes, and program review. eLumen is being phased in over the next three years, beginning with the curriculum module. The new software will allow faculty and administrators access to the necessary tools for their roles via a shared backend database that will simplify data collection and review.

Analysis and Evaluation

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

Evidence III.C.1.

IIC1-1	Information Technology and Services
IIC1-2a	Informational and Instructional Committee charge
IIC1-2b	Distance Education Committee charge
IIC1-3	<i>2020-2025 Technology Master Plan</i>
IIC1-4a	Employee Technology Survey, Spring 2019
IIC1-4b	Employee Technology Survey, Summary, Spring 2019

IIIC1-4c	Research, Planning, and Evaluation Committee Reports Archive
IIIC1-4d	Mathematics Program Review, 2019-2020, p. 43
IIIC1-5	Screenshot SysAid Icon Desktop
IIIC1-6a	Screenshot Insite
IIIC1-6b	Screenshot HelpDesk
IIIC1-6c	Screenshot SysAid Icon Desktop
IIIC1-7	Sample Assesst Tracker
IIIC1-8	Classroom Allocation, Summer 2019
IIIC1-9	Screenshot MS Office for Students
IIIC1-10	Screenshot CollegeBuys
IIIC1-11	Screenshot Library Streaming
IIIC1-12	Computer Labs Webpage
IIIC1-13	Screenshot PrinterOn
IIIC1-14	Screenshot Diablo Valley College, Printing Services
IIIC1-15a	Screenshot Library Rental
IIIC1-15b	Screenshot Library Calculator
IIIC1-16	Information Technology and Services, Service Level Agreement

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

Evidence of Meeting the Standard

The College has processes in place to plan for continuous improvements to Information Technology services, operations, and programs. Technology planning is based in the *DVC 2020-2025 Technology Master Plan* which updated the *2014-2019 Technology Master Plan* ([IIIC2-1a](#), [IIIC2-1b](#)). Creation of the new plan was led by the Informational and Instructional Technology Committee (IITC) and was approved by the Academic Senate, the Classified Senate, and the College Council ([IIIC2-2a](#), [IIIC2-2b](#), [IIIC2-2c](#)). The *2020-2025 Technology Master Plan* aligns with the *2018-2023 Educational Master Plan* (EMP) and furthers the mission, vision, and direction of the College to achieve student success. The *2020-2025 Technology Master Plan* provides a roadmap for technology-related decision making and initiatives at Diablo Valley College for the next five years including current and projected academic and administrative technology needs.

In support of the changing technological needs of the College, the Information Technology Department maintains a continuous refreshment cycle for hardware for employees and for computer lab upgrades and replacements ([IIIC2-3](#)). Software on College machines is updated through systems that push updates out to employees' computers and computer labs.

Beginning in 2019, the District began a Wi-Fi upgrade from one of convenience to one of production. The Wi-Fi network was initially designed as a network of convenience for students and employees of the College, but the growth of educational technologies that leverage Wi-Fi access in the classroom necessitated improvement ([IIIC2-4a](#), [IIIC2-4b](#)). As the different Wi-Fi segments come online, students, faculty, and staff will utilize it to meet their increasing demands ([IIIC2-5a](#), [IIIC2-5b](#), [IIIC2-5c](#)). Wi-Fi is now available in all classrooms campus wide as well as areas where students congregate. District and College Information Technology are working together to increase capacity and security. The Wi-Fi upgrades will take place from 2019-2022 ([IIIC2-6](#)).

In 2018, the College went through a classroom standards design process for use in future developments of classroom technology and furniture in new buildings and in buildings scheduled for re-model ([IIIC2-7](#)). Faculty were surveyed to provide input on the standards ([IIIC2-8](#)). A group of faculty, staff, administrators, and students worked with a consultant on the re-design. Many factors were considered including technology needs, accessibility, furniture, and function. The College invested in a prototype classroom to test out new educational technologies and the classroom design. The final design standards document was vetted through the governance process and accepted by the College Council in spring 2019 ([IIIC2-9](#)).

As part of the Measure E bond, the College is going through a new building cycle and a renovation of existing buildings ([IIIC2-10a](#), [IIIC2-10b](#)). As new classrooms are built, the classroom design standards will be implemented. For older facilities, the College made upgrades to existing technology while being mindful of the cost associated with changes in buildings that will ultimately be replaced ([IIIC2-11a](#), [IIIC2-11b](#), [IIIC2-11c](#)). In most classrooms, multimedia stations were upgraded to HDMI video standards along with the installation of new document cameras and laser projectors.

Analysis and Evaluation

Technology planning at the College is driven by the *2020-2025 Technology Master Plan*, which was created with input from all stakeholders and with a deep analysis of campus needs. Process for automatic updates and replacements of hardware and software are established and followed. Technology on campus supports the mission, operations, programs, and services of the College.

Evidence III.C.2.

IIIC2-1a	<i>2020-2025 Technology Master Plan</i>
IIIC2-1b	<i>2014-2019 Technology Master Plan</i>
IIIC2-2a	Academic Senate agenda, Item 8, May 5, 2020
IIIC2-2b	Classified Senate minutes, Item 7, May 13, 2020
IIIC2-2c	College Council draft minutes, Item 5, May 20, 2020
IIIC2-3	Information Technology and Services, Service Level Agreement
IIIC2-4a	Email from S. Warriar, Wi-Fi Upgrade, May 13, 2019
IIIC2-4b	Email from S. Warriar, Wi-Fi Upgrade, October 3, 2019
IIIC2-5a	Email Satish Warriar, Wi-Fi Planning, September 2, 2019
IIIC2-5b	Wi-Fi Project Website Login
IIIC2-5c	Wi-Fi Project Student Website Login
IIIC2-6	Wi-Fi Project Timeline
IIIC2-7	Classroom Design Standards Report, December 5, 2017
IIIC2-8	Email R. Westlake, Classroom Redesign Input, August 23, 2017
IIIC2-9	College Council minutes, Item 7, March 20, 2019
IIIC2-10a	Measure E Implementation Plan, April 27, 2016
IIIC2-10b	Measure E Steering Meeting, January 31, 2019
IIIC2-11a	Email from P. Roper 1, Podium listing, May 4, 2017
IIIC2-11b	Email from P. Roper 2, Podium install, January 20, 2017
IIIC2-11c	LA Building Technology Snapshot

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

Evidence of Meeting the Standard

Diablo Valley College is committed to continuously improving and developing policies and procedures for College wide technology requests, services, and support. The College works with the District to develop and implement policies and procedures for the effective use and management of technologies for student learning and institutional effectiveness. Safety and security processes are described in Governing Board Policy 5030, Acceptable Technology Use Policy, Board Policy 4006, Software Use, and District Business Procedure 10.06, Acceptable Technology Use ([IIIC3-1a](#), [IIIC3-1b](#), [IIIC3-1c](#)). College Procedure 5030.02, Websites, and Procedure 5111.01, Technology Purchase Standards and Processes, further ensure access, safety, and security of the systems ([IIIC3-2a](#), [IIIC3-2b](#)).

The District and College Information Technology Departments ensure that employee and student access to technology and technology security at both campuses is maintained. Students and employees are issued credentials that are authenticated by the District's single sign-on system ([IIIC3-3](#)). The authenticated user is given access to the appropriate privileges, software, and security level needed for their role at the College. District disaster recovery plans include ongoing unattended automatic scheduled server backups, cloud based disaster recovery site that includes the Colleague ERP database, document imaging, single sign-on, and InSite portal, with plans to move the entire ERP system to the cloud in the event of a disaster ([IIIC3-4](#)). Furthermore, the Colleague database is replicated in near real-time to another server located at one of the District's centers.

Privacy and security are achieved through the use of database encryption while at rest as well as use of SSL certificates for data when transmitted over the network. Username/password credentials are necessary to access the InSite Portal as well as for authenticating to the Wi-Fi network ([IIIC3-5](#)). Firewalls for security measures are also in place for the protection of servers and their access.

The College Information Technology Department is staffed by ten classified employees, two hourly employees, and a technology systems manager between the two campuses. Responsibilities of the College include secure computer and internet access to learning resources and support services, computer lab operations, network storage, smart classroom multi-media support, and disaster recovery. Desktop support and classroom support is provided through the Help Desk ([IIIC3-6](#)). Technology support is requested through the SysAid system, accessible by an icon on faculty and staff computers, through email, the district portal website, or by calling the Help Desk directly ([IIIC3-7](#)). The District Information Technology department has responsibility for user account management and support for a variety of software.

Analysis and Evaluation

Technology resources at both College locations are implemented and maintained to assure reliable access, safety, and security. Access to technology resources requires an authenticated log-in, which provides security for the system. Back-up and disaster recovery systems are in place. The College ensures access to necessary technological resources for students and employees.

Evidence III.C.3.

IIIC3-1a	Board Policy 5030, Acceptable Use of Technology
IIIC3-1b	Board Policy 4006, Software Use Policy
IIIC3-1c	District Business Procedure 10.06, Acceptable Technology Use
IIIC3-2a	DVC Procedure 5030.02, Websites

IIIC3-2b	DVC Procedures 5111.01, Technology Purchase Standards and Process
IIIC3-3	ScreenShot Single Sign-On
IIIC3-4	Disaster Recovery Plan, February 21, 2017
IIIC3-5	Screenshot User Credentials
IIIC3-6	Screenshot Computer Services HelpDesk
IIIC3-7	Screenshot SysAid Icon

Standard III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Instructional opportunities and trainings in the effective use of technology and technology systems are provided by the College to all employees and students. For employees, the College offers extensive training for faculty on instructional technology in the week immediately before the start of the fall and spring terms ([IIIC4-1a](#), [IIIC4-1b](#)). Many other trainings are offered throughout the semester at both campuses and online ([IIIC4-2a](#), [IIIC4-2b](#), [IIIC4-2c](#), [IIIC4-2d](#), [IIIC4-2e](#), [IIIC4-2f](#)). All faculty who teach online are required to complete training before beginning online instruction, as per the *2019-2022 United Faculty Contract* ([IIIC4-3](#)). The *Contract* requires the College to provide professional development for faculty in online pedagogy and course management.

Faculty professional development activities include:

- Workshops. The College provides scheduled workshops and online, self-paced Canvas workshops. These trainings are delivered by instructional technology personnel ([IIIC4-4a](#), [IIIC4-4b](#)).
- Individual trainings. Instructional technology personnel hold weekly drop-in hours in the Staff Development Computer Lab ([IIIC4-5a](#), [IIIC4-5b](#)).
- Online training through the state-sponsored Vision Resource Center. The College has a contract with the Vision Resource Center that allows faculty and staff to access online trainings for a variety of skills, including Microsoft Office ([IIIC4-6](#)).
- CCCCD Teaching Academy. The CCCCD Teaching Academy, is a four-week, online course for faculty to train them on concepts and contents used in an academic setting ([IIIC4-7](#)).
- Summer Technology Institute. Instructional technology personnel offer several workshops and Canvas sessions to train instructors over the summer. Workshops include topics such as videoconferencing, open educational resources, and creating and supporting video content. Canvas topics include using the Canvas calendar, gradebook, using HTML, and other sessions designed to support the use of Canvas for instruction ([IIIC4-8](#)).
- Effective Online Teaching Training. The District offers a four-week fully online course, “Becoming an Effective Online Instructor” ([IIIC4-9](#)).
- Conference participation. The College sends faculty to the annual “Online Teaching Conference” which provides information, training and updates about the online education initiative and Canvas ([IIIC4-10](#)). Faculty are funded through professional development monies for additional conferences ([IIIC4-11](#)).

Staff/Managers professional development activities include:

- JobLinks. JobLinks is a professional development day of training for staff at the College to improve their technical skills in areas such as Excel, Word, and the InSite Portal ([IIIC4-12a](#), [IIIC4-12b](#)).
- Online training through the state-sponsored Vision Resource Center (VRC). The College has a contract with the VRC that allows faculty and staff to access online trainings for a variety of skills, including Microsoft Office ([IIIC4-13](#)). Training on how to use the new Professional Development platform and the VRC is on the InSite portal ([IIIC4-14](#)).
- OmniUpdate website training. Staff are trained by the Communications and Marketing Office for website postings. OmniUpdate trainings include OU Campus interface, editing content in OU Campus, administrative features such as setting reminders to update specific pages/files, and workflow features ([IIIC4-15a](#), [IIIC4-15b](#)).
- Training on software utilization. Trainings are offered in the use of Microsoft Office, Tableau, and Colleague. InSite Portal training includes budget information, leave requests, pay advices, requesting research or documents, work orders, class cancellations, and connecting to the Wi-Fi, for example. Additionally, there is 25Live training, a room scheduling software that employees use to book rooms around campus ([IIIC4-16a](#), [IIIC4-16b](#), [IIIC4-16c](#)).

Students professional development activities include:

- Brown Bag Workshops. A series of workshops are offered for students regarding programs around campus and general areas of interest, including effective use of technology ([IIIC4-17](#)).
- Welcome Day Workshops. Welcome Day is designed to support new college students in their transition to DVC. Students can attend workshops, tour the campus, and meet with faculty, staff and other students. Workshops are offered to teach new students about technology offered through the College ([IIIC4-18a](#), [IIIC4-18b](#)).
- Canvas Training (via the Canvas landing page). Students can self-enroll and earn a Canvas launch badge, though a mini-course introducing Canvas topics. In addition, there are several do it yourself videos and student guides that cover specific topics in Canvas, such as using discussion boards ([IIIC4-19a](#), [IIIC4-19b](#)).
- Student Technology Help Desk. The Student Technology Help Desk answers student questions about campus technology services such as Canvas, printing, copying, and using mobile devices for campus services. Help is available in person in the Pleasant Hill Library, by phone, and by email ([IIIC4-20](#)).

Employees who need technological assistance request support through the SysAid system, accessible by an icon on faculty and staff computers, through email, the district portal website, or by calling the Help Desk directly ([IIIC4-21a](#), [IIIC4-21b](#)).

During the campus closure due to COVID-19, the College provided extended training opportunities to faculty and staff ([IIIC4-22a](#), [IIIC4-22b](#)). Distance Education staff provided weekly trainings covering a variety of topics ([IIIC4-23a](#), [IIIC4-23b](#)). Additional video content and trainings were added to the College website to assist faculty and students with the transition to online learning ([IIIC4-24a](#), [IIIC4-24b](#)).

Analysis and Evaluation

The College provides many trainings in technology hardware and software usage. Trainings are tailored for specific needs of employees and students. The College is committed to providing professional development opportunities in online pedagogy for all faculty who teach online. Both students and employees can access assistance if they have technological issues.

Evidence III.C.4.

IIIC4-1a	Flex Week Schedule, Spring 2020
IIIC4-1b	Flex Week Schedule, Fall 2019
IIIC4-2a	Email from A. Kingsley, Boost Your Hybrid Skills, November 1, 2019
IIIC4-2b	Email from A. Kingsley, Pop Up Professional Development, October 2, 2019
IIIC4-2c	Email from A. Kingsley, Helpful Resources for Canvas, August 25, 2019
IIIC4-2d	Email from K. King, Canvas flex opportunity, January 30, 2020
IIIC4-2e	Email from K. King, Friday Flex, November 14, 2019
IIIC4-2f	Email from K. King, San Ramon October Trainings, September 26, 2019
IIIC4-3	CCCCD/United Faculty Contract, Article 27
IIIC4-4a	Screenshot Canvas Workshops
IIIC4-4b	Screenshot DIY Canvas Trainings
IIIC4-5a	Staff Development Hours
IIIC4-5b	Email from K. King, SRC Drop In Hours, September 26, 2019
IIIC4-6	Screenshot, Vision Resource Center
IIIC4-7	Email from N. Skapura, CCCC Teaching Academy Proposal, April 20, 2018
IIIC4-8	Summer Tech Institute flier, 2017
IIIC4-9	Becoming an Effective Online Instructor Trainings
IIIC4-10	Email J. Martin, Online Teaching Conference, April 25, 2019
IIIC4-11	Faculty Development Committee 2018-2019 Conference Funding
IIIC4-12a	JobLinks Professional Development, Excel workshop, 2019
IIIC4-12b	JobLinks Schedule, June 6, 2019
IIIC4-13	Vision Resource Center Training
IIIC4-14	GROW@4CD Announcement and User Guide
IIIC4-15a	OU-Campus Canvas training modules
IIIC4-15b	Email from K. Statham, OmniUpdate training, October 15, 2019
IIIC4-16a	Classified Nexus agenda, October 22, 2019
IIIC4-16b	Flex workshop, Room scheduling, Spring 2018
IIIC4-16c	Email from J. Martin, Colleague purchasing training, September 27, 2018
IIIC4-17	Brown Bag Workshops, Fall 2019
IIIC4-18a	Welcome Day website
IIIC4-18b	Welcome Day program, January 25, 2020
IIIC4-19a	Screenshot Online Education and Canvas webpage
IIIC4-19b	Screenshot Canvas Training for Students
IIIC4-20	Email from R. Robison. Student technology help desk pilot, September 9, 2019
IIIC4-21a	SysAid Icon
IIIC4-21b	Computer Services Webpage
IIIC4-22a	Instructor Trainings March 16-March 20, 2020
IIIC4-22b	Email from A. Kingsley, Instructor Training Email, March 16, 2020
IIIC4-23a	Email from A. Kingsley, DVC Instructor Guide, April 10, 2020
IIIC4-23b	Email from A. Kingsley, Rethinking Online Assessments, May 7, 2020

[IIIC4-24a](#) Email from A. Kingsley, Trainings, Recordings & One-on-Ones, March 25, 2020
[IIIC4-24b](#) Screenshot Online Assistance

Standard III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The College and District have separate and specific areas of responsibility with respect to technology usage. District policies on the appropriate use of technology in the teaching and learning process are Governing Board Policy 5030, Acceptable Technology Use Policy, Board Policy 4006, Software Use, and District Business Procedure 10.06, Acceptable Technology Use ([IIIC5-1a](#), [IIIC5-1b](#), [IIIC5-1c](#)). College Procedure 5030.02, Websites, and Procedure 5111.01, Technology Purchase Standards and Processes, further ensure access, safety, and security of the systems ([IIIC5-2a](#), [IIIC5-2b](#)). All College procedures are regularly reviewed and updated, following Procedure 1001.01, Process to Introduce New or Revise Existing DVC Procedures ([IIIC5-3](#)).

College Procedure 4003.01, Distance Education, and Procedure 4003.02, Regular and Effective Contact for Distance Education, outline specific requirements for the use of technology in online instruction ([IIIC5-4a](#), [IIIC5-4b](#)). The College and Distance Education Committee provide regular communication to the College community regarding distance education practices and provide multiple opportunities for training in policies and practice ([IIIC5-5a](#), [IIIC5-5b](#), [IIIC5-5c](#), [IIIC5-5d](#)). On all computers for both employee and student use, the College requires an acknowledgment of the Acceptable Use of Technology before log-in ([IIIC5-6](#)).

The 2019-2022 United Faculty Contract includes a new article on Distance Education, which establishes criteria for minimum qualifications for faculty who teach in that modality ([IIIC5-7](#)). The College and the District together provide the staffing, organization, funding, and participatory governance structures necessary to ensure the effective management, maintenance, and operation of technological infrastructure and equipment.

Analysis and Evaluation

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

Evidence III.C.5.

[IIIC5-1a](#) Governing Board Policy 5030, Acceptable Technology Use Policy
[IIIC5-1b](#) Board Policy 4006, Software Use
[IIIC5-1c](#) District Business Procedure 10.06, Acceptable Technology Use
[IIIC5-2a](#) DVC Procedure 5030.02, Websites
[IIIC5-2b](#) DVC Procedure 5111.01, Technology Purchase Standards and Processes
[IIIC5-3](#) DVC Procedure 1001.01, Process to Introduce New or Revise Existing DVC Procedures
[IIIC5-4a](#) DVC Procedure 4003.01, Distance Education
[IIIC5-4b](#) DVC Procedure 4003.02, Regular and Effective Contact for Distance Education

IIIC5-5a	Email from A. Kingsley, Dear online instructors, January 25, 2020
IIIC5-5b	Email Anne Kingsley, September 5, 2019
IIIC5-5c	Email Kathleen King, September 23, 2019
IIIC5-5d	Email Kathleen King March 4, 2019
IIIC5-6	Acceptable Use of Technology Agreement
IIIC5-7	CCCCD/United Faculty Contract, Article 27

Conclusions on Standard III.C. Technology Resources

The College provides appropriate technology services and support to employees and students. The *2020-2025 Technology Master Plan* ensures the College will continue to update technology and provide the infrastructure necessary to support its mission, operations, programs, and services. DVC provides ongoing professional development opportunities to faculty, staff, and students in areas of technology services and systems. The College's policies and procedures guide the use of technology in the teaching and learning process. Security of technology systems is maintained to assure reliable access and safety.

Improvement Plan

None.

D. Financial Resources

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

Evidence of Meeting the Standard

District

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

Contra Costa Community College District distributes the vast majority of its unrestricted revenues to its sites through an internal revenue allocation model. Based largely on the framework of SB-361, this internal revenue allocation model is codified in Business Procedure 18.01, General Fund Budget ([IIID1-1](#)). Revenues and certain off-the-top expenses are allocated based upon each college’s percentage of total budgeted Full Time Equivalent Students. A total operating allocation is then distributed to each college from which it builds its own local budget.

Since the inception of the internal revenue allocation model, the College has been able to provide program offerings and services that have created financial stability for itself and the District. Not only has the revenue allocation model allowed for consistent course offerings, but it has also enabled the College and District to maintain adequate reserves and strong fiscal viability. The decentralization of the model and the inherent responsibility of each site to monitor and control its expenditures has incentivized responsible behavior and led to positive outcomes. As shown in the table below, the finances of the District are strong and stable with the fund balance over the past three years ranging from approximately 17 to 20 percent of the total expenditure budget. As a testament to the commitment of the colleges to put funds into the classroom, the District’s 50% law calculation is significantly higher than the minimum compliance standard ([IIID1-2a](#), [IIID1-2b](#), [IIID1-2c](#)).

Unrestricted General Fund			
	FY 15-16	FY 16-17	FY 17-18
Ending Fund Balance	\$ 41,631,084	\$ 36,416,455	\$ 37,068,053
Fund Balance % of Total Expenditures	20.50%	16.85%	18.06%
50% Law	54.40%	54.04%	53.36%

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

The District and College manage their financial affairs with integrity. Since 2013, under two separate external audit firms, the District has received clean audits with no findings (IIID1-3a, IIID1-3b, IIID1-3c). Moreover, external rating agencies Standard & Poor's and Moody's rate the District's credit as AA+ and AA1, respectively, only one notch below the highest rating available which is primarily reserved for California Basic Aid districts (IIID1-4).

In addition to the general fund allocation, the College receives restricted categorical funds and seeks competitive grants. Categorical and grant funds are allocated based upon the respective program plan and are aligned with institutional and Program Review goals. Applications for grants are reviewed internally to ensure the grant aligns with the College mission and strategic goals. District Business Procedure 3.30, Grants, prescribes this process (IIID1-5).

District Business Procedure 18.06, Budget Preparation, details the timeline for the development of the District and College budgets (IIID1-6). Through a collegial process, beginning with the Governor's January budget proposal, budget assumptions for the tentative budget are agreed upon through a shared governance structure. These assumptions are vetted through the monthly Chief Business Officer's meeting, Chancellor's Advisory Team, Chancellor's Cabinet, and District Governance Council (DGC). The DGC convenes monthly and serves as the District Budget Committee. It is comprised of leaders from all constituency groups, including faculty, classified professionals, managers, and students. This collegial process has reaped enormous goodwill and has allowed the District and College to have widespread agreement on the financial aspects of the organization.

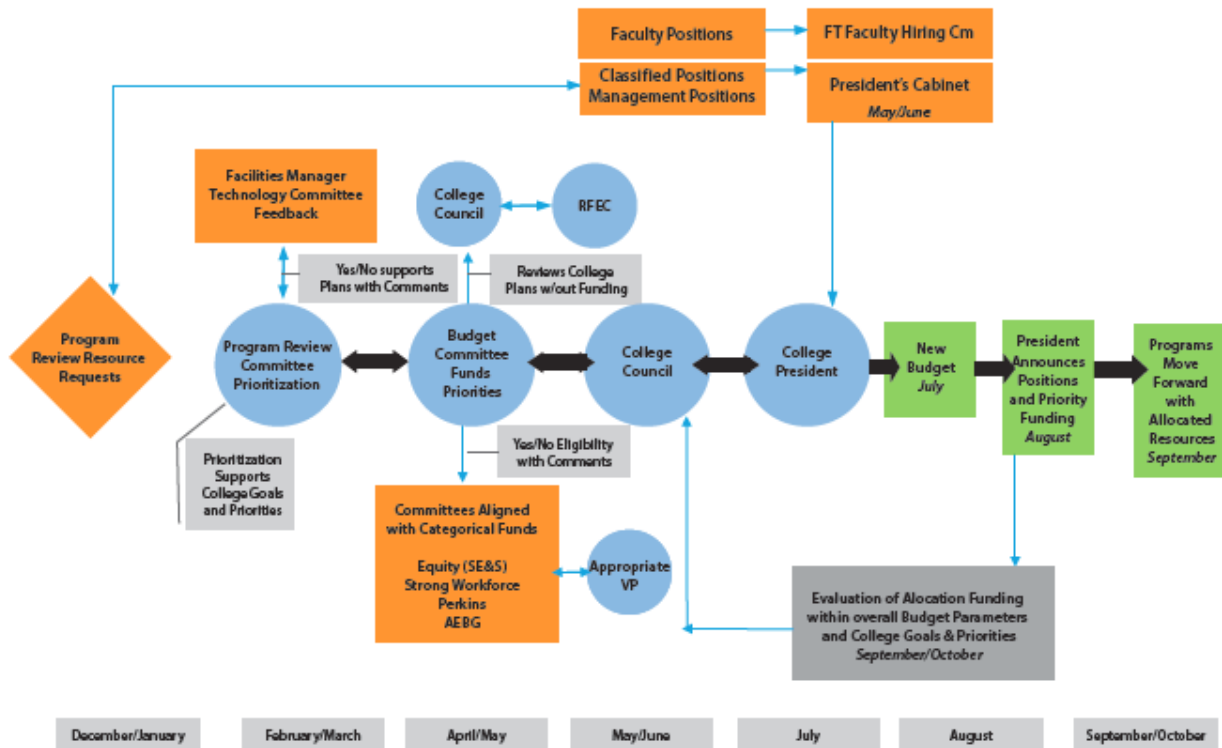
Upon finalizing the assumptions, the District Office populates budget templates for the College to begin working on the tentative budget. Concurrently, during the month of April, the Governing Board receives a "Budget Study Session" report at its open meeting and District Office staff conduct "Budget Forums" at all locations (IIID1-7a, IIID1-7b, IIID1-7c, IIID1-7d, IIID1-7e, IIID1-7f). These venues provide feedback opportunities for Governing Board members, District employees, and the public as well to as the chance to ask questions or receive clarifications.

Other information, including audited financial statements, state mandated financial reports, budget presentations, and actuarial reports are brought to the Governing Board for information or action as necessary. The reports are accessible on the District website and the contents of these reports are incorporated into presentations given to employees (IIID1-8a, IIID1-8b, IIID1-8c, IIID1-8d, IIID1-8e).

College

The College has a documented, transparent, and inclusive resource allocation process that provides a means for setting priorities for funding institutional improvements. This process is outlined in the *Roles, Responsibilities, and Processes Guide* and in Procedure 5018.01, Budget Allocation Process (IIDD1-9a, IIDD1-9b).

Resource Allocation of College-wide Funds



The program review and resource allocation process identifies resources needed to support educational improvement, prioritizes requests in a manner to achieve the College’s student learning and service goals, and allocates resources to those priorities. The process provides an ongoing assessment of the use of financial resources and is described in DVC Procedure 1016.01, Program Review (IIDD1-10). Each instructional, student service, and administrative unit evaluates their programs to determine if student needs and the mission of the College are being met (IIDD1-11a, IIDD1-11b). If additional financial, human, physical, or technological resources are required, units justify their requests based on potential impacts on student success and the College’s goals, plans, and mission. Using governance-approved rubrics, the Program Review Committee prioritizes resource requests, excluding permanent positions, and forwards their ranked recommendations to the Budget Committee (IIDD1-12a, IIDD1-12b, IIDD1-12c). Request to hire full-time faculty are prioritized by the Full Time Staffing Faculty committee (IIDD1-13). Request to hire classified and management employees are prioritized by the President’s Cabinet. Funding of prioritized positions is determined by the College president.

The Budget Committee reviews and identifies resources available to fund requests from the program review prioritization lists. The Budget Committee works with the Workforce Development

Committee and the Student Equity and Success Committee to determine which requests meet the goals and objectives of the categorical plans and could be funded by categorical funds. This step ensures a College wide assessment of funds available to address College priorities and encourages effective utilization of categorical funds. The Budget Committee provides allocation recommendations to College Council and identifies potential funding sources for each recommended item. The Budget Committee does not revise priorities. Then, the College Council makes its recommendations to the College president. The College president makes a final decision about which prioritized requests will be funded and shares the details with the College community, which allows programs to move forward with acquiring approved resources (IIID1-14a, IIID1-14b). The program review process is evaluated by a sub-group of the Program Review Committee to continuously improve the process. Their recommendations for changes are considered through the governance process (IIID1-15).

During the budget planning process, ongoing funding, one-time funding, and ongoing expenditures are reviewed by the Budget Committee to ensure that the College has sufficient resources to support existing and new instructional programs and services. For the last few years, the College has maintained a reserve to ensure the ability to meet current and future budget demands. The Budget Committee co-chairs are members of College Council which strengthens the link between planning, budget, and execution of results (IIID1-16).

The College prepares and submits to the District Office Finance Department its tentative budget in late April and its adoption budget in mid-August in accordance with DVC Procedure 1010.01, Integrated Planning, and Procedure 5018.01, Budget Allocation Process (IIID1-17a, IIID1-17b). Both the tentative and adoption budgets are balanced utilizing the most recent state budget information, district revenue simulations, and all anticipated expenditures. Throughout the year, the vice president of business and administration services revises income and expenditures simulations and projects the College ending balance which, combined with other estimates, is used to simulate budget projections for future years. These projections and underlying assumptions are presented and discussed with the Budget Committee to inform long-term budget strategy (IIID1-18a, IIID1-18b). When developing budgets, the Budget Committee is diligent in differentiating between one-time and ongoing expenditures to avoid structural budget deficits.

Analysis and Evaluation

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

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

Evidence III.D.1.

IIID1-1	District Business Procedure 18.01, General Fund Budget
IIID1-2a	Annual Financial Report 2014-2015 and Annual Budget Report 2015-2016
IIID1-2b	Annual Financial Report 2015-2016 and Annual Budget Report 2016-2017
IIID1-2c	Annual Financial Report 2016-2017 and Annual Budget Report 2017-2018
IIID1-3a	Annual Financial Report, June 30, 2017
IIID1-3b	Annual Financial Report, June 30, 2018
IIID1-3c	Annual Financial Report, June 30, 2019
IIID1-4	S&P Global Ratings, August 26, 2019
IIID1-5	District Business Procedure, 3.30, Grants
IIID1-6	District Business Procedure 18.06, Budget Preparation
IIID1-7a	Budget study session, April 27, 2016
IIID1-7b	Budget study session, April 26, 2017
IIID1-7c	Budget study session, April 25, 2018
IIID1-7d	2017 Budget Forum
IIID1-7e	2018 Budget Forum
IIID1-7f	2019 Budget Forum
IIID1-8a	Screenshot audit reports, District website
IIID1-8b	Screenshot annual reports, District website
IIID1-8c	Screenshot Prop 30 funding, District website
IIID1-8d	Screenshot board budget workshops, District website
IIID1-8e	Screenshot Other Postretirement Employee Benefit reports, District website
IIID1-9a	<i>Roles, Responsibilities, and Processes Guide</i>
IIID1-9b	DVC Procedure 5018.01, Budget Allocation Process
IIID1-10	DVC Procedure 1016.01, Program Review
IIID1-11a	Sample program review, Mathematics 2019-2020
IIID1-11b	Sample program review, PACE program 2019-2020
IIID1-12a	Program Review Committee minutes, May 10, 2019
IIID1-12b	<i>Program Review Handbook 2019-2020</i>
IIID1-12c	Program review rankings, 2019-2020
IIID1-13	Full-time staffing process, fall 2019
IIID1-14a	Email from T. Wieden, 2016-17 PR allocations, December 18, 2017
IIID1-14b	Email from S. Lamb, Money, August 16, 2018
IIID1-15	Program review revision report, April 15, 2020
IIID1-16	College Council membership, Spring 2020
IIID1-17a	DVC Procedure 1010.01, Integrated Planning
IIID1-17b	DVC Procedure 5018.01, Budget Allocation Process
IIID1-18a	Budget Committee charge and function, May 22, 2019
IIID1-18b	Budget Committee minutes, February 28, 2020

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

**Evidence of Meeting the Standard
District**

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

Board Policy 5031, Fiscal Management, Board Policy 5033, Budget Development, District Business Procedure 18.02, Parameters for Budget Development and Preparation, and District Business Procedure 18.06, Budget Preparation, detail how budget parameters and process are determined ([IIID2-1a](#), [IIID2-1b](#), [IIID2-1c](#), [IIID2-1d](#)). Business Procedure 18.06, Budget Preparation, establishes a timeline that prescribes the participatory governance process of the District's budget. This transparent process provides for all constituency groups to weigh in on budget parameters and assumptions being used, report to their respective members on areas of interest or concern, and ask questions or make suggestions on potential modifications. This three-month vetting process concludes with District staff visiting all sites and conducting open Budget Forums to report on the status of the current year as well as the outlook for the upcoming year; allowing for maximum information dissemination ([IIID2-2a](#), [IIID2-2b](#), [IIID2-2c](#)).

District Business Procedure 18.02, Parameters for Budget Development and Preparation, prescribes minimum reserve levels, adequate staffing levels, a commitment to paying down the District's long-term liabilities, and a goal of general fiscal constraint. All discussions throughout the budget development process are guided by adherence to the values and criteria within the procedure ([IIID2-3](#)).

At each Governing Board meeting, financial information is presented to the Board. This information comes in the form of reports or presentations that include financial statements ([IIID2-4](#)), budget transfers ([IIID2-5](#)), investment reports ([IIID2-6](#)), tentative budget presentations, adoption budget presentations ([IIID2-7](#)), as well as periodic reports on pertinent budget and financial issues. In April every year, the Governing Board has a study-session on the budget that includes assumptions and goals for achieving the priorities of the District ([IIID2-8](#)). These presentations and reports are available in electronic format on the District webpage ([IIID2-9](#)).

College

The College ensures it has sufficient resources, between both ongoing funding and one-time funding and ongoing expenditures, to support existing and new instructional programs and services. The College sets minimum reserve levels which are routinely achieved or exceeded to ensure that the College can meet current and future budget demands. Procedure 5018.01, Budget Allocation Process, outlines the process followed by the College ([IIID2-10](#)).

The College's mission and the *2018-2023 Educational Master Plan* are the foundation for all program and budget development ([IIID2-11](#)). The program review process collects and interprets data which guides the College's financial decision making and planning. Program reviews promote an ongoing, self-reflective, transparent dialogue to ensure that the College's programs are effective and responsive to student needs within the limitations of available resources. Administrative, instructional, and student service departments and programs utilize program review templates to develop resource requests and cost projections that align with the College mission and *2018-2023 Educational Master Plan*.

All Program Review Committee, Budget Committee, and College Council agendas are emailed to College employees, posted on the website, and meetings are open to everyone ([IIID2-12a](#), [IIID2-12b](#), [IIID2-12c](#)). Time is allocated in all meetings for comments from the public. Based on the recommendations received from the College Council, the Full-Time Faculty Staffing Committee, and the President’s Cabinet, the president makes final decisions on all funding allocations and communicates decisions to the College community ([IIID2-13a](#), [IIID2-13b](#)).

Analysis and Evaluation

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

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

Evidence III.D.2.

- [IIID2-1a](#) District Board Policy 5031, Fiscal Management
- [IIID2-1b](#) District Board Policy 5033, Budget Development
- [IIID2-1c](#) District Business Procedure 18.02, Parameters for Budget Development and Preparation
- [IIID2-1d](#) District Business Procedure 18.06, Budget Preparation
- [IIID2-2a](#) 2017 Budget Forum
- [IIID2-2b](#) 2018 Budget Forum
- [IIID2-2c](#) 2019 Budget Forum
- [IIID2-3](#) District Business Procedure 18.02, Parameters for Budget Development and Preparation
- [IIID2-4](#) 2018-2019 Fourth quarter financial statements
- [IIID2-5](#) Budget transfers, September 30, 2018
- [IIID2-6](#) Investment report, September 30, 2018
- [IIID2-7](#) Adoption Budget, 2019-2020
- [IIID2-8](#) Governing Board budget study session, April 25, 2018
- [IIID2-9](#) Screenshot annual reports, District website
- [IIID2-10](#) DVC Procedure 5018.01, Budget Allocation Process,
- [IIID2-11](#) *2018-2023 Educational Master Plan*
- [IIID2-12a](#) Screenshot Program Review Committee agendas and minutes
- [IIID2-12b](#) Screenshot Budget Committee agendas and minutes
- [IIID2-12c](#) Screenshot College Council agendas and minutes
- [IIID2-13a](#) Email from T. Wieden, 2016-17 PR allocations, December 18, 2017
- [IIID2-13b](#) Email from S. Lamb, Money, August 16, 2018

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

Evidence of Meeting the Standard

District

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

At the District level, financial planning and budget development is governed by Business Procedure 18.02, Parameters for Budget Development and Preparation, and Business Procedure 18.06, Budget Preparation (IIID3-1a, IIID3-1b). These procedures detail the budget development process and timeline as well as indicate the stakeholders and constituency groups that are involved. Budget development begins after the January budget proposal by the Governor. That preliminary proposal is reviewed with college chief business officers, Chancellor’s Cabinet, and the District Governance Council (DGC). The DGC serves as the districtwide budget committee and is comprised of faculty, classified staff, managers, and students so all constituency groups have a voice in the budget development process. In April of each year, the Governing Board has a “Budget Study Session” where budget assumptions are vetted and discussed (IIID3-2a, IIID3-2b, IIID3-2c). These finalized assumptions are used in the Tentative Budget presented to the Governing Board in June and then modified for known changes when the Adoption Budget is presented in September.

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

College

College governance committees are comprised of faculty, staff, management, and students. Co-chairs of the Budget Committee, the Program Review Committee, the Research, Evaluation and Planning Committee, and the Student Equity and Success Committee each serve on the College Council, which ensures integration of College planning (IIID3-3). Faculty and staff members of the committees are appointed by their respective Senates and are then expected to serve as an information conduit to and from those bodies. The Budget Committee ensures a representative body of the College community is educated regarding all aspects of the budget and can actively participate in recommending allocations and recommending improvements in the resource allocation process.

College planning processes are outlined in the College’s Procedure 1010.01, Integrated Planning (IIID3-4). The procedure clarifies processes for writing plans with and without impacts on Academic and Professional 10+1 matters. During plan construction, all constituencies are provided ample opportunities for input in shaping the plan. Procedure 5018.01, Budget Allocation Process,

details the timeline and steps involved in budget development ([IIID3-5](#)). The process provides all constituencies time for input.

Procedure 1016.01, Program Review, describes that the Program Review Committee ranks resource requests using established rubrics and forwards ranked recommendations to the Budget Committee ([IIID3-6](#)). The rubrics are reviewed and approved by the Program Review Committee and Academic Senate. At the end of each program review cycle, recommendations for changes in the template and timelines are made by the Program Review Committee to the Academic Senate and the College Council. Recommendations for changes are vetted and approved through the governance process, which creates opportunities for participation in the development of the process.

Analysis and Evaluation

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

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

Evidence III.D.3.

IIID3-1a	District Business Procedure 18.02, Parameters for Budget Development and Preparation
IIID3-1b	District Business Procedure 18.06, Budget Preparation
IIID3-2a	Budget study session, April 27, 2016
IIID3-2b	Budget study session, April 26, 2017
IIID3-2c	Budget study session, April 25, 2018
IIID3-3	College Council membership, Spring 2020
IIID3-4	DVC Procedure 1010.01, Integrated Planning
IIID3-5	DVC Procedure 5018.01, Budget Allocation Process
IIID3-6	DVC Procedure 1016.01, Program Review

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

Evidence of Meeting the Standard

District

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The District's budget allocation model clearly outlines the available, ongoing revenue for the District based on agreed upon

assumptions. The budget allocation model accounts for significant expenditure requirements of the District and colleges. These expenditure requirements, called assessments, include contractual obligations to employee groups, regulatory expenses such as insurance, utilities, retiree health benefits, and other fixed obligations. These are all paid “off-the-top” from available revenues before distributing the revenue allocations to each college.

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

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

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

College

Budget analysis is ongoing at the College and submission of tentative and final budgets is a reflection of planning and projections. The College prepares and submits its tentative budget in late April and its adoption budget in mid-August in accordance with DVC Procedure 5018.01, Budget Allocation Process ([IIID4-1](#)). These budgets show the costs of existing obligations against projected revenues. Budget assumptions are detailed and accurate to include salary and benefit information for each permanent employee, the College’s hourly teaching obligation, based on the Full Time Equivalent Faculty needed to produce the College’s Full Time Equivalent Students and productivity goals, and operating fund allocations for all divisions and departments.

Throughout the year, the vice president of business and administration services revises income and expenditures simulations and projects the College ending balance which, combined with historical expenditures and other estimates, is used to simulate multi-year budget projections. Projections and underlying assumptions inform long-term budget strategy. When developing budgets, the College is diligent in differentiating between one-time and ongoing funds to avoid structural budget deficits. Each August, the College develops the adoption budget based on the most recent state information and updated District revenue calculation. The District and College have a successful history of developing realistic and accurate estimates of income and expenditures as evidenced in budget projections versus actual spending ([IIID4-2](#)).

Analysis and Evaluation

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

Evidence III.D.4.

[IIID4-1](#) DVC Procedure 5018.01, Budget Allocation Process
[IIID4-2](#) 2019-2020 Adoption Budget

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

Evidence of Meeting the Standard

District

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

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

Financial documents are produced from information within Ellucian Colleague and widely disseminated. This information is accessible to College staff either through running reports through the ERP system or through a web-based portal where administrators and other program managers can view their department budgets and expenses. Other high-level tools for the respective college chief business officers, such as forecasting and other ad-hoc reports, are available. Further, multiple financial presentations are made annually for College employees and all necessary financial information is presented to the Governing Board for information or action ([IIID5-1a](#), [IIID5-1b](#), [IIID5-1c](#)).

District and College staff regularly discuss ways to improve efficiencies in the reporting and internal controls. As an example, amendments were recently made to Business Procedure 11.15, Vouchers, to increase the direct voucher limit for repairs and goods and services ([IIID5-2](#)). This procedural modification was vetted through the governance process and has proven to be a value-added change to the purchasing experience for the College.

It is essential to have highly monitored and reliable position control, which is achieved through multiple levels of District wide approval needed for the hiring of employees. The budget for the College is pre-populated with accurate salary and benefit data for every permanent employee currently working. The College then adds any vacancies that are approved to be filled as well as

any new positions that have been approved through the local process. New or replacement positions will not be added to the budget or hired unless a “hiring plan” had been completed and signed off. Each hiring plan is populated, signed, and submitted by the appropriate dean or manager and discussed in President’s Cabinet before being signed and approved by the College president.

College

The College has sufficient internal control mechanisms and clearly identifies individuals responsible for the preparation of dependable, accurate, and timely financial documents. Division deans and department managers are responsible for managing budgets allocated to their area. Budget information is accessible electronically or can be requested through the Business Office ([IIID5-3a](#), [IIID5-3b](#)). Budgets and expenditures are reviewed continuously throughout the year by the Business Office.

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

All requisitions are reviewed and approved by the vice president of administration and business services and the fiscal services manager. All Board contracts are completed based on District Business Procedure 11.01, Bids and Contracts, and are reviewed and approved by the College president with final approval and processing done by the District Purchasing Office ([IIID5-4](#)).

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

Analysis and Evaluation

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

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

Evidence III.D.5.

IIID5-1a	2019 Budget Forum
IIID5-1b	Annual Financial Report 2016-2017 and Annual Budget Report 2017-2018
IIID5-1c	Sample Governing Board agenda, September 12, 2019
IIID5-2	District Business Procedure 11.15, Vouchers
IIID5-3a	Screenshot, Insite budget information access
IIID5-3b	Screenshot, budget information
IIID5-4	District Business Procedure 11.01, Bids and Contracts

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

Evidence of Meeting the Standard

The District’s and College’s budget process guarantee that expenditures of financial resources have been vetted through the planning process and will improve student learning and support the mission of the College. The District’s resource allocation model provides the basis for the College’s operating allocation. Upon receiving this allocation, the College’s primary objective, as stated in District Business Procedure 18.01, General Fund Budget, is to reach the Full Time Equivalent Students target that its revenue allocation is based upon ([IIID6-1](#)). This ensures that the College is offering the needed instructional courses for its students and is also offering the wraparound services needed for retention and success.

Annual external audits performed by the District’s audit firm recognize the accuracy and appropriate allocation of resources. With clean audits for multiple years running, the District has demonstrated the integrity of its financial management practices ([IIID6-2a](#), [IIID6-2b](#), [IIID6-2c](#)).

Analysis and Evaluation

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

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

Evidence III.D.6.

- [IIID6-1](#) District Business Procedure 18.01, General Fund Budget
- [IIID6-2a](#) Annual Financial Report, June 30, 2017
- [IIID6-2b](#) Annual Financial Report, June 30, 2018
- [IIID6-2c](#) Annual Financial Report, June 30, 2019

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

Evidence of Meeting the Standard

The District has not had an external financial audit finding since 2012 and has had unmodified financials going back at least a decade ([IIID7-1a](#), [IIID7-1b](#), [IIID7-1c](#)). The District’s most recent compliance finding was in fiscal year 2014-2015 and involved one student from the Disabled Student Programs and Services (DSPS) not having a signed application in the file. This was

communicated to the DSPS program at all three campuses, was remediated in the subsequent year, and has not occurred since.

Each January, the external auditors make a presentation to the District Governing Board. This allows the Governing Board to hear directly from the external auditors, ask questions, and have the results explained ([IIID7-2](#)).

Analysis and Evaluation

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

Evidence III.D.7.

- [IIID7-1a](#) Annual Financial Report, June 30, 2017
- [IIID7-1b](#) Annual Financial Report, June 30, 2018
- [IIID7-1c](#) Annual Financial Report, June 30, 2019
- [IIID7-2](#) Governing Board agenda, January 23, 2019

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

Evidence of Meeting the Standard

Each month the three college chief business officers meet with District leadership to discuss issues and topics of relevance. These monthly meetings provide an opportunity to address potential internal control issues, review existing policies and procedures, and to make modifications, as necessary.

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

Analysis and Evaluation

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

Evidence III.D.8.

None.

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

Evidence of Meeting the Standard

The District has sufficient cash flow and reserves to maintain stability and respond to unforeseen circumstances or economic downturns. District Business Procedure 18.01, General Fund Budget, stipulates that a district wide 5 percent general fund reserve will be kept as well as an additional district wide 5 percent contingency reserve ([IIID9-1](#)). Each college also keeps its own reserves, capped at no more than 7 percent of its respective expenditure budget. In total, at the end of FY 2018-2019, the District had total unrestricted general fund reserves of \$41.6 million which is approximately 20 percent of the total expenditure budget of the District. This level of reserves has been consistent for many years. Moreover, cash is ample as well with greater than \$50 million in cash available as of June 30, 2019 within the unrestricted general fund. The large reserves and overall conservative financial approach of the District allows for flexibility and assures the District can respond to financial emergencies or unforeseen circumstances.

The District participates in the Bay Area Community College Districts Joint Powers Authority (JPA) for property and liability coverage. It is self-insured for the first \$10,000 on each claim after which the insurance coverage of the JPA takes over. The District's self-insurance fund had a balance of approximately \$870,000 at the end of FY 2018-19, more than sufficient to meet the needs of potential claims. Lastly, the District participates in another risk pool for its worker's compensation coverage and has one of the best experience modifications in that pool ([IIID9-2a](#), [IIID9-2b](#), [IIID9-2c](#)).

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

Analysis and Evaluation

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

Evidence III.D.9.

IIID9-1	District Business Procedure 18.01, General Fund Budget
IIID9-2a	Annual Financial Report 2014-2015 and Annual Budget Report 2015-2016
IIID9-2b	Annual Financial Report 2015-2016 and Annual Budget Report 2016-2017
IIID9-2c	Annual Financial Report 2016-2017 and Annual Budget Report 2017-2018

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

Evidence of Meeting the Standard

Budget managers continually monitor allocations, income, and expenditures from all internal and external funding sources. The vice presidents, deans, directors, and the District Accounting Office

provide additional oversight. The District coordinates with appropriate College personnel in overseeing the institutions various financial reporting and management obligations.

The College has a financial aid supervisor who oversees the financial aid programs of the College. As required by law, federal financial aid programs are annually audited for compliance. The District is responsible for drawing down, distributing, and reconciling financial aid funds. Ultimately, District and College staff collaborate in preparing and certifying the Fiscal Operations Report and Application to Participate (FISAP) report ([IIID10-1](#)).

Grants and other externally funded programs are governed by Business Procedure 3.30, Grants, which details the approval process for grant applications and includes a grant application review form ([IIID10-2](#)). This formalized process ensures that the purpose of the grant aligns with the mission and *2018-2023 Educational Master Plan* of the College and brings in the District Purchasing Department for contract review.

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

Institutional investments and assets are handled prudently and in accordance with applicable laws and regulations governing investment of public funds. Board Policy 5027, Investment Policy, provides the framework for which District investments are handled ([IIID10-3](#)).

Analysis and Evaluation

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

Evidence III.D.10.

- [IIID10-1](#) Federal student aid submission report
- [IIID10-2](#) District Business Procedure 3.30, Grants
- [IIID10-3](#) District Board Policy 5027, Investment Policy

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

Evidence of Meeting the Standard

Business Procedure 18.02, Budget Parameters, lists 13 separate guidelines to which financial planning and development of the Adoption Budget adhere ([IIID11-1](#)). Within the District's funding model, contractual, legal, and regulatory obligations are paid prior to distributing revenue to any site. Moreover, the District annually sets aside an additional \$1 million minimally for other post-employment benefits for eventual transfer into its irrevocable trust. This practice of paying for known liabilities and obligations prior to distributing revenue amongst the colleges has resulted in exceptional stability within the District and is a key component in sustaining short-term and maintaining long-term financial solvency.

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

The District has set aside funds to cover the entirety of its compensated absence liability and is now dedicating funds to help offset future pension cost increases. In addition, over \$130 million resides either in the irrevocable trust or in an account for future transfers into the irrevocable trust, putting the District at over 50 percent funding for its OPEB liability for retiree health benefits ([IIID11-2](#)). This level of commitment to funding its liabilities is a major reason for the District's recent credit rating of Aa1 with Moody's and AA+ with Standard & Poors ([IIID11-3](#)). Both those ratings are just one grade below AAA.

Analysis and Evaluation

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

Evidence III.D.11.

- [IIID11-1](#) District Business Procedure 18.02, Budget Parameters
- [IIID11-2](#) Benefit Trust Company report, June 2019
- [IIID11-3](#) S&P Global Ratings report, August 26, 2019

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

Evidence of Meeting the Standard

The District has fully funded its compensated absence liability with greater than \$13 million set aside to pay for the vacation and load bank associated with its employees ([IIID12-1](#)). Other known

expenditure increases such as health care and pension obligations are taken into account in a total compensation formula the District utilizes with its bargaining groups. These known increases are built into the Adoption Budget.

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

The irrevocable trust's actuarial report is current as of June 30, 2019 ([IIID12-2](#)). This trust is managed by a Retirement Board of Authority which consists of members of all constituency groups within the District as well as a retiree of the District. The trust is fully in compliance with applicable laws and regulations and a plan in place for continued funding of the liability.

Analysis and Evaluation

The District and the College have a demonstrated history of funding long term obligations and have designed the funding model to ensure this practice continues. It is current in its actuarial report and its irrevocable trust is audited annually ([IIID12-3a](#), [IIID12-3b](#), [IIID12-3c](#)). With full funding of its compensated absences accomplished, the District is working towards building up its reserves for funding future pension obligation increases.

Evidence III.D.12.

- [IIID12-1](#) Governing Board budget study session, April 24, 2019
- [IIID12-2](#) GASB Report, September 30, 2019
- [IIID12-3a](#) Investment trust financial statement, June 30, 2017
- [IIID12-3b](#) Investment trust financial statement, June 30, 2018
- [IIID12-3c](#) Investment trust financial statement, June 30, 2019

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

Evidence of Meeting the Standard

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

No other locally incurred debt exists.

Analysis and Evaluation

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

Evidence III.D.13.

None.

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

Evidence of Meeting the Standard

The District and College utilize its funds in a manner consistent with its intended purpose. Business Procedure 3.30, Grants, guides the application, review, and acceptance of external funding sources (IIID14-1). This formalized process ensures a plan is in place to utilize these funds in a manner consistent with the stated purpose. In addition to the annual external audits in which no findings have been noted, the District has been audited by other outside agencies on its federal grants and has had no issue with the spending of the funds.

The District's bond funds undergo performance and financial audits in addition to the District's overall financial audit (IIID14-2a, IIID14-2b, IIID14-2c). The District has a Bond Oversight Committee, a requirement of Proposition 30, that reviews the bond programs for compliance with the ballot language. The bond programs have had no audit findings.

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

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

Analysis and Evaluation

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

Evidence III.D.14.

- [IIID14-1](#) District Business Procedure 3.30, Grants
- [IIID14-2a](#) Measure A and Measure E audit, June 30, 2017
- [IIID14-2b](#) Measure A and Measure E audit, June 30, 2018
- [IIID14-2c](#) Measure A and Measure E audit, June 30, 2019

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

Evidence of Meeting the Standard

The College monitors its institutional Cohort Default Rate (CDR) annually and provides comprehensive financial aid information and advising to student borrowers ([IIID15-1a](#), [IIID15-1b](#)). An external audit of student loan default rates affirms institutional compliance with federal requirements. Federal student financial aid programs require that colleges maintain 3-year CDRs below 30 percent for the three most recent years to avoid losing eligibility as a Title IV granting institutions. For the last three years, the College's student loan default rates have been below the threshold and steadily decreasing:

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

These relatively low default rates can be attributed to the institution's work with new and former borrowers. Information for students about financial aid availability and polices are published on the College website ([IIID15-2](#)).

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

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

The College maintains low Cohort Default Rates (CDR) due to partnerships with third party servicers specializing in default management. Currently, the College collaborates with Student Connections to manage the student loan portfolio ([IIID15-3](#)). The Financial Aid Office reviews delinquent and default borrower reports from the National Student Loan Database System through the Student Connections Borrower Connect portal and reaches out to delinquent and defaulted borrowers as an intervention measure. Former borrowers are contacted and encouraged to contact their loan servicers to seek loan payment deferrals or forbearances to achieve resolution to their delinquent and defaulted status. An additional tool used by the College's Financial Aid Office to monitor rates is provided by the California Community College Chancellor's Office ([IIID15-4](#)). This tool provides rate analysis on a quarterly basis from the Student Data Warehouse. Using both these methods and partnerships, the College's Financial Aid Office continues to monitor the

College's CDR and revises default management strategies to best serve former borrowers and mitigate potential increases in the institution's CDR.

Analysis and Evaluation

The College is committed to following the state and to federal financial aid standards and to student financial wellbeing. The College continues to ensure that students are educated about student loans and its financial ramifications as part of the College's goals related to student success. The Financial Aid Office continuously monitors the College's cohort default rate and works closely with third party service providers specializing in this field.

Evidence III.D.15.

- [IIID15-1a](#) Cohort default rate history report
- [IIID15-1b](#) Federal student aid submission report
- [IIID15-2](#) Screenshot, financial aid policies, May 26, 2020
- [IIID15-3](#) Student Connections report, May 19, 2020
- [IIID15-4](#) Chancellor's Office CDR report, March 5, 2020

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

Evidence of Meeting the Standard

There are substantial controls in place for the District entering into contractual agreements. Business Procedure 9.45, Request to Place Contract on Governing Board Agenda, includes a form to attach to potential contracts ([IIID16-1](#)). After campus review for consistency with the College mission and goals, the documents are routed to the director of purchasing and contracts for review. Two other procedures specific to contracts for personal and professional services are also in place ([IIID16-2a](#), [IIID16-2b](#)). All contracts include appropriate clauses for amendments, termination, and indemnity. Federal contracts are reviewed for specific requirements.

Analysis and Evaluation

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

Evidence III.D.16.

- [IIID16-1](#) District Business Procedure 9.45, Request to Place Contract on Governing Board Agenda
- [IIID16-2a](#) District Business Procedures 9.40, Contracts/Agreements for Personal Services
- [IIID16-2b](#) District Business Procedure 9.42, Contracts/Agreements for Personal Services

Conclusions on Standard III.D. Fiscal Resources

The College and District work cooperatively to ensure the financial stability of the College. District and local procedures clearly outline processes and those procedures are consistently followed. All constituency groups participate in the budgeting processes, at both the College and District level. The financial stability of the District and College are evidenced in the existence of healthy reserves and consistently clean audit findings.

Improvement Plans

None.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

Standard IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Leaders at the College create and encourage innovation leading to institutional excellence. The College utilizes its shared governance processes and integrated planning system to assure effective planning and implementation of policies. Administrators, faculty, staff, and students participate in the governance process and work to improve programs and services.

DVC Procedure 1001.01, Process to Introduce New or Revise Existing DVC Procedures, describes the process by which any member of a constituency group can bring forward recommendations to modify procedures or introduce new procedures ([IVA1-1](#)). Members of all constituency groups utilize the College governance structure to bring forward innovative ideas.

The College uses the program review process as the primary evaluative tool that assesses the institution's effectiveness to meet students' needs, per Procedure 1016.01, Program Review ([IVA1-2](#)). If needs are not being met, units are encouraged to be innovative in seeking solutions. A recent example of innovative work at the College come from the Business Department and the development of the Digital Marketing Program. The Business Department recognized the industry need for courses in this area and requested necessary funding to grow the program ([IVA1-3](#)). The need for additional teaching load to be allocated to the department was brought to the Academic Senate Scheduling Committee, a division representative group responsible for scheduling decisions at the College ([IVA1-4](#)). College leadership supported the growth of the program and dedicated resources to its success ([IVA1-5](#)).

The College supports the ongoing work of its governance committees and ideas for continuous improvement. In spring of 2019, the College created the Student Equity and Success Committee (SES) and the Communications Committee ([IVA1-6a](#), [IVA1-6b](#)). The SES Committee was

formed to integrate the efforts of three existing committees: Equity, Student Success and Support, and Developmental Education ([IVA1-7](#)). Faculty, staff, and managers serving on the existing committees recognized the need for the SES Committee and recommended the formation to the College Council. The SES monitors, evaluates, and advances institutional level progress on achieving the *2018-2023 Educational Master Plan* and the *Student Equity Plan* goals for equitable student success. The Communications Committee was formed to improve all aspects of communication at the College. The Communications Committee works to develop consistent terminology and brand messaging to students, staff, and the public ([IVA1-8](#)).

In spring 2019, the College Council recommended to the College president the formation of a Racial Justice Task Force (RJTF), comprised of faculty, staff, administrators, and students. The RJTF was formed in response to incidents of hate speech on campus and student demands for a racially just and equitable campus for students, staff, faculty, and administrators of color ([IVA1-9](#)). The RJTF established 7 action teams, each tasked with a major area that addressed student demands ([IVA1-10a](#), [IVA1-10b](#), [IVA1-10c](#)). The innovative work of the RJTF was supported by the College president, who informed the College community of the ongoing work of the taskforce in a series of emails ([IVA1-11a](#), [IVA1-11b](#)).

In fall 2019, in response to the recommendations of the RJTF, the College directed resources to hire a guest speaker from the USC Race and Equity Center to work with employees on equity issues. Joint forums on, “Open Dialogues about Racial Justice, Equity and Inclusion at DVC” were led by the Academic and Classified Senates ([IVA1-12](#)). In spring 2020, the Governing Board approved funds to further contract with the USC Race and Equity Center to develop strategies for success in student and employee equity at the College, one of which is the initiation of a new series of Equity Institutes planned for fall 2020 ([IVA1-13a](#), [IVA1-13b](#)). In the Equity Institutes, groups of faculty, staff, and managers will participate in a series of professional development modules about race and equity. As part of the Institutes, faculty will examine disaggregated data in their courses and develop action plans for equitable outcomes that will ultimately be shared with their respective departments ([IVA1-14](#)).

Another example of innovation at the College comes from the work of the English and Math Departments as a result of the passage of California Assembly Bill 705 (AB705). The intention of AB 705 is to place students directly into transfer-level English and math classes, instead of requiring students to take remedial coursework first. The College funded significant amounts of reassigned time to faculty in the English and Math departments to develop curriculum and success strategies for students entering transfer level courses ([IVA1-15a](#), [IVA1-15b](#)). The English and Math Department created transfer level courses with additional support hours attached. In the additional support classes, instruction focuses on improving study skills and there are embedded counselors and tutoring ([IVA1-16a](#), [IVA1-16b](#)).

The creation of the *2018-2023 Education Master Plan* (EMP) exemplifies the College’s commitment to College wide dialogue with the goal of improving equitable student success. In spring 2017, DVC began a College wide participatory process for the development, writing, and implementation of the EMP. The College Council created an EMP writing task force and tasked it to design a plan that included widespread engagement of and input from faculty, staff, managers, and students at multiple stages of its development ([IVA1-17a](#), [IVA1-17b](#), [IVA1-](#)

[17c](#), [IVA1-17d](#), [IVA1-17e](#), [IVA1-17f](#)). The writing task force was comprised of faculty, staff, and managers and supported by the leadership of the College.

The *2018-2023 Educational Master Plan* now serves as the guiding document for the College and is the foundation for all other planning. It identifies the need to fund ongoing professional development, effective technology, human resources, and facilities to achieve its mission. The writing of the EMP facilitated dialogue that pivoted the College to a new mindset. Instead of thinking that students need to be ready for college, the institution transformed its philosophy to be that the college must be ready for the students.

The EMP identifies Guided Pathways as the tool that the College will use to improve the student experience in order to increase equitable student success. In 2017, the College Council created a Guided Pathways Steering Team comprised of students, faculty, staff, and managers ([IVA1-18](#)). The group guides the work of the College in the implementation of the guided pathways framework for equitable student success. Design teams were created to foster substantive dialogue between disparate parts of the institution to create a more cohesive and streamlined student experience.

In December 2018, the College created a Student Advisory Council to inform the recommendations and decisions of the Guided Pathway Steering Team ([IVA1-19](#)). The Student Advisory Council provides input to the Guided Pathways Design Teams, to ensure that changes are truly what students need. The Guided Pathways Steering Team and Design Teams continue to work to make improvements in the student experience.

Analysis and Evaluation

The College leadership encourage innovation leading to institutional excellence. The development of the *2018-2023 Educational Master Plan* and the work done by the Racial Justice Taskforce demonstrate the College's commitment to supporting faculty, staff, students, and administrators in their efforts for improvement. Departments and individuals are encouraged to be innovative in their approaches to improving student success, and the College dedicates resources to support those innovations. The College utilizes the governance process to ensure broad based input and implement systematic changes.

Evidence IV.A.1.

- [IVA1-1](#) DVC Procedure 1001.01, Process to Introduce New or Revise Existing DVC Procedures
- [IVA1-2](#) DVC Procedure 1016.01, Program Review
- [IVA1-3](#) Program Review, Business Department page 3 section 2
- [IVA1-4](#) Scheduling Committee Minutes, October 28, 2019
- [IVA1-5](#) Email, President S. Lamb, Program Review Resource Allocation
- [IVA1-6a](#) College Council minutes March 6, 2019
- [IVA1-6b](#) College Council minutes, May 22, 2019
- [IVA1-7](#) Student Equity and Success Committee Charge and function
- [IVA1-8](#) Communications Committee Charge and function
- [IVA1-9](#) Student Demands Notes from LHS-ATC, May 6, 2019
- [IVA1-10a](#) Racial Justice Task Force meeting notes, April 16, 2019
- [IVA1-10b](#) College Council report, Racial Justice Task Force, April 17, 2019
- [IVA1-10c](#) RJTF formation College Council minutes, March 20, 2019

IVA1-11a	S. Lamb email RJTF formation March 26, 2019
IVA1-11b	S. Lamb email RJTF next steps June 24, 2019
IVA1-12	Academic and Classified Senate joint forums email October 28, 2019
IVA1-13a	Governing Board Minutes 1/22/20
IVA1-13b	Email Vice President M. Gutierrez, Equity Institutes, March 6, 2020
IVA1-14	Academic Senate Meeting Minutes February 11, 2020, item 11
IVA1-15a	Developmental Education Committee minutes, May 2, 2019
IVA1-15b	Developmental Education Committee minutes, May 16, 2019
IVA1-16a	Course Outline MATH 042
IVA1-16b	Course Outline ENGL 122-L
IVA1-17a	College Council minutes, February 15, 2017
IVA1-17b	College Council minutes, March 15, 2017
IVA1-17c	College Council minutes, April 29, 2017
IVA1-17d	College Council minutes, May 3, 2017
IVA1-17e	College Council minutes, May 17, 2017
IVA1-17f	Academic Senate minutes, May 23, 2017
IVA1-18	College Council minutes, August 16, 2017
IVA1-19	DVC Student Advisory Council Description, December 13, 2018

Standard IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Governing Board Policy 1009, Institutional Leadership, Governance, and Decision-Making, as well as DVC Procedure 1009.01, College Governance, ensure the participation of administrators, faculty, staff, and students in District and College governance ([IVA2-1a](#), [IVA2-1b](#)). The procedures identify the rights of administrators, faculty, and staff in decision-making processes as well as mechanisms for student input. All constituencies participate in the College governance process and provide input through governance committees. Membership on committees is designated by the Academic Senate, Classified Senate, the Associated Students of Diablo Valley College, and the College president ([IVA2-2a](#), [IVA2-2b](#), [IVA2-2c](#)).

Procedure 1001.01, Process to Introduce New or Revise Existing DVC Procedures, describes how individuals and groups at the College use the governance process to bring forward proposals for policies or institutional innovation and improvement ([IVA2-3](#)). The Academic Senate, Classified Senate, and Associated Students of Diablo Valley College are Brown Act bodies and, as such, have open meetings, publish agendas and minutes, and have time allotted on the agenda for public comment ([IVA2-4a](#), [IVA2-4b](#), [IVA2-4c](#)). Members of constituent groups can bring forward ideas during this time or via their representatives. College wide governance meetings are open to all members of the public and agendas and minutes for these meetings are published. The College wide governance committees have membership from all constituencies and are co-chaired by members of management, faculty, and staff ([IVA2-5a](#), [IVA2-5b](#), [IVA2-5c](#), [IVA2-5d](#), [IVA2-5e](#)).

Recommendations to changes to procedures can be made directly to College Council or the Office of the President.

The Academic Senate serves as the primary body for faculty participation in the formation and implementation of College policies and procedures. The Academic Senate leadership engages weekly in collegial consultation with management and the College president on academic and professional matters ([IVA2-6](#)). Members of the Academic Senate serve on the College Council ([IVA2-7](#)).

The Classified Senate is committed to serving students and supporting staff members by providing exceptional service as representatives in the participatory governance structure of the College. The Classified Senate provides the classified staff with a formal representative voice in determining institutional policies, procedures, and regulations through a council of representatives. The Classified Senate president and vice president meet monthly with the College president ([IVA2-8](#)). Classified Senate members serve on the College Council ([IVA2-9](#)).

The Associated Students of Diablo Valley College (ASDVC) is the governing body for students at the College. ASDVC advocates for the rights of students through participation in College committees and taskforces. Student views are sought through presentations to the ASDVC, focus groups, and surveys. The president of the ASDVC meets regularly with the College president ([IVA2-10](#)). Students have representation on the College Council ([IVA2-11](#)).

Management Council is the collective group of all managers and supervisors at the College. Management Council provides input to the College president and managers serve on the College Council ([IVA2-12](#)).

Committees at the College are an essential part of the governance process. All members of the College community are encouraged to participate in the committees and to bring them ideas for improvement to fulfill the mission of the College. DVC has five College wide committees: College Council, Budget, Research, Planning and Evaluation Committee, Student Equity and Success, and Program Review. Faculty, classified staff, students, and managers have dedicated seats on all College committees ([IVA2-13a](#), [IVA2-13b](#), [IVA2-13c](#), [IVA2-13d](#), [IVA2-13e](#)). Time is allotted at every College committee for members of the public to provide comments ([IVA2-14a](#), [IVA2-14b](#), [IVA2-14c](#), [IVA2-14d](#)).

Planning at the College follows Procedure 1010.01, Integrated Planning ([IVA2-15](#)). The procedure ensures that when writing teams are formed, they include members from faculty, classified staff, ASDVC, and management. To ensure that the plan under development coordinates with other College plans, the College Council reviews drafts of the plan and provides feedback through the faculty representative, classified representatives, ASDVC representative, and lead managers ([IVA2-16a](#), [IVA2-16b](#)).

Analysis and Evaluation

The College has well-defined policies for constituency-based participation in decision-making processes. Faculty, staff, students, and managers have designated seats on College wide committees. Time for public and council member comment is allotted at all College committee

meetings. Students participate in shared governance and consideration of student views is incorporated into policy.

Evidence IV.A.2.

- [IVA2-1a](#) Governing Board Policy 1009, Institutional Leadership, Governance, and Decision-Making
- [IVA2-1b](#) DVC Procedure 1009.01, College Governance
- [IVA2-2a](#) Budget Committee Charge and Function May 22, 2019
- [IVA2-2b](#) Research, Planning, and Evaluation Committee charge and function March 25, 2020
- [IVA2-2c](#) College Council charge and function
- [IVA2-3](#) DVC Procedure 1001.01, Process to Introduce New or Revise Existing DVC Procedures
- [IVA2-4a](#) Academic Senate minutes, May 23, 2017
- [IVA2-4b](#) Classified Senate minutes, March 6, 2019
- [IVA2-4c](#) ASDVC minutes, October 15, 2019
- [IVA2-5a](#) Program Review Committee Charge and Function
- [IVA2-5b](#) College Council Committee Charge and Function
- [IVA2-5c](#) Student Equity and Success Committee Charge and Function
- [IVA2-5d](#) Budget Committee Charge and Function
- [IVA2-5e](#) Research, Planning, and Evaluation Committee charge and function
- [IVA2-6](#) President's calendar with Academic Senate 2020
- [IVA2-7](#) College Council Charge and Membership
- [IVA2-8](#) President's calendar with Classified Senate 2019-2020
- [IVA2-9](#) College Council Charge and Membership
- [IVA2-10](#) President's Calendar with ASDVC
- [IVA2-11](#) College Council Charge and Function
- [IVA2-12](#) College Council Charge and Function
- [IVA2-13a](#) College Council Charge and Function
- [IVA2-13b](#) Budget Committee Charge and Function
- [IVA2-13c](#) Student Equity and Success Committee Charge and Function
- [IVA2-13d](#) Research, Planning, and Evaluation Committee Charge and Function
- [IVA2-13e](#) Program Review Committee Charge and Function
- [IVA2-14a](#) College Council minutes, February 29, 2020
- [IVA2-14b](#) Budget Committee Approved Minutes April 12, 2019
- [IVA2-14c](#) Research, Planning, and Evaluation Committee minutes, February 12, 2020
- [IVA2-14d](#) Program Review Committee minutes, November 8, 2019
- [IVA2-15](#) DVC Procedure 1010.01, Integrated Planning
- [IVA2-16a](#) College Council minutes, October 16, 2019 item 5
- [IVA2-16b](#) Workforce Development Committee minutes, November 21, 2019

Standard IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Administrators and faculty have a clearly defined role in policy and procedures as outlined in Governing Board Policy 1009, Institutional Leadership, Governance, and Decision-Making, as well as DVC Procedure 1009.01, College Governance ([IVA3-1a](#), [IVA3-1b](#)). The College has committees, councils, and taskforces that guide the College in decision-making related to policies, planning, and budget. The charge and function of College committees are on the DVC website ([IVA3-2](#)).

College wide Committees

The five College wide committees are College Council, Budget Committee, Student Equity and Success Committee (SES), Program Review Committee (PRC), and Research, Planning, and Evaluation Committee (RPEC). Administrators and faculty have designated representation on each of the committees. Recommendations for policies, planning, and budget from SES, PRC, Budget, and RPEC are forwarded to the College Council and finally the College president.

College Council is the reporting body for all College wide committees and operational committees ([IVA3-3](#)). It is comprised of faculty, staff, students, and managers from instruction, student services, and business and administrative services on campus. Co-chairs of the Research, Planning, and Evaluation Committee, the Program Review Committee, and the Student Equity and Success Committee are members on College Council ensuring broad-based input before decisions. As part of its charge and function, the College Council oversees the regular review of the DVC procedures, which ensures that decision making is aligned with expertise, and ensures that policies are widely communicated ([IVA3-4a](#), [IVA3-4b](#)).

The Budget Committee reviews all funding available to the College, including State and District budget information, following DVC Procedure 5018.01, Budget Allocation Process ([IVA3-5a](#), [IVA3-5b](#)). As part of the resource allocation process, the Budget Committee identifies sources of funding at the College to fund approved program review requests ([IVA3-6](#)). The Budget Committee makes recommendations of funding to the College Council and communicates its work to the College community ([IVA3-7a](#), [IVA3-7b](#)).

The Student Equity and Success Committee (SES) supports the College in reducing equity gaps by promoting inclusion, engagement, and student success ([IVA3-8](#)). The SES develops the *Student Equity Plan* for the College and, in conjunction with the College Council, Program Review Committee, Research, Planning, and Evaluation Committee, and the Academic Senate, develops the goals and metrics of Student Equity and Achievement Program on student equity and success. The SES Committee reports to the College Council.

The Research, Planning, and Evaluation Committee (RPEC) oversees the data and research needs of the College ([IVA3-9](#)). RPEC acts in accordance with Procedure 4100.01, Research Protocols ([IVA3-10](#)). RPEC reviews research requests made by individuals at the College, reviews research and data collected by the College and other sources, and interprets that data ([IVA3-11](#)). RPEC reports to the College Council.

The Program Review Committee (PRC) facilitates the program review process ([IVA3-12](#)). College wide dialogue surrounding program review, college plans, students learning and achievement, and support services occurs at the PRC. As part of the resource allocation process, the PRC ranks

program review requests and forwards their rankings to the Budget Committee, following DVC Procedure 1016.01, Program Review ([IVA3-13](#)). The PRC reports to the College Council.

Role of the Academic Senate

DVC Procedure 1009.01, College Governance, establishes the Academic Senate’s role for faculty participation in the formation of College procedures on academic and professional matters ([IVA3-14](#)). The Academic Senate serves as the primary body for faculty participation in the formation and implementation of College policies and procedures. Policies and procedures that pertain to academic and professional matters, as identified by Title 5 as 10+1 items, are jointly reviewed by both the Academic Senate president and College president ([IVA3-15a](#), [IVA3-15b](#)).

Program Review Process

College Procedure 1016.01, Program Review, outlines the process for program review and embeds the use of assessment data into the decision making and resource allocations of the College ([IVA3-16](#)). All units complete reviews on a four-year cycle ([IVA3-17](#)). The program review template includes student and program data, provided by the District Office, which is analyzed to inform program improvement strategies. In addition to student achievement data, summary student learning outcome assessment data is provided and serves to inform teaching and learning strategies that promote student success ([IVA3-18](#)). Improvement strategies are detailed in the program plan section of the reviews.

Upon the completion and validation of program reviews, requests for resources to support improvement strategies are provided to the Program Review Committee. A subgroup of the Program Review Committee evaluates the requests on an established rubric, which specifically requires units to tie requests to assessment data. On the 2019-2020 rubric, units were asked: “To what degree does this request target increases in equitable student success in one or more of the four stages of the student experience?” and “To what degree will this request support improvement and/or closure of achievement gaps for student success indicators such as: Access, Course Completion, Persistence, ESL Sequence completion, Degree/Certificate” ([IVA3-19](#)).

After ranking is complete, the Budget Committee analyzes resources available to meet requests then forwards that information to the College Council. The College Council uses this data to make recommendations to the College president about the allocation of fiscal resources to best support the mission of the College ([IVA3-20](#)). Final decisions for resource allocations are made by the College president and are communicated to the College ([IVA3-21](#)).

Analysis and Evaluation

Administrators and faculty have well-defined roles in the governance process. Constituency groups serve on all College committees and participate in policy making, planning, and budget. The College meets this Standard.

Evidence IV.A.3.

- [IVA3-1a](#) Governing Board Policy 1009, Institutional Leadership, Governance, and Decision-Making
- [IVA3-1b](#) DVC Procedure 1009.01, College Governance
- [IVA3-2](#) Research, Planning, and Evaluation Committee Charge and Function

IVA3-3	College Council Charge and Function
IVA3-4a	<i>DVC Procedures Manual</i> , May 2020
IVA3-4b	College Council minutes, October 16, 2019
IVA3-5a	Budget Committee Charge and Function
IVA3-5b	DVC Procedure 5018.01, Budget Allocation Process
IVA3-6	DVC Procedure 1016.01 Program Review
IVA3-7a	Budget Committee minutes, Item 9, April 12, 2019
IVA3-7b	Budget Committee minutes, Item 6, April 26, 2019
IVA3-8	Student Equity and Success Committee Charge and Membership
IVA3-9	Research, Planning, and Evaluation Committee Charge and Membership
IVA3-10	DVC Procedure 4100.01, Research Protocols
IVA3-11	RPEC reports archive page
IVA3-12	Program Review Committee Charge and Membership
IVA3-13	DVC Procedure 1016.01, Program Review
IVA3-14	DVC Procedure 1009.01, College Governance
IVA3-15a	Academic Senate minutes, October 8, 2019
IVA3-15b	Academic Senate minutes, November 19, 2019
IVA3-16	DVC Procedure 1016.01, Program Review
IVA3-17	Program Review Handbook, Timelines for completion, p. 5-7
IVA3-18	Chemistry Department Program Review, p. 36
IVA3-19	2019-2020 Program Review Rubric
IVA3-20	College Council minutes, Item 12, May 22, 2019
IVA3-21	Email from S. Lamb, Resource allocation, October 8, 2019

Standard IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

DVC Procedure 1009.01, College Governance, ensures the responsibility of faculty and administrators to oversee matters of curriculum and student learning programs and services ([IVA4-1](#)). The Academic Senate and its committees, Curriculum Committee, Distance Education, Student Learning Outcomes Assessment Committee, Faculty Professional Development, Scheduling Committee, Scholarship Committee, and the Tutoring Advisory Committee, guide the College in implementing curriculum matters and improving student learning programs and services. Policies and procedures that pertain to academic and professional matters, as identified by Title 5 as 10+1 items, are jointly reviewed by both the Academic Senate president and College president ([IVA4-2a](#), [IVA4-2b](#)).

The Curriculum Committee is responsible for course approval and program revision as well as applications for new courses and programs ([IVA4-3](#)). Additionally, the Curriculum Committee makes recommendations about programs going through revitalization or discontinuance. The Curriculum Committee is comprised of faculty from each academic division along with the senior dean of curriculum and instruction.

Faculty submit course and program revisions in addition to new course and program requests through the software program eLumen. Submissions are then approved by the division faculty

representative for Curriculum Committee, department chair, and academic dean, and are reviewed by the Curriculum Committee Technical Review Team which includes faculty and instructional administrators before approval by the full Curriculum Committee ([IVA4-4a](#), [IVA4-4b](#)). Course and program revisions and requests are then submitted for final approval to the vice president of instruction. Through the work of the Curriculum Committee, course outlines are updated regularly to ensure relevancy, currency, and compliance with State requirements and Accrediting Commission for Community and Junior College Standards.

The Distance Education Committee reviews and recommends distance education policies and procedures related to academic programs ([IVA4-5](#)). The Distance Education Committee is comprised of faculty who teach online, classified staff that serve the College in technology related capacity, and the dean of Library, Educational Technology, and Learning Support.

The Student Learning Outcomes Assessment Committee (SLOAC) is responsible for the SLO process for the College's academic departments ([IVA4-6](#)). The SLOAC is comprised of division faculty representatives, faculty co-chairs, and a management representative. The SLOAC reviews course level student learning outcomes (SLOs) and program learning outcomes (PLOs) as well as plans, assessment methods, and assessment outcomes on a regular calendar, according to DVC Procedure 1018.01, Student Learning Outcomes and Achievement ([IVA4-7](#)). Course level student learning outcomes are established on the course outline of record, are reviewed by the department, division, Curriculum Committee, and the SLOAC and are required to be included in course syllabi. The SLOAC works in collaboration with the Curriculum Committee, which approves all new and updated course and program learning outcomes as part of the course outline of record or program application.

The Faculty Professional Development Committee oversees the professional development activities during pre-term Flex weeks held at the College as well as activities throughout the semester ([IVA4-8](#)). The committee is responsible for the distribution of faculty funds for conference travel for both full- and part-time faculty. The committee reviews and ranks requests for conference travel in order to best support the mission of the College ([IVA4-9](#)).

The Academic Senate Scheduling Committee is comprised of division faculty representatives, the vice president of instruction, as well as the senior dean of curriculum and instruction ([IVA4-10](#)). The Scheduling Committee demonstrates the collaborative work of faculty and management to develop a schedule of classes to best serve the needs of DVC's students. The committee reviews quantitative and qualitative data to make decisions on the growth of the schedule. The committee makes recommendations on schedule cuts when needed and approves additional load for departments during growth periods ([IVA4-11](#)).

The Academic Senate Scholarship Committee reviews and ranks student scholarship applications and awards ([IVA4-12](#)). The committee acts as an advisory committee to the DVC Scholarship Coordinator in matters related to scholarships, including recommendation for improving the scholarship award process. The committee composition includes one member each appointed by the Academic Senate: Math and Computer Science, Physical Science and Engineering, English, Social Science, Applied and Fine Arts, Business Education, Biological and Health Sciences, Kinesiology, Athletics and Dance, and Counseling and Library.

The Tutoring Advisory Committee (TAC) provides coordination, support, and advocacy for tutoring services that increase graduation rates, transfer success, persistence, and retention of DVC students ([IVA4-13](#)). The committee conducts a regular review of tutoring services through a survey ([IVA4-14](#)). The committee provides communication, cohesion, and the sharing of best practices among the campus tutoring centers, the DVC community, and students. The committee monitors and recommends improvements to the tutoring program and advises on its needs, funding requests, and curricular and instructional issues related to the tutoring program. The committee is comprised of one faculty representative from each academic division, three classified staff, one instructional manager and one student services manager who are appointed by the College president or designee, and one student representative appointed by the Associated Students of Diablo Valley College. Tutoring lab coordinators are highly encouraged to serve or participate on the committee.

Analysis and Evaluation

The College has policies and procedures defining roles and responsibilities for faculty and administrators in curriculum, student learning and programs. Structures are well established and function to ensure continuous improvement in instruction and services for students. There is a collaborative relationship between the Academic Senate and the College administration, with open channels for ongoing communication.

Evidence IV.A.4.

IVA4-1	DVC Procedure 1009.01, College Governance
IVA4-2a	Academic Senate minutes, Item 14, October 8, 2019
IVA4-2b	Academic Senate minutes, Items 7-8, November 19, 2019
IVA4-3	Curriculum Committee Charge and Function
IVA4-4a	Course Revisions in eLumen
IVA4-4b	Curriculum Committee minutes, Items 7-8, March 19, 2018
IVA4-5	Distance Education Committee Charge and Membership
IVA4-6	Student Learning Outcomes Assessment Committee Charge and Membership
IVA4-7	DVC Procedure 1018.01, Student Learning Outcomes and Achievement
IVA4-8	Faculty Development Committee Charge and Membership
IVA4-9	FDC 18-19 Conference Funding
IVA4-10	Scheduling Committee Charge and Membership
IVA4-11	Senate Scheduling Committee Minutes, Item 6, September 20, 2019
IVA4-12	Scholarship Committee Charge and Membership
IVA4-13	Tutoring Advisory Committee Charge and Membership
IVA4-14	DVC Tutoring Survey 2019

Standard IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Diablo Valley College, through board policies and procedures as well as the College governance structure, ensures that relevant perspectives are considered in decision-making and that decision-making is aligned with expertise. Committee and council members are appointed based on their

expertise and are approved by the appropriate constituency body, if appropriate. The College committee structure is designed for broad-based constituent representation leading to institutional plans, policies, and curricular change.

Governing Board Policy 1009, Institutional Leadership, Governance, and Decision-Making, describes the procedures for institutional and board governance ([IVA5-1](#)). The policy cites the need for expertise-based participation and the roles of constituent groups. District wide governance issues are discussed at the District Governance Council (DGC) comprised of faculty, classified staff, students, and managers representing the District Office and the three colleges. The DGC provides a forum for influencing District wide policies and procedures ([IVA5-2](#)). Changes suggested by the DGC are forwarded to the chancellor and Governing Board ([IVA5-3](#)).

District Administrative Procedure 1001.01, Process to Introduce New or Revise Existing Governing Board Policies, guarantees timely action on policy changes ([IVA5-4](#)). Recommendations to policies and procedures may be brought by personnel directly to the chancellor. After reviewing the policy and receiving input, when appropriate, from the District Governing Council, the unions, and Management Council Executive Board, the chancellor forwards changes to the Governing Board. The Governing Board must act within twenty workdays to approve or reject new policies or revisions.

If policy changes address academic and professional matters, the College follows District Administrative Procedure 1009.02, Process to Reach Agreement Between the Governing Board and the Academic Senates Coordinating Council on Districtwide Policies and Procedures Governing Academic and Professional Matters ([IVA5-5](#)). The procedure describes the process for such policy changes, the coordination of the chancellor with the Faculty Senate Coordinating Council, and dictates timelines which must be followed to approve or reject new policies and revisions.

At the College level, DVC utilizes a well-defined committee structure, with constituent members from faculty, staff, students, and management to guide the institution in planning, policy, and curricular change. The College Council serves as DVC's primary body for institutional planning and policy change ([IVA5-6](#)). The College Council oversees the development of all College plans, ensures timely implementation of plans, and guarantees alignment with the *2018-2023 Educational Master Plan*. As part of its charge, the College Council ensures decision-making is aligned with expertise and responsibilities ([IVA5-7a](#), [IVA5-7b](#)).

Curricular changes are reviewed by the Curriculum Committee, a sub-committee of the Academic Senate ([IVA5-8](#)). Course and program revisions as well as new course and program requests are made through the eLumen software. Submissions are then approved by the division faculty representative for Curriculum Committee, department chair, and academic dean, and are then reviewed by the Curriculum Committee Technical Review Team. The Technical Review Team follows a published timeline of course revisions ([IVA5-9a](#), [IVA5-9b](#)).

Analysis and Evaluation

The College uses board policies and its committee structure to ensure decision-making is aligned with expertise and responsibility and timely action is taken on institutional plans, policies, curricular change, and other key considerations.

Evidence IV.A.5.

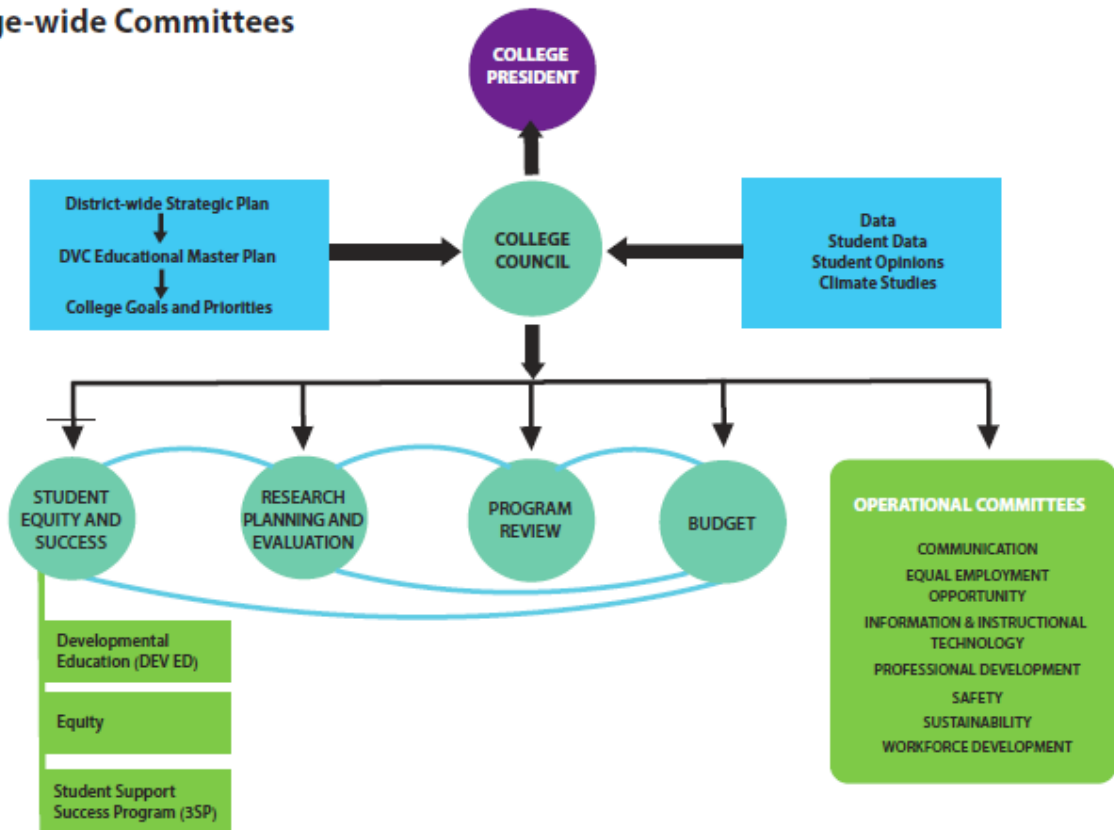
- [IVA5-1](#) Governing Board Policy 1009, Institutional Leadership, Governance, and Decision-Making
- [IVA5-2](#) District Governance Council Bylaws
- [IVA5-3](#) District Governance Council minutes, Item 2, January 15, 2019
- [IVA5-4](#) District Administrative Procedure 1001.01, Process to Introduce New or Revise Existing Governing Board Policies
- [IVA5-5](#) District Administrative Procedure 1009.02, Process to Reach Agreement Between the Governing Board and the Academic Senates Coordinating Council on Districtwide Policies and Procedures Governing Academic and Professional Matters
- [IVA5-6](#) College Council Charge and Function
- [IVA5-7a](#) College Council minutes, Item 3, March 20, 2019
- [IVA5-7b](#) College Council minutes, Item 9 May 22, 2019
- [IVA5-8](#) Curriculum Committee Charge and Membership
- [IVA5-9a](#) Tech Review Level Deadlines 2020
- [IVA5-9b](#) Curriculum Committee Website Screenshot

Standard IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The process for decision-making at the College is documented in policies and procedures and published in the *DVC Roles, Responsibilities, and Processes Handbook* ([IVA6-1](#)). Decisions made by the Academic Senate, Classified Senate, College Council, as well as various sub-committees are communicated to the College through the posting of minutes and agendas on the website and through email communication to the campus. The *Handbook* outlines the committee structure at the College and the responsibilities of those committees, including requirements for communicating decisions to the College community, summarized in this diagram.

College-wide Committees



Committee meetings at the College are open meetings that allow time for public and committee member comment ([IVA6-2a](#), [IVA6-2b](#)). Agendas for meetings are emailed to the College community while minutes and agendas are posted on the website ([IVA6-3a](#), [IVA6-3b](#)). Additionally, the College utilizes *Governance at a Glance* emails to communicate major developments in the governance process to the campus ([IVA6-4](#)). In 2019, the College Council formed the Communications Committee to address global communications at the College ([IVA6-5a](#), [IVA6-5b](#)). The committee is working to improve College wide communication strategies.

Other examples of communication at the College include a monthly meeting of deans and department chairs. Through the deans and chairs meetings, important information relating to College plans, decision-making, and initiatives are shared with faculty ([IVA6-6](#)).

Decision-making is shared by the College president to the entire campus via email. Recent examples of communication of major changes to governance structure include the formation of the Racial Justice Taskforce, the development of the *Student Equity Plan*, and the creation of the Student Equity and Success Committee ([IVA6-7a](#), [IVA6-7b](#), [IVA6-7c](#)). During the closures of the campus due to the Corona Virus, the College president informed the campus of imminent closures and plans for continued online instruction ([IVA6-8a](#), [IVA6-8b](#)). In addition to changes to College governance and College wide initiatives, the College president informs the campus community of decision-making from the program review resource allocation process. Summaries of approved

funding are provided via email to the College ([IVA6-9](#)). Final decisions on full-time faculty hires are also communicated in an email from the College president ([IVA6-10](#)).

Analysis and Evaluation

Decision-making processes are well documented in College and in Governing Board policies as well as the *Roles, Responsibilities, and Processes Handbook*. The College is informed of the results of decision-making via emails from the College president, agendas and minutes posted on the website, as well as Governance at a Glance emails.

Improvement Plan

While most committees at the College post agendas and minutes on the website, some meeting information is unavailable. The College is working with committees to post all meeting information on the website to improve accessibility and communication. The recent formation of the Communication Committee demonstrates the College's ongoing commitment to improvement.

Evidence IV.A.6.

IVA6-1	<i>DVC Roles, Responsibilities, and Processes Handbook</i>
IVA6-2a	Budget Committee minutes, April 26, 2019
IVA6-2b	College Council minutes, October 16, 2019
IVA6-3a	Student Equity and Success agenda, November 18, 2019
IVA6-3b	College Council agenda, November 20, 2019
IVA6-4	Governance at a Glance, May 2019
IVA6-5a	College Council minutes, March 6, 2019, item 10
IVA6-5b	Communication Committee Charge and Function
IVA6-6	Deans and Chairs Sample Agendas
IVA6-7a	Student Equity Plan
IVA6-7b	Email from S. Lamb, RJTF formation, March 26, 2019
IVA6-7c	Email from S. Lamb, RJTF next steps, June 24, 2019
IVA6-8a	Email from S. Lamb, COVID resources, March 15, 2020
IVA6-8b	Email from S. Lamb, COVID closure, March 16, 2020
IVA6-9	Email from S. Lamb, Resource allocation, October 8, 2019
IVA6-10	Email from S. Lamb, Faculty hires, October 2, 2018

Standard IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The College assesses leadership roles, governance, decision-making policies, and procedures to improve institutional effectiveness. DVC's *Procedures Manual* outlines the processes to assure ongoing evaluation ([IVA7-1](#)). Results of evaluations are communicated in committee minutes, posted on the College website, as well as emails such as *Governance at a Glance* or emails from the College president ([IVA7-2a](#), [IVA7-2b](#)).

DVC Procedure 1009.01, College Governance, clearly articulates leadership roles for faculty, classified staff, students, and management in governance and decision-making at the College

([IVA7-3](#)). The procedure itself was reviewed by the College Council and the revisions were accepted by the College president in spring 2017 ([IVA7-4](#)).

Procedure 1001.03, College Wide Committees Evaluation, ensures that governance committees regularly review and report on efforts to support the mission of the College ([IVA7-5](#)). Committees conduct annual self-evaluation reports that are shared with the president and the College Council ([IVA7-6a](#), [IVA7-6b](#), [IVA7-6c](#), [IVA7-6d](#)). Reports from committees is a standing item on the College Council agenda ([IVA7-7](#)). Results from College Council are reported to the College via committee minutes posted on the website and through Governance at a Glance emails ([IVA7-8a](#), [IVA7-8b](#)).

In spring of 2019, the College Council supported changes to the current governance structure in an effort to improve institutional effectiveness. The Student Equity and Success Committee (SES) and the Communications Committee were formed to support the changing needs of the College ([IVA7-9a](#), [IVA7-9b](#)). The SES Committee was formed to integrate the efforts of three existing committees: Equity, Student Success and Support, and Developmental Education ([IVA7-10](#)). Faculty and managers serving on the existing committees recognized the need for the SES Committee and recommended the formation to the College Council. The SES monitors, evaluates, and advances the institutional level progress on achieving the *2018-2023 Educational Master Plan* goals for equitable student success. The Communications Committee was formed to improve all aspects of communication at the College. The Communications Committee works to develop consistent terminology and brand messaging to students, staff, and the public ([IVA7-11](#)).

Policies and Procedures at the College are regularly reviewed in accordance with DVC Procedure 1001.01, Process to Introduce New or Revise Existing DVC Procedures ([IVA7-12a](#), [IVA7-12b](#)). The policy includes timelines for ongoing review and the methods by which changes are made. Members of any constituency group may suggest new procedures or improvements to existing procedures. Recommendations to changes are approved by the College Council and forwarded to the president for final action.

Analysis and Evaluation

The College has processes for submitting new or revising existing procedures and policies. DVC procedures ensure regular review of existing policies. The College evaluates leadership roles, governance, and decision-making to improve institutional effectiveness.

Evidence IV.A.7.

IVA7-1	<i>DVC Procedures Manual</i> , May 2020
IVA7-2a	Governance at a Glance, September 2019
IVA7-2b	Email from S. Lamb, RJTF next steps, June 24, 2019
IVA7-3	DVC Procedure 1009.01, College Governance
IVA7-4	College Council minutes, Item 5, May 17, 2017
IVA7-5	DVC Procedure 1001.03, College Wide Committees Evaluation
IVA7-6a	College Council minutes, Item 12, May 15, 2019, item 12
IVA7-6b	College Council minutes, Item 9, September 4, 2019
IVA7-6c	College Council Evaluation 2018-2019
IVA7-6d	RPEC Committee Evaluation 2018-2019
IVA7-7	College Council Minutes, January 29 2020, item 8

- [IVA7-8a](#) Governance at a Glance, May 2019
- [IVA7-8b](#) Screenshot College Council agendas and minutes 2019
- [IVA7- 9a](#) College Council minutes, Item 10, March 6, 2019
- [IVA7-9b](#) College Council minutes, Item 9, February 6, 2019
- [IVA7-10](#) Student Equity and Success charge and function
- [IVA7-11](#) Communication Committee charge and function
- [IVA7-12a](#) DVC Procedure 1001.01, Process to Introduce New or Revise Existing DVC Procedures
- [IVA7-12b](#) College Council minutes, Item 7, September 4, 2019

Conclusions on Standard IV.A. Decision-Making Roles and Processes

Diablo Valley College’s leadership supports administrators, faculty, staff, and students and encourages innovation. The College’s work on the Racial Justice Task Force, development of new committees, and writing of the *2018-2023 Educational Master Plan* demonstrate leadership’s commitment to ongoing planning and institutional excellence. The College has a well-defined governance process that includes all constituency groups. There is broad representation on College wide committees and the College continuously improves the committee structure as evidenced by the formation of the Student Equity and Success Committee as well as the Communication Committee. The Academic Senate committees oversee curriculum matters and work to improve student learning and services. In order to effectively communicate improvements to the governance process, the College committees post minutes and agendas on the website. *Governance at a Glance* emails are sent to the College community to ensure communication of important developments at the College. Committees participate in ongoing evaluations and regularly report to the College Council. The College Council regularly reviews leadership roles as well as decision-making policies and procedures.

Improvement Plan

While most committees at the College post agendas and minutes on the website, some meeting information is unavailable. The College is working with committees to post all meeting information on the website to improve accessibility and communication. The recent formation of the Communication Committee demonstrates the College’s ongoing commitment to improvement.

B. Chief Executive Office

Standard IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

As the chief executive officer of the College, the president provides high-level direction regarding the overall operation of the College at both its campuses. The president provides effective leadership across all aspects of the College, including planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Governing Board Policy 1009, Institutional Leadership, Governance, and Decision-Making, outlines that the District Governing Board delegates decision making to the District chancellor, who then delegates authority to the College president for the operation of the College ([IVB1-1](#)). The president's job description details the areas of responsibility for the position, which includes providing leadership for the College as a whole, including planning, development, implementation, and evaluation of educational and fiscal programs ([IVB1-2](#)).

Presidential leadership in planning is articulated in DVC Policy 1010.01, Integrated Planning ([IVB1-3](#)). When plans are created or revised that are academic and professional matters, the president designates a vice-president to liaise with the Academic Senate throughout the process. In all plan creation as a first step of the process, the president or a designee brings the need for a plan to the College Council, which then establishes a writing taskforce. Writing taskforces are comprised of members of all constituency groups. After the plan is approved by the relevant constituencies and the College Council, the president has the ultimate authority to accept it or not and then has responsibility to implement the plan. This process is described and illustrated visually in College Procedure 1010.01, Integrated Planning, and in the Colleges' *Roles, Responsibilities, and Processes Handbook* ([IVB1-4a](#), [IVB1-4b](#)).

The president is responsible for organizing the structure of the institution and for selecting and developing personnel. The structure of the College places the president at the top of the organizational chart, which visually diagrams the reporting structure ([IVB1-5](#)). The president's job description articulates that the president participates in hiring, training, and evaluation of diverse faculty and staff to achieve College goals ([IVB1-6](#)). After receiving input from the Full-Time Faculty Hiring Committee, the president determines how many full-time faculty will be hired each year ([IVB1-7](#)). The president and vice president of instruction serve as the final interview committee for instructional full-time faculty hires, and for counseling faculty the president and the vice president of student services serve as the final committee. The president makes the ultimate decisions. The president determines the need for classified staff and management hiring based on input provided in program reviews and from the President's Cabinet, and the president has created new management and classified staff positions based on need ([IVB1-8a](#), [IVB1-8b](#), [IVB1-8c](#), [IVB1-8d](#)).

The president makes decisions about the College budget and expenditures based on recommendations from the College Council, following College Procedure 5018.01, Budget

Allocation Process, and recommendations from the Budget Committee ([IVB1-9a](#), [IVB1-9b](#)). The president meets regularly with the vice president of business and administrative services to monitor the overall District and College fiscal status ([IVB1-10](#)). Supervising managers, who can access up-to-date information through the District database system, monitor individual unit expenditures. Units submit requests for instructional equipment, facilities, and supplies in program reviews, which are then validated, ranked, and examined by the Program Review Committee, the Budget Committee, and the College Council per College Procedure 1601.01, Program Review ([IVB1-11](#)). The president then makes decisions on what is funded and communicates those decisions to the College ([IVB1-12](#)).

To assess institutional effectiveness, the College president consults weekly with the president and vice president of the Academic Senate and monthly with the president and vice president of the Classified Senate ([IVB1-13a](#), [IVB1-13b](#)). The president meets every other week with her full cabinet and on the opposite weeks with the vice presidents ([IVB1-14a](#), [IVB1-14b](#), [IVB1-14c](#), [IVB1-14d](#)). She meets once a month with the full management team and once a month with the deans and vice presidents ([IVB1-15a](#), [IVB1-15b](#), [IVB1-15c](#), [IVB1-15d](#)). The president serves as an ex officio member on the College Council and regularly reports to the body on important issues to the College ([IVB1-16a](#), [IVB1-16b](#), [IVB1-16c](#)).

Analysis and Evaluation

The College president has primary responsibility for the quality of the institution. She delegates responsibility to her management team and meets regularly with them to stay apprised of activities at the College. She is responsible for budgeting, planning, selecting personnel, and for assessing institutional effectiveness.

Evidence IV.B.1.

- [IVB1-1](#) District Board Policy 1009, Institutional Leadership, Governance, and Decision-Making
- [IVB1-2](#) President's Job Description
- [IVB1-3](#) DVC Procedure 1010.01, Integrated Planning
- [IVB1-4a](#) DVC Procedure 1010.01, Integrated Planning
- [IVB1-4b](#) Roles, Responsibilities, and Processes Handbook 2019, p. 16
- [IVB1-5](#) College Organizational Chart
- [IVB1-6](#) President's Job Description
- [IVB1-7](#) Email from S. Lamb, Faculty Hires 2019-2020, June 20, 2019
- [IVB1-8a](#) DVC Procedure 5018.01, Budget Allocation Process
- [IVB1-8b](#) President's Cabinet Agenda, Hiring Plan, February 5, 2020
- [IVB1-8c](#) Job Posting, Dean of Student Engagement and Equity, October 3, 2017
- [IVB1-8d](#) Job Posting, Director of Admissions and Records and International Students, March 27, 2019
- [IVB1-9a](#) DVC Procedure 5018.01, Budget Allocation Process
- [IVB1-9b](#) Budget Committee Charge and Function
- [IVB1-10](#) President's calendar, meetings with vice president of business services 2019-2020
- [IVB1-11](#) DVC Procedure 1601.01, Program Review
- [IVB1-12](#) Email from S. Lamb, Money, August 16, 2018
- [IVB1-13a](#) President's calendar, meetings with Academic Senate leadership 2020
- [IVB1-13b](#) President's calendar, meetings with Classified Senate leadership 2019-2020

IVB1-14a	President’s calendar, meetings with vice presidents 2020
IVB1-14b	President’s Cabinet agenda, March 18, 2020
IVB1-14c	President’s Cabinet agenda, October 2, 2019
IVB1-14d	President’s Cabinet agenda, January 30, 2019
IVB1-15a	Management Council agenda, April 24, 2019
IVB1-15b	Management Council agenda, January 29, 2020
IVB1-15c	President with Deans agenda, February 12, 2020
IVB1-15d	President’s calendar, meetings with deans 2019-2020
IVB1-16a	College Council minutes, Item 4, February 19, 2020
IVB1-16b	College Council minutes, Item 7, March 6, 2019
IVB1-16c	College Council minutes, Item 6, February 7, 2018

Standard IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

The president plans, oversees, and evaluates an administrative structure staffed to reflect the College’s purposes, size, and complexity ([IVB2-1](#)). The president delegates authority to administrators and others consistent with their responsibilities. She consults weekly with the Academic Senate president and vice president on academic and professional matters ([IVB2-2](#)) and monthly with the Classified Senate president and vice president on matters impacting the classified staff ([IVB2-3](#)). She meets every other week with her Cabinet; the three College vice presidents, the senior dean of the San Ramon Campus, the president’s executive assistant, the director of communications and marketing, the dean of institutional effectiveness and accreditation, the interim dean of guided pathways and special projects, and the presidents of the Academic and Classified Senates ([IVB2-4a](#), [IVB2-4b](#), [IVB2-4c](#)). On the opposite weeks, she meets with her three vice presidents.

The College has three vice presidents who oversee the areas of instruction, student services, and business and administrative services, reflecting the president’s and the College’s commitment to student learning by providing high quality instruction and a wide spectrum of student services to support that learning. The senior dean of the San Ramon Campus oversees that campus to ensure that it provides the same level of service to its students as is found at the Pleasant Hill Campus. The president participates in College Council meetings as an ex officio member and attends other governance meetings on an as needed basis ([IVB2-5a](#), [IVB2-5b](#), [IVB2-5c](#)). The president has assigned managers to all College committees, according to their responsibilities ([IVB2-6](#)). When necessary, the president has re-arranged work responsibilities and has created new management positions ([IVB2-7a](#), [IVB2-7b](#)).

In addition to cross-College consultations, the president meets twice a month with key decision makers at the District level in Chancellor’s Cabinet, which includes the chancellor, two executive vice chancellors, three associate vice chancellors, three college presidents, the director of communications, community relations, and marketing, and the chief facilities planner about the functions of the College’s administrative structure. This dialogue provides her with information on critical functions in finance, student services, and facilities ([IVB2-8a](#), [IVB2-8b](#)).

Analysis and Evaluation

With information gathered from many sources, the president oversees and evaluates the administrative structure to reflect the College's purposes, size, and complexity. She delegates authority to administrators and meets regularly with them to stay apprised of College activities.

Evidence IV.B.2.

IVB2-1	DVC Organizational Chart, April 9, 2020
IVB2-2	President's calendar, meetings with Academic Senate leadership 2020
IVB2-3	President's calendar, meetings with Classified Senate leadership 2019-2020
IVB2-4a	President's Cabinet agenda, September 19, 2018
IVB2-4b	President's Cabinet agenda, March 13, 2019
IVB2-4c	President's Cabinet agenda, December 11, 2019
IVB2-5a	College Council minutes, April 4, 2018
IVB2-5b	College Council minutes, March 6, 2019
IVB2-5c	College Council minutes, March 4, 2020
IVB2-6	Management Committee Assignments, July 1, 2019
IVB2-7a	Dean of institutional effectiveness and accreditation job description, March 23, 2018
IVB2-7b	Interim dean of Guided Pathways and special projects job description, April 23, 2019
IVB2-8a	Chancellor's Cabinet agenda, September 25, 2018 and minutes of September 11, 2018
IVB2-8b	Chancellor's Cabinet agenda, February 4, 2020 and minutes of January 14, 2020

Standard IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

Presidential leadership in goal setting and planning is articulated in College Policy 1010.01, Integrated Planning ([IVB3-1](#)). The integrated planning process is described and illustrated visually in the procedure and in the College's *Roles, Responsibilities, and Processes Handbook* ([IVB3-2](#)). The creation of the *2018-2023 Education Master Plan* (EMP) followed this process and was directed by the president from the formation of the writing team through the final acceptance of the

plan by the president ([IVB3-3a](#), [IVB3-3b](#), [IVB3-3c](#), [IVB3-3d](#), [IVB3-3e](#)). The EMP articulates the overarching values of the College and influences all other planning and resource allocations.

DVC Procedure 1001.01, Process to Introduce New and Revise Existing Procedures, establishes a collegial process for creating and evaluating existing College procedures ([IVB3-4](#)). After review through the governance process, the president has the final decision of whether or not to accept the procedure. Dates of acceptance by the president are noted on every procedure in the *DVC Procedures Manual* ([IVB3-5](#)).

The president ensures the College vision and mission statements are reviewed through the governance process and has final approval of revisions. Following Procedure 1017.01, Review of the Mission Statement, in spring 2018 the College Council formed a committee to lead a comprehensive review of the mission statement ([IVB3-6a](#), [IVB3-6b](#)). After approval by the Academic and Classified Senates, the College Council and then the president adopted the new statement in spring 2019 ([IVB3-7a](#), [IVB3-7b](#), [IVB3-7c](#)). It was accepted by the Contra Costa Community College Governing Board on March 27, 2019 ([IVB3-8](#)). The mission statement is incorporated into the *2018-2023 Educational Master Plan*.

The vision statement of the College was revised under the direction of the president and through a collaborative process. The College Council formed a taskforce for its revision ([IVB3-9a](#), [IVB3-9b](#)). The new vision statement was approved through the governance process and was accepted by the College president ([IVB3-10a](#), [IVB3-10b](#), [IVB3-10c](#)). The vision statement is incorporated into the *2018-2023 Educational Master Plan*.

The president ensures that the College has established institutional performance standards and signs-off on those standards each year in the College's *Annual Report to the ACCJC* ([IVB3-11a](#), [IVB3-11b](#)). The College has had institution-set standards since spring 2013. In spring 2018, the College Council tasked the Research, Planning and Evaluation Committee (RPEC) with reviewing the existing institution-set standards and with providing recommendations on the establishment of stretch goals ([IVB3-12](#)). After analyzing historical data, the RPEC made recommendations on new stretch goals for course completions, awarding of degrees and certificates, and for transfer ([IVB3-13a](#), [IVB3-13b](#)). The recommendations were accepted by the Academic Senate, the College Council, and then the president ([IVB3-14a](#), [IVB3-14b](#)).

The College president identified the need for high quality data informed decision-making and created the dean of institutional effectiveness and accreditation position to support these efforts ([IVB3-15](#)). In 2015, the College formed the Research, Planning, and Evaluation Committee (RPEC), which is charged with supporting data-directed decision-making by meeting the research needs of the College and facilitating professional development to assist with the evaluation of data ([IVB3-16](#)). The co-chairs of the RPEC sit on the College Council and provide data for decision-making processes to the College Council. The president occasionally attends the meeting of the RPEC and receives regular information about the work of the committee at the College Council and in meetings with her Cabinet ([IVB3-17a](#), [IVB3-17b](#), [IVB3-17c](#), [IVB3-17d](#), [IVB3-17e](#)). Ongoing use of data at the College is required in all program reviews, in learning outcomes assessment, and in the development of all College plans.

In the program review process articulated in College Procedure 1016.01, Program Review, units request resources and create plans aligned with the College mission and goals, based on student success data, and student learning outcomes (IVB3-18). Instructional and student service units reflect in their program reviews on the ways previous resources received have enhanced their service to students and impacted on student success (IVB3-19a, IVB3-19b). The president's final decisions on resource planning and distribution are based on validated program reviews and College wide plans after considering the recommendations from the Program Review Committee, the Budget Committee, and the College Council (IVB3-20a, IVB3-20b).

College Procedure 1001.03, College Wide Committee Evaluation, requires committees to submit year end reports evaluating their activities over the previous academic year and to set goals for the next year, in support of the College's mission (IVB3-21a, IVB3-21b, IVB3-21c). The reports are shared with the president and the College Council (IVB3-22). Other institutional planning is done following College Procedure 1010.01, Integrated Planning (IVB3-23). This procedure guides the high-level planning process for all College wide plans. The process is initiated by the president and requires acceptance of all plans by the president as the final step.

Analysis and Evaluation

The College president guides the institution in continuously improving the teaching and learning environment. College procedures outline processes in defining the mission of the College, program review, resource allocation, and all aspects of planning. The processes are consistently followed by the College. The role of the president in these processes is clearly outlined and followed.

Evidence IV.B.3.

IVB3-1	DVC Procedure 1010.01, Integrated Planning
IVB3-2	<i>Roles, Responsibilities, and Processes Handbook 2019</i>
IVB3-3a	College Council minutes, Item 7, November 16, 2016
IVB3-3b	Academic Senate minutes, Item 7, October 24, 2017
IVB3-3c	Classified Senate minutes, Item 7, November 1, 2017
IVB3-3d	College Council minutes, Item 5, November 1, 2017
IVB3-3e	<i>2018-2023 Educational Master Plan</i>
IVB3-4	DVC Procedure 1001.01, Process to Introduce New or Revise Existing Procedures
IVB3-5	<i>DVC Procedures Manual</i>
IVB3-6a	DVC Procedure 1017.01, Review of the Mission Statement
IVB3-6b	College Council minutes, Item 5, January 31, 2018
IVB3-7a	Academic Senate minutes, Item 8, May 8, 2018
IVB3-7b	Classified Senate minutes, Item 7, February 6, 2019
IVB3-7c	College Council minutes, Item 5, March 6, 2019
IVB3-8	Governing Board minutes, Item 19C p. 12, March 27, 2019
IVB3-9a	College Council minutes, Item 7, December 7, 2016
IVB3-9b	College Council minutes, Item 8, February 1, 2017
IVB3-10a	College Council minutes, Item 6, February 15, 2017
IVB3-10b	Academic Senate minutes, Item 7, February 28, 2017
IVB3-10c	College Council minutes, Item 7, March 15, 2017
IVB3-11a	<i>2019 Annual and Fiscal Report to the ACCJC</i>
IVB3-11b	<i>2020 Annual and Fiscal Report to the ACCJC</i>
IVB3-12	College Council Minutes, Item 7, February 21, 2018

IVB3-13a	College Council Minutes, Item 4, September 5, 2018
IVB3-13b	Research, Planning and Evaluation Committee Minutes, Item 4, September 12, 2018
IVB3-14a	Academic Senate Minutes, Item 6, May 22, 2018
IVB3-14b	College Council Minutes, Item 5, May 23, 2018
IVB3-15	Dean of institutional effectiveness and accreditation job description, March 23, 2018
IVB3-16	Research, Planning, and Evaluation Committee charge and function, March 25, 2020
IVB3-17a	President’s Cabinet agenda, September 19, 2018
IVB3-17b	President’s Cabinet agenda, March 13, 2019
IVB3-17c	President’s Cabinet agenda, December 11, 2019
IVB3-17d	Research, Planning, and Evaluation Committee minutes, Item 7, February 12, 2020
IVB3-17e	College Council minutes, Item 8, February 19, 2020
IVB3-18	DVC Procedure 1016.10, Program Review
IVB3-19a	Sample instructional program review, Administration of Justice, 2019
IVB3-19b	Sample student services program review, Admissions and Records, 2018
IVB3-20a	Email from S. Lamb, Money, August 16, 2018
IVB3-20b	Email from S. Lamb, Resource Allocation Process, October 8, 2019
IVB3-21a	DVC Procedure 1001.03, College Wide Committee Evaluation
IVB3-21b	Budget Committee Annual Report 2018-2019
IVB3-21c	College Council Annual Report 2018-2019
IVB3-22	College Council minutes, Item 7, May 22, 2019
IVB3-23	DVC Procedure 1010.01, Integrated Planning

Standard IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The College president has the primary role for ensuring that the College complies with Eligibility Requirements, Accreditation Standards, and Commission Policies. The president submits the *Annual and Fiscal Reports* to the Accrediting Commission for Community and Junior Colleges and complies with other reporting requirements ([IVB4-1a](#), [IVB4-1b](#), [IVB4-1c](#)).

The president appointed an accreditation liaison officer and they meet regularly to discuss issues related to accreditation. The president and College Council created an Accreditation Advisory Group (AAG), which meets regularly to discuss accreditation ([IVB4-2a](#), [IVB4-2b](#)). The AAG is co-chaired by the Academic Senate president and the accreditation liaison officer and includes representatives from faculty, staff, and management ([IVB4-3](#)). The president is a member of the group.

To prepare the *2020 Institutional Self-Evaluation Report*, the president directed the formation of writing teams for each accreditation Standard. A co-chair structure that included faculty, staff, and administrative leaders led each Standard team. The president, the accreditation liaison officer, and the writing team leads attended an Accrediting Commission for Community and Junior Colleges (ACCJC) sponsored training in spring 2018 as well as a training on campus from the ACCJC

([IVB4-4a](#), [IVB4-4b](#)). The president met with the writing teams and the Accreditation Advisory Group throughout the process ([IVB4-5a](#), [IVB4-5b](#), [IVB4-5c](#)). To ensure that individuals and committees with responsibilities for assuring compliance with accreditation requirements had opportunities for input, the writing teams brought drafts of their work to College committees, the Academic Senate, the Classified Senate, and the Associated Students of DVC for feedback ([IVB4-6a](#), [IVB4-6b](#), [IVB4-6c](#), [IVB4-6d](#), [IVB4-6e](#), [IVB4-6f](#), [IVB4-6g](#), [IVB4-6h](#), [IVB4-6i](#), [IVB4-6j](#), [IVB4-6k](#), [IVB4-6l](#), [IVB4-6m](#), [IVB4-6n](#)). Drafts of the document were published on the College website for feedback from any interested party. The accreditation liaison officer led professional development meetings for the College throughout the process ([IVB4-7a](#), [IVB4-7b](#), [IVB4-7c](#)).

On an ongoing basis, faculty are charged with maintaining curriculum standards and assessing learning outcomes. The Academic Senate has a Curriculum Committee and a Student Learning Outcomes Assessment Committee, both of which are comprised of faculty, staff, and administrative leaders ([IVB4-8a](#), [IVB4-8b](#)). Employees of the College are encouraged to participate on accreditation visiting teams and over the last three years, eight people have done so.

Analysis and Evaluation

The College president has primary responsibility of ensuring that the College meets all accreditation requirements and Standards. She appointed the College's accreditation liaison officer and works regularly with the Accreditation Advisory Group on issues related to accreditation. Faculty, staff, and administrative leaders work together to ensure the College meets all requirements and Standards, which is evidenced by the production of the *2020 Institutional Self-Evaluation Report* and by ongoing work on curriculum and learning outcomes assessment.

Evidence IV.B.4.

IVB4-1a	2018 Annual and Fiscal Report to the ACCJC
IVB4-1b	2019 Annual and Fiscal Report to the ACCJC
IVB4-1c	2020 Annual and Fiscal Report to the ACCJC
IVB4-2a	College Council minutes, Item 4, March 2, 2016
IVB4-2b	College Council minutes, Item 5, February 1, 2017
IVB4-3	Accreditation Advisory Group membership, March 26, 2020
IVB4-4a	ACCJC Training information, May 8, 2018
IVB4-4b	ACCJC Training information, March 15, 2019
IVB4-5a	Accreditation Advisory Group meeting, October 19, 2018
IVB4-5b	Accreditation Advisory Group meeting, November 30, 2018
IVB4-5c	Accreditation Advisory Group meeting, October 11, 2019
IVB4-6a	Program Review Committee minutes, Item 7, October 11, 2019
IVB4-6b	Research, Planning, and Evaluation Committee minutes, Item 8, November 13, 2019
IVB4-6c	Budget Committee minutes, Item 10, December 6, 2019
IVB4-6d	Classified Senate minutes, Item 5, December 11, 2019
IVB4-6e	College Council minutes, Item 4, January 29, 2020
IVB4-6f	Academic Senate minutes, Item 7, January 23, 2020
IVB4-6g	Budget Committee minutes, Item 8, February 7, 2020
IVB4-6h	Classified Senate minutes, Item 7b, February 12, 2020
IVB4-6i	Academic Senate minutes, Item 10, February 25, 2020
IVB4-6j	Budget Committee minutes, Item 9, February 28, 2020

IVB4-6k	Academic Senate minutes, Item 10, March 3, 2020
IVB4-6l	College Council minutes, Item 5, March 4, 2020
IVB4-6m	Screenshot, Accreditation 2020 webpage, March 26, 2020
IVB4-6n	Associated Students of DVC agenda, item 6.2, April 7, 2020
IVB4-7a	Fall 2019 Flex Activity book, page 53
IVB4-7b	Spring 2019 Flex Activity book, page 19
IVB4-7c	Spring 2020 Flex Activity book, page 22
IVB4-8a	Curriculum Committee charge and function
IVB4-8b	Student Learning Outcomes Assessment Committee charge and function

Standard IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The president assures the implementation of statutes, regulations, and Governing Board policies at the College and assures that institutional practices are consistent with the institution’s mission and policies. She stays informed about current statutes, regulations, and Governing Board policies through participation in every other week meetings of the Chancellor’s Cabinet and monthly meetings of the Governing Board, as well as through communications from the state Chancellor’s Office and the Accrediting Commission of Community and Junior Colleges ([IVB5-1a](#), [IVB5-1b](#)). She also attends the statewide Chief Executive Officer meetings ([IVB5-2](#)).

To ensure implementation, the president meets every other week with her Cabinet, consisting of the College vice presidents, the senior dean of the San Ramon Campus, her executive assistant, the accreditation liaison officer, the interim dean of Guided Pathways and special projects, the director of communications and marketing, and the presidents of the Academic and Classified Senates to obtain advice and feedback and to assign responsibility for tasks ([IVB5-3a](#), [IVB5-3b](#), [IVB5-3c](#)). On the opposite weeks, she meets with her three vice presidents.

The president is an ex officio member of the College Council, a representative participatory governance body that meets every other week and is charged with reviewing and making recommendations for revision of College procedures and processes. The president shares information with the council through participation in dialogue and in the president’s report ([IVB5-4a](#), [IVB5-4b](#), [IVB5-4c](#), [IVB5-4d](#)). She meets monthly with the Classified Senate president and vice president to share information and receive input and advice ([IVB5-5](#)). She holds consultation meetings with the Academic Senate president and vice president every week to discuss and come to agreement on academic and professional matters ([IVB5-6](#)). She meets monthly with the president of the Associated Students of DVC and attends their meetings when invited ([IVB5-7](#)).

Following College Procedure 5018.01, Budget Allocation Process, the president oversees the preparation of the annual College budget and directs operations of the College within the provisions of the budget once it is approved by the Governing Board ([IVB5-8](#)). Resource allocation decisions are made by the president, per DVC Procedure 1016.01 Program Review, and she clearly communicates those decisions to the College ([IVB5-9a](#), [IVB5-9b](#), [IVB5-9c](#)). To ensure that practices are consistent with the College’s mission, the president initiates the production and

revision of College wide plans and has the final decision on adoption of plans, as described in DVC Procedure 1010.01, Integrated Planning ([IVB5-10](#)).

Analysis and Evaluation

The president assures the implementation of statutes, regulations, and Contra Costa Community College District Governing Board policies and assures that institutional practices are consistent with the institution's mission and policies. She maintains communication with statewide education structures, participating in College wide meetings, District meetings, and attends all Contra Costa Community College District Governing Board meetings. The president is responsible for control of the budget and expenditures.

Evidence IV.B.5

IVB5-1a	Governing Board meeting schedule, 2019-2020
IVB5-1b	Chancellor's Cabinet meeting schedule, 2019-2020
IVB5-2	State Chief Executive Officers meeting agenda, February 27, 2020
IVB5-3a	President's Cabinet agenda, June 5, 2019
IVB5-3b	President's Cabinet agenda, February 5, 2020
IVB5-3c	President's Cabinet agenda, February 19, 2020
IVB5-4a	College Council charge and function
IVB5-4b	College Council minutes, Item 6, February 7, 2018
IVB5-4c	College Council minutes, Item 3, September 19, 2018
IVB5-4d	College Council minutes, Item 6, March 4, 2020
IVB5-5	President's calendar, meetings with Classified Senate leadership 2019-2020
IVB5-6	President's calendar, meetings with Academic Senate leadership 2020
IVB5-7	ASDVC meeting calendars 2018-2019
IVB5-8	DVC Procedure 5018.01, Budget Allocation Process
IVB5-9a	DVC Procedure 1016.01, Program Review
IVB5-9b	Email from S. Lamb, Money, August 16, 2018
IVB5-9c	Email from S. Lamb, Resource Allocation Process, October 8, 2019
IVB5-10	DVC Procedure 1010.01, Integrated Planning

Standard IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The College president develops and maintains channels of communication with employees regarding all aspects of College operations including curriculum, instruction, business administration, finance, planning, construction and maintenance of physical facilities, personnel, and student services. She communicates to the College by participation in committees, at All College Day events, in drop-in coffee chats, and through email ([IVB6-1a](#), [IVB6-1b](#), [IVB6-1c](#), [IVB6-1d](#), [IVB6-1e](#), [IVB6-1f](#), [IVB6-1g](#), [IVB6-1h](#)).

The president works and communicates with the external communities served by the institution in many ways:

- State of the District events ([IVB6-2a](#), [IVB6-2b](#), [IVB6-2c](#))

- Hosting an annual breakfast for regional high school principals ([IVB6-3a](#), [IVB6-3b](#), [IVB6-3c](#), [IVB6-3d](#))
- Reporting at Governing Board meetings ([IVB6-4a](#), [IVB6-4b](#), [IVB6-4c](#))
- Meeting regularly with Pleasant Hill city manager and elected officials from the region ([IVB6-5a](#), [IVB6-5b](#))
- Attending Chamber of Commerce and other civic events in region ([IVB6-6](#))
- Working with the DVC Foundation ([IVB6-7a](#), [IVB6-7b](#))
- Speaking to annual high school counselors' event ([IVB6-8](#))

Analysis and Evaluation

The president continues to cultivate effective relationships with communities served by the institution. She communicates regularly with the College and with the larger community.

Evidence IV.B.6.

IVB6-1a	Classified Senate minutes, Item 6, August 21, 2019
IVB6-1b	Email from S. Lamb, Next Steps in Racial Equity, September 5, 2019
IVB6-1c	Academic Senate minutes, Item 10, January 23, 2020
IVB6-1d	All College Day slides, slide 25, January 24, 2020
IVB6-1e	Research, Planning, and Evaluation Committee minutes, Item 7, February 12, 2020
IVB6-1f	Email from S. Lamb, Student Equity and Success Committee, February 20, 2020
IVB6-1g	Email from S. Lamb, Continuing Forward, March 27, 2020
IVB6-1h	Email from J. Catalano, Coffee and Conversation, April 16, 2020
IVB6-2a	CCCCD News, State of the District Meetings, September 2017
IVB6-2b	CCCCD News, State of the District Meetings, October 2018
IVB6-2c	CCCCD News, State of the District Meetings, September 2019
IVB6-3a	High School Principal's/Superintendents' breakfast slides, slide 18, November 7, 2017
IVB6-3b	High School Principal's/Superintendents' breakfast slides, slide 2, December 4, 2018
IVB6-3c	High School Principals'/Superintendents' breakfast agenda, December 4, 2018
IVB6-3d	High School Principals'/Superintendents' breakfast agenda, December 2, 2019
IVB6-4a	Governing Board agenda, Item 13C, May 22, 2019
IVB6-4b	Governing Board agenda, Item 10C, September 20, 2019
IVB6-4c	Governing Board agenda, Item 9C, January 22, 2020
IVB6-5a	President's calendar, meeting with City of Pleasant Hill, November 5, 2019
IVB6-5b	President's calendars, meetings with Concord and Pleasant Hill mayors, January - February 2020
IVB6-6	San Ramon Valley Leadership meeting schedule 2019-2020
IVB6-7a	DVC Foundation Board meeting agenda, May 20, 2019
IVB6-7b	DVC Foundation Board meeting agenda, November 18, 2019
IVB6-8	High school counselors meeting agenda, February 7, 2020

Conclusions on Standard IV.B. Chief Executive Officer

Evidence and analysis as shown above indicate that all accreditation standards have been met. The president provides effective leadership across all aspects of College operations.

Improvement Plan

None.

C. Governing Board

Standard IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Contra Costa Community College District is comprised of Contra Costa, Diablo Valley, and Los Medanos College, San Ramon Campus and the Brentwood Center. The Governing Board consists of five members elected by geographic regions, known as wards, for four-year, staggered terms. Though elected by geographic region, Board members represent the interests of all county residents as stated in Board Policy 1010, Code of Ethics of the Governing Board ([IVC1-1](#)). Serving a one-year term, the sixth member of the Governing Board is the Student Trustee, who is selected by rotation among the three Colleges and who has an advisory vote on actions other than personnel-related and collective bargaining items.

The Governing Board has full legislative authority for the operation of the Contra Costa Community College District ([IVC1-2](#)), in accordance with State of California Education Code, rules of the Board of Governors of the California Community Colleges, and Statutes of the State of California. The Board has overall authority and final responsibility for all policies necessary to carry out their legislative responsibilities ([IVC1-3](#)). The Board receives regular reports on student success, achievement, and completion as part of its oversight role to assure academic quality and integrity of the student learning programs and services ([IVC1-4](#)). The Board receives regular reports on the financial stability of the District and each of the Colleges in the District ([IVC1-5](#)). The Board is directly involved in the preparation of the District budget with a least one study session devoted to that process every year.

Analysis and Evaluation

The Governing Board of the Contra Costa Community College District has full authority over and responsibility for all policies related to academic quality, integrity, and the financial stability of the District and all Colleges within the District. The Board maintains its focus on the effectiveness of student learning programs and services in pursuit of educational excellence.

Evidence IV.C.1.

IVC1-1	District Board Policy 1010, Code of Ethics of the Governing Board
IVC1-2	Rules and Regulations of the Governing Board
IVC1-3	District Board Policy 1009, Institutional Leadership, Governance, and Decision-Making
IVC1-4	Governing Board Agenda Master Planning Calendar
IVC1-5	Governing Board Agenda Master Planning Calendar

Standard IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

Most votes taken by the Board are unanimous. When decisions are not unanimous, members who dissent on an issue support the decision of the whole in compliance with the Rules and Regulations of the Governing Board. In addition, Board members agree to uphold standards of good practice that contribute to Board effectiveness, ensure the notion of the Governing Board as a team/unit, guide ethical behavior, ensure the reliability of information to be communicated, and comply with accreditation standards as noted in Board Policy 1022, Governing Board Communication Protocols ([IVC2-1](#)) and Board Policy 1010 Code of Ethics of the Governing Board ([IVC2-2](#)).

Analysis and Evaluation

Governing Board members act as a whole, in support of the decisions of the Board.

Evidence IV.C.2.

[IVC2-1](#) District Board Policy 1022, Governing Board Communication Protocols

[IVC2-2](#) District Board Policy 1010, Code of Ethics of the Governing Board

Standard IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The Governing Board has the responsibility for hiring the chancellor; the chancellor has the responsibility for hiring the College presidents. For both positions, a national search, typically managed by a search firm, is conducted. Representatives from each District constituency group (classified staff, faculty, managers, and students) serve on the hiring committees as well as members of the community. Open forums are held for finalists, giving the entire District community, including the public, the opportunity to interact and provide feedback on the candidates.

Governing Board Policy 2057 ([IVC3-1](#)) and Human Resources Procedure 1010.06, Hiring of Contract Administrators ([IVC3-2](#)), clearly delineate all the steps involved in hiring contract administrators, including College Presidents. These steps were followed by the Governing Board in 2016 when the most recent permanent Chancellor was hired ([IVC3-3](#)).

Human Resources Procedure 2030.13 Evaluation of Academic Contract Administrators ([IVC3-4](#)), and Human Resources Procedure 3080.05 Evaluation of Classified Contract Administrators ([IVC3-5](#)), clearly establish the process for the evaluation of College presidents and the chancellor. The evaluation process identifies those management/supervisory positions to be included in the evaluation survey. College presidents and the chancellor are evaluated annually.

Dr. Helen Benjamin, the long-time Chancellor (2005-2016) was evaluated annually, with the exception of her final year per an agreement with the Board. Dr. Fred Wood was hired effective January 1, 2017 and rather than do an evaluation for less than six months (most evaluations are completed in June), he and the Board agreed to wait and complete his first evaluation in June 2018. At that time and as a result of undocumented conversations in closed session, both Chancellor Wood and then Board President believed that the Board preferred a written narrative to the forms and survey as prescribed in HR 2030.13 and that all future evaluations by the Chancellor would include only a narrative report ([IVC3-6](#)). In 2019, the Chancellor prepared a narrative report

without the standardized forms. When the Board attempted to take action based on this submitted information, an anonymous complaint was filed. At their meeting of November 19, 2019, the Board established a subcommittee of two members to complete Chancellor Wood’s evaluation prior to his departure on December 31, 2019 ([IVC3-7](#)). The subcommittee conducted the evaluation per HR Procedure 2030.13 and reported on the outcome of the evaluation at the December 11, 2019 regularly scheduled Governing Board meeting ([IVC3-8](#)).

Analysis and Evaluation

An inclusive and effective process has been developed and implemented for the selection and evaluation of a chancellor for the District and the president for each of the Colleges within the District. The goals for the chancellor’s job performance are developed and jointly agreed upon by the Governing Board and the chancellor; the goals for the presidents and other contract administrators are developed and jointly agreed upon by the chancellor and the respective president/contract administrator.

Evidence IV.C.3.

- [IVC3-1](#) District Board Policy 2057, Hiring of Contract Administrators
- [IVC3-2](#) District Human Resources Procedure 1010.06, Hiring of Contract Administrators
- [IVC3-3](#) Hiring Documents for Fred Wood’s Hire from Pat Kaya
- [IVC3-4](#) District Human Resources Procedure 2030.13, Evaluation of Academic Contract Administrators
- [IVC3-5](#) District Human Resources Procedure 3080.05, Evaluation of Classified Contract Administrators
- [IVC3-6](#) Governing Board Minutes, November 19, 2019
- [IVC3-7](#) Governing Board Minutes, November 19, 2019
- [IVC3-8](#) Governing Board Minutes, December 11, 2019

Standard IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Contra Costa Community College District is comprised of Contra Costa, Diablo Valley, and Los Medanos Colleges, San Ramon Campus and the Brentwood Center. The Governing Board consists of five members elected by geographic regions, known as wards, for four-year terms. Though elected by geographic region, Board members represent the interests of all county residents as stated in Board Policy 1010, Code of Ethics of the Governing Board and Rules and Regulations of the Governing Board ([IVC4-1](#)). Serving a one-year term, the sixth member of the Governing Board is the Student Trustee, who is selected by rotation among the three Colleges and who has an advisory vote on actions other than personnel-related and collective bargaining items.

The Code of Ethics for the Governing Board (BP 1010) articulates the following principles under which the Board operates: Board members represent all residents of the District and act in the best interests of the students as they support the mission of the Colleges. They represent the District as a whole, but recognize the unique needs of the individual Colleges and local communities. Board members agree that they are not advocates for special interest groups. All members conduct

meetings in an atmosphere of mutual trust and respect, acknowledging the values and opinions of fellow trustees and maintaining a forum within which controversial issues are debated respectfully. Board members recognize that they have a fiduciary responsibility to the taxpayers of the District and as such, approve budgets that maintain the fiscal integrity and stability of the District. The Board recognizes that the public deserves responsive Colleges, and they ensure that all services and programs meet the needs of District students and communities. Board members agree to devote adequate time to Board work, take the needs of the many communities seriously, and thoughtfully examine data and trends to ensure well prepared students to meet those needs. The Board agrees to adhere to the highest standards of responsibility, integrity, and honesty, and does not engage in activities that could be considered a conflict of interest or impair fair judgment. Board members do not use the position of trustee for personal benefit. A case in point occurred in 2017 when one board member began to advocate for one of the Colleges to name a facility in honor of a previous board member. After the matter was brought up at multiple meetings, the board directed the Chancellor and two members of the board (acting as a subcommittee) to prepare a board policy to address this matter for presentation to the full board. This action resulted in Board Policy 1026 (Honorary Naming of Facilities, Properties and Memorials) ([IVC4-2](#)), which was adopted by the Board on June 27, 2018. The Chancellor’s Cabinet subsequently developed an administrative procedure (AP 1026) ([IVC4-3](#)), to implement the policy.

Board Policy 1020, Conflict of Interest ([IVC4-4](#)), specifically prohibits board members from engaging in any activities that could be considered a conflict of interest. Board members operate under principles outlined in Board Policy 1010, Code of Ethics of the Governing Board ([IVC4-5](#)), which states in part, ‘...we will not engage in activities that could be considered a conflict of interest or impair our fair judgement.’

Analysis and Evaluation

Governing Board members work together to support the interests of the District and take an active role in advocating for the interests of the community as a whole as an independent policy-making body. Throughout the year, Governing Board members routinely attend College and/or community meetings to offer information, speak on behalf of, and seek support for the Colleges and students of the District. Governing Board members work with elected officials and other community members when necessary on behalf of the District. They ensure that the interests of the District are protected. When there are exceptions, the Governing Board takes corrective action.

Evidence IV.C.4.

- [IVC4-1](#) District Board Policy 1010, Code of Ethics of the Governing Board Rules and Regulations of the Governing Board
- [IVC4-2](#) District Board Policy 1026, Honorary Naming of Facilities, Properties and Memorials
- [IVC4-3](#) District Administrative Procedure 1026, Honorary Naming of Facilities, Properties and Memorials
- [IVC4-4](#) District Board Policy 1020, Conflict of Interest
- [IVC4-5](#) District Board Policy 1010, Code of Ethics of the Governing Board Rules and Regulations of the Governing Board

Standard IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Governing Board reviewed, revised, and approved the District's purpose, mission statement, vision statement and values statement as part of its development and subsequent approval of the *District Strategic Plan 2020-2025* on June 26, 2019 ([IVC5-1](#)). Board Policy 1012 ([IVC5-2](#)) and Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment and Continuous Improvement ([IVC5-3](#)), ensure that each College shall have integrated planning processes that maintain strategic and operational plans that are linked to resource allocation decisions. Further, a regular cycle of review to assess the effectiveness of the District's organization, the delineation of roles and responsibilities of the District/Colleges, and the District governance and decision-making processes is in place. Policies and procedures that ensure the financial health, the quality of the educational program offerings, standards for graduation, and processes for curriculum development and the subsequent curriculum approval process are in place to support the stated mission of the District. As shown in the *Governing Board Policies and Administrative Procedures Manual* and the *Curriculum and Instruction Procedures Manual*, the Governing Board exercises oversight of College educational programs through policies and procedures that establish standards and processes in accordance with the District's stated mission to provide educational opportunities for students and communities.

The Governing Board ensures that educational programs are of high quality through the execution of Board Policy 4008 ([IVC5-4](#)) and Curriculum and Instruction Procedure 4008, Review, Establishment, Modification and Discontinuance of Courses and Programs ([IVC5-5](#)). Board Policy 4008 directs that the Educational Planning Committee meet, at a minimum, once per year to review the educational program plans of the Colleges and coordinate offerings across the District. The committee membership includes College presidents, instructional and student services managers, Academic Senate presidents, a faculty union representative, the chancellor, executive vice chancellors, and an economic development representative. Results of the committee's work are documented in the Educational Planning Committee report and presented annually to the Governing Board ([IVC5-6](#)). Board Policy 4001 ([IVC5-7](#)) and Curriculum and Instruction Procedure 4001 Standards of Scholarship ([IVC5-8](#)), evidence the Governing Board's mission to provide quality education, as do Board Policy 4011, Philosophy and Requirements for Associate Degree and General Education ([IVC5-9](#)), and Curriculum and Instruction Procedure 4007, Philosophy and Criteria for Associate Degree and General Education ([IVC5-10](#)).

Strategic Directions 1 and 2 in the District's *Strategic Plan* ([IVC5-11](#)) focus on student learning and success with an emphasis on closing the achievement gap and increasing success and completion rates. The Governing Board bases its goals on the *District Strategic Plan* and participates in activities that ensure it understands its role in ensuring educational quality and the support required.

Sound management of resources and fiscal practices to provide resources necessary to support student learning are evidenced in the budget development parameters reviewed and approved by the Governing Board annually. Formulas are in place for the equitable distribution of funds to support educational programs and services through the District general fund for College operating and part-time teaching budgets. Governing Board Policy 5007, External Audit of District Funds ([IVC5-12](#)), provides for an external audit of all District funds. In addition, Board Policy 5034, Internal Audit Services (IAS) – Charter ([IVC5-13](#)), and Business Procedure 21.01, When to Contact Audit Services (IAS) ([IVC5-14](#)), provide internal auditing procedures. The implementation of sound fiscal practices is, in part, also addressed through the Governing Board approved position of the District director of internal audit services. In addition, the Board conducts a study session annually in April on the budget for the upcoming year, where funding priorities consistent with the mission and goals of the District are established.

Final approval and responsibility for the educational programs, all legal matters, and the fiscal integrity and stability of the District rest with the Governing Board, as evidenced by the Governing Board’s pledge “to carry out its policy-making responsibilities with the highest ethical standards as it fulfills its mission to promote student learning, progress and development” and to do so will “approve budgets that maintain the fiscal integrity and stability of the District” as found in Board Policy 1010, Code of Ethics of the Governing Board ([IVC5-15](#)).

The Board exercises its responsibility in educational quality by adhering to all policies relating to educational planning, standards of scholarship, and student success. Board members ensure that adequate funding is maintained to support high quality programs and services. In addition, the Board reviews and approves curricular and program offerings educational and facility master plans the five-year construction plan, and other activities related to the maintenance of educational quality. Board members participate in the development of and approve the District *Strategic Plan*.

Board Policy 5031, Fiscal Management ([IVC5-16](#)), indicates "District administration keeps the Governing Board current on the fiscal condition of the District as an integral part of policy and decision making." The Governing Board plays a crucial role in fulfilling its ultimate responsibility in maintaining the fiscal integrity of the District by monitoring and/or participating directly in decisions related to District finances.

The Governing Board Agenda Master Planning Calendar ([IVC5-17](#)) outlines the reports the Governing Board will receive during any given fiscal year, noted by action or as information, in addition to topic-specific study sessions, such as facilities, budget, strategic directions accomplishments, etc.

On a regular basis, the Board reviews and/or approves the following reports ([IVC5-18](#)) in assessing the financial condition of the District.

- Budget transfers and adjustments. This report shares sources and uses of various District funds.
- Community College Fiscal Services (CCFS)-311Q prior to submission to the state chancellor’s office. This report reviews the unrestricted portion of the general fund and includes a four-year comparison of revenues and expenditures, as well as significant fiscal events for current and future reporting.

- Financial statements. These reports show budget-to-actual revenue and expenditure data for all budgeted funds of the District.
- Report on investments. This report gives details of the types and yields on investments owned by the District.

The Governing Board receives Quarterly Financial Statements in which the status of spending in several areas, as well as enrollment information, is given ([IVC5-19](#)). Annually, the Governing Board participates in a study session focused only on the budget for the upcoming year ([IVC5-20](#)). The session is inclusive in that it includes a report on the financial condition of the District in compliance with guidelines established by the state chancellor's office in the *Sound Fiscal Management Checklist*.

Analysis and Evaluation

The Governing Board is very serious about and takes an active role in ensuring educational quality overseeing legal matters and ensuring financial integrity. A variety of actions taken by the Board demonstrate its commitment. The results of the meetings of the educational planning committee are presented to the Governing Board for review and discussion. The Governing Board monitors the progress made and the development of student learning outcomes through annual progress reports presented by each College at Governing Board meetings. The Governing Board annually reviews the findings of the *Student Success Scorecard*, recently replaced by the California Community Colleges *Student Success Metrics*, and discusses the findings for each College. The Governing Board ensures that systems are in place that guarantee members are aware of their role and participate accordingly by receiving and reviewing information and/or participating directly in final review and decisions regarding education quality, legal matters, and financial integrity.

The Governing Board has based its annual goals and objectives on the strategic goals established by the District. Governing Board members rate the Governing Board's performance, as well as the performance of the chancellor, on goals that ensure the quality, integrity, and improvement of student learning and programs as set forth in the District *Strategic Plan*. Accountability measures have been established for each of the Governing Board's activities.

The Governing Board is mindful of its responsibility to monitor its policies to ensure consistency between the mission and the actions taken on behalf of students and to ensure resources are available to support student achievement.

Evidence IV.C.5.

- [IVC5-1](#) Governing Board Minutes, June 26, 2019
- [IVC5-2](#) District Board Policy, 1012, Institutional Effectiveness: Planning, Assessment and Continuous Improvement
- [IVC5-3](#) District Administrative Procedure, 1012.01, Institutional Effectiveness: Planning, Assessment and Continuous Improvement
- [IVC5-4](#) District Board Policy 4008, Review, Establishment, Modification, and Discontinuance of Courses and Programs
- [IVC5-5](#) District Curriculum and Instruction Procedure 4008, Review, Establishment, Modification, and Discontinuance of Courses and Programs
- [IVC5-6](#) Governing Board Minutes, December 12, 2018
- [IVC5-7](#) District Board Policy 4001, Standards of Scholarship

IVC5-8	District Curriculum and Instruction Procedure 4001, Standards of Scholarship
IVC5-9	District Board Policy, 4011, Philosophy and Requirements for Associate Degree and General Education
IVC5-10	District Curriculum and Instruction Policy 4007, Philosophy and Criteria for Associate Degree and General Education
IVC5-11	<i>District Strategic Plan 2020-2025</i>
IVC5-12	District Board Policy 5007, External Audit of District Funds
IVC5-13	District Board Policy 5034, Internal Audit Services (IAS) - Charter
IVC5-14	District Business Procedure 21.01, When to Contact Audit Services (IAS)
IVC5-15	District Board Policy 1010, Code of Ethics of the Governing Board
IVC5-16	District Board Policy 5031, Fiscal Management
IVC5-17	District Master Planning Calendar
IVC5-18	Samples of the Reports and the Master Planning Calendar
IVC5-19	Sample Fiscal Trends
IVC5-20	Governing Board Minutes, April 24, 2019

Standard IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The Rules and Regulations of the Governing Board ([IVC6-1](#)), approved by the Governing Board and published in the *Governing Board Policy Manual*, describe the size, duties, responsibilities, structure, and operating procedures of the Governing Board. The regulations provide for an election procedure for Governing Board officers, a process for replacing Governing Board officers who leave office prior to the end of their term, a process for removing any appointed officer, and stipulate the role and responsibilities of the student trustee. Board Policy 1010, Code of Ethics of the Governing Board ([IVC6-2](#)), addresses responsibilities as adopted by the Governing Board as does Board Policy 1009, Institutional Leadership, Governance, and Decision-Making ([IVC6-3](#)) and Board Policy 1012 ([IVC6-4](#)) and Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment and Continuous Improvement ([IVC6-5](#)). In 2013, the Governing Board conducted a facilitated discussion on communication protocols and created a policy on same to ensure behavior on the part of Governing Board members that supports the code of ethics.

Board Policy 1021 ([IVC6-6](#)) and Administrative Procedure 1021.01 ([IVC6-7](#)) specify the process for filling a vacancy on the Governing Board. This process was effectively used when a member of the Governing Board passed away while in office ([IVC6-8](#)).

Analysis and Evaluation

The Governing Board is consistent in adhering to the requirements set forth in state Education Code Section 70902 and its own Rules and Regulations regarding its “size, duties, responsibilities, structure, and operating procedures.” The information is included in the *Board Policy and Administrative Procedures Manual* in hard copy and publicly available on the District website.

Evidence IV.C.6

IVC6-1	Rules and Regulations of the Governing Board
IVC6-2	District Board Policy 1010, Code of Ethics of the Governing Board
IVC6-3	District Board Policy 1009, Institutional Leadership, Governance, and Decision Making
IVC6-4	District Board Policy 1012, Institutional Effectiveness: Planning, Assessment and Continuous Improvement
IVC6-5	District Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment and Continuous Improvement
IVC6-6	District Board Policy 1021, Vacancies on the Governing Board
IVC6-7	District Administrative Procedure 1021.01, Vacancies on the Governing Board
IVC6-8	Governing Board Minutes, October 18, 2016

Standard IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

Outlined in California Education Code Section 70902 ([IVC7-1](#)), the Governing Board is charged with establishing broad policies, which govern the operation of the District, and has the expectation that all policies and procedures are followed properly. The Governing Board is subject to the provisions of the Constitution of the State of California, the Rules and Regulations of the Board of Governors of the California Community Colleges, and its own policies and procedures. The Rules and Regulations of the District Governing Board, Administrative Officers, No. 18 ([IVC7-2](#)), stipulate that the Governing Board shall delegate to the chancellor the executive responsibility for administering the policies and execute all decisions of the Governing Board that require administrative action. In the initiation and formulation of District policies, the chancellor shall act as the professional advisor to the Governing Board. The development of Governing Board policies and procedures is reflective of the participatory process, as noted in Administrative Procedure 1009.01, Participatory Governance ([IVC7-3](#)). In addition, the policy manual and all departmental procedures manuals are posted on the website. Links have been established between policy and procedure, ensuring the reader of full disclosure.

The District is an original member of the Community College League of California (CCLC) policy/procedure service and has subsequently reviewed and revised where appropriate all policies and procedures as CCLC notifications are received and on a regular two-, three-, or four-year cycle dependent upon the departmental manual to be reviewed/revised. As a result, all policies and procedures of the Governing Board are current, computerized, linked, uniformly formatted and posted on the Contra Costa Community College District website. A recent example of the Board using its policies (or lack thereof) to address a concern raised by a member of the Board occurred in 2017-18. One member of the Board was advocating for one of the Colleges to name a facility in honor of a previous board member. With no existing policy to address this situation, and after the matter was brought up at multiple meetings, the Board decided not to take action on an ad hoc basis. Rather, the Board directed the Chancellor and two members of the Board (acting as a subcommittee of the full Board) to prepare a draft Board policy to address this matter for presentation to the full board. This action resulted in Board Policy 1026 (Honorary Naming of Facilities, Properties and Memorials) ([IVC7-4](#)). This policy was adopted by the Board on June 27,

2018). The Chancellor’s Cabinet subsequently developed an administrative procedure ([IVC7-5](#)) to implement the policy.

Analysis and Evaluation

With well-publicized notification and provision of attachments via the District website, the Governing Board establishes policies at its open Board meetings and acts within the established policy guidelines.

Evidence IV.C.7.

- [IVC7-1](#) California Education Code, Section 70902
- [IVC7-2](#) Rules and Regulations of the Governing Board, No. 18
- [IVC7-3](#) District Administrative Procedure 1009.01, Participatory Governance
- [IVC7-4](#) District Board Policy 1026, Honorary Naming of Facilities, Properties and Memorials
- [IVC7-5](#) District Administrative Procedure 1026, Honorary Naming of Facilities, Properties and Memorials

Standard IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

Typically, the Governing Board receives regularly scheduled reports on key indicators of student learning and achievement. These reports include ([IVC8-1](#)):

- Study session on Student Success Metrics
- Information report on the Vision for Success Goals
- Information report on Economic and Workforce Development
- Study session on Distance Education
- Study session on High School Graduation and Outreach
- Information report on the Colleges’ Annual Report to the ACCJC including Institution-Set Standards

The Governing Board receives an annual report from the Educational Planning Committee ([IVC8-2](#)) on new programs of study being developed and any programs that will be discontinued. At regular meetings of the Governing Board, members review and approve any new courses, degrees, and/or certificates ([IVC8-3](#)) prior to being offered at the Colleges.

The Governing Board reviewed, revised, and approved the District’s purpose, mission statement, vision statement, and values statement as part of its development and subsequent approval of the *District Strategic Plan 2020-2025* on June 26, 2019 ([IVC8-4](#)).

Analysis and Evaluation

The Governing Board receives regular reports on multiple indicators measuring student learning and achievement. The Board also receives reports on College and District plans for improving academic quality.

Evidence IV.C.8.

IVC8-1	Governing Board Agenda Master Planning Calendar 2019-20
IVC8-2	Governing Board Minutes, December 11, 2019
IVC8-3	Sample Board Minutes Showing Approval of New Courses and/or Programs
IVC8-4	Governing Board Minutes, June 26, 2019

Standard IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The Governing Board places a high value on Board development. Three times each year, the Governing Board conducts a study session as a part of its regular meeting. The April and November meetings cover budget ([IVC9-1](#)) and accomplishments toward strategic directions ([IVC9-2](#)), respectively. The July meeting topic varies ([IVC9-3](#)). In addition, the Governing Board conducts its retreat in June ([IVC9-4](#)) of each year in which it conducts its self-assessment. They identify areas of future interest for Governing Board development and develop coming-year goals for the Governing Board, in addition to reviewing and assessing the achievement status of prior-year goals.

All Governing Board members are provided training in areas of importance, i.e., Brown Act, ethics, conflict of interest and accreditation ([IVC9-5a](#), [IVC9-5b](#)). Governing Board members access ongoing individual development through meetings with state and federal legislators, state and national conferences, community meetings, workshops, and reading. Time is set aside at Governing Board meetings to convey the results of these individual efforts. The Governing Board holds special meetings in which it focuses on new initiatives.

The chancellor and the Governing Board president plan the new Governing Board member orientation ([IVC9-6](#)), coordinating additional meetings with key staff members regarding budget, staff/personnel, facilities, technology, strategic planning, and other areas of interest to new members. Since the last accreditation visit, the Governing Board held three elections in 2014, 2016 and 2018. Three board members participated in the last full accreditation visit. Two seats are currently occupied by members elected in 2018. Processes to fill a Governing Board vacancy, either through special election or provisional appointment, were codified in Board Policy 1021 ([IVC9-7](#)) and Administrative Procedure 1021.01 ([IVC9-8](#)). Since the last visit, the Board has used this policy to address the death of a sitting Board Member and the resignation of another. ([IVC9-9](#)).

All new Governing Board members selected/elected since the last accreditation visit have been provided an orientation in which they received copies of all essential documents regarding Governing Board agendas, policies and procedures, organizational structure, strategic planning, governance procedures and other important and current issues. The orientation session covered District operations and the roles and responsibilities of Governing Board members. Individual sessions are provided to new Governing Board members on specific topics as requested. Further, Governing Board members are encouraged to participate in the Community College League of California (CCLC) statewide meetings. New Governing Board members also attend the workshop for new trustees sponsored by CCLC.

Provisions for Governing Board elections are in Board Policy 1008, Governing Board Term of Office, Wards, and Election Regulations ([IVC9-10](#)). Each member serves a four-year term. The 2020 Governing Board is made up of one member in his third term; two members in their second term; and two members in the second year of their first term. Governing Board member elections are staggered so that 40-60 percent of the members are elected every two years. Serving a one-year term, the sixth member of the Governing Board is the student trustee, who is selected by rotation among the three Colleges and who has an advisory vote on actions other than personnel-related and collective bargaining items.

The Governing Board President and the chancellor provide an orientation for the student trustee ([IVC9-11](#)). The student trustee meets individually with the chancellor to review the student trustee information packet, in addition to discussing the role of the Governing Board, the responsibilities of the student trustee, and the operation of the District. The Rules and Regulations of the Governing Board, Student Representation, Nos. 9-15 ([IVC9-12](#)), stipulate the role and responsibilities of the student trustee. S/He also participates in all Governing Board training activities and participates at the regional and state level in professional development activities that improve performance.

Analysis and Evaluation

Governing Board member development is a high priority for the Governing Board. Governing Board members participate in a variety of professional development activities to improve their performance and use mechanisms (study sessions, retreats, and special meetings) to increase their knowledge and awareness of issues that have an impact on their decision-making. The Governing Board has a long-standing, effective, and flexible orientation program for new members.

Evidence IV.C.9.

- [IVC9-1](#) Governing Board Agenda, Item 8A, April 24, 2019
- [IVC9-2](#) Governing Board Agenda, November 13, 2019
- [IVC9-3](#) Governing Board Agenda Master Planning Calendar
- [IVC9-4](#) Governing Board Minutes, July 20, 2019
- [IVC9-5a](#) Governing Board Minutes, September 12, 2019
- [IVC9-5b](#) Governing Board Minutes, Brown Act Training, April 9, 2020
- [IVC9-6](#) Governing Board Minutes, November 26, 2018
- [IVC9-7](#) District Board Policy 1021, Vacancies on the Governing Board
- [IVC9-8](#) District Administrative Procedure 1021.01, Vacancies on the Governing Board
- [IVC9-9](#) Governing Board Agenda, October 18, 2016
- [IVC9-10](#) District Board Policy 1008, Governing Board Term of Office, Absences, Wards, and Election Regulations
- [IVC9-11](#) Student Trustee Orientation Meeting, June 11, 2019
- [IVC9-12](#) Rules and Regulations of the Governing Board, #9-15

Standard IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Governing Board's Code of Ethics Board Policy 1010 indicates, "The Governing Board is committed to regularly assessing its own ethical behavior and Board effectiveness in order to identify its strengths and areas in which it may improve" ([IVC10-1](#)). In April and May 2013, the Governing Board revised its evaluation policy and procedure to include not only a self-evaluation but also input from others who interact with the Board on a regular basis.

Governing Board Policy 1015, Governing Board Evaluation Policy ([IVC10-2](#)), notes the self-evaluation and the comprehensive components of the Board's evaluation policy. Administrative Procedure 1015.01, Process to Conduct Governing Board Evaluation ([IVC10-3](#)), delineates the steps in the Governing Board's evaluation process. The self-evaluation is conducted each year in a Governing Board retreat during June-July. Prior to the retreat, each Governing Board member completes the self-evaluation form, rating the extent to which the Board achieved the goals and objectives it established for that evaluation period. The self-evaluation also includes questions on Governing Board behavior. Every two years, the Governing Board conducts a 360-degree evaluation in which individuals who regularly attend Governing Board meetings participate. An external facilitator gathers and summarizes all input received and compiles it into a report. The report serves as a basis for the Governing Board evaluation which is conducted in an open meeting annually in June. Each individual selected to participate in the evaluation completes the Governing Board-approved survey prior to the retreat. The results of the surveys of the Governing Board members and others who participate in the evaluation are provided to the Governing Board and discussed in open session, with future Governing Board goals developed as a result ([IVC10-4](#)). The most recent 360-degree evaluation was conducted in the Governing Board's special meeting of July 20, 2019.

Analysis and Evaluation

As it has for many years, the Governing Board conducts an evaluation annually and uses the results to improve its performance. The Governing Board demonstrates its commitment in this area as evidenced by its most recent evaluation following the new process that includes its self-evaluation and input from others.

Evidence IV.C.10.

- [IVC10-1](#) District Board Policy 1010, Code of Ethics of the Governing Board
- [IVC10-2](#) District Board Policy 1015, Governing Board Evaluation Policy
- [IVC10-3](#) District Administrative Procedure 1015, Process to Conduct Governing Board Evaluation
- [IVC10-4](#) Governing Board Agenda, July 20, 2019

Standard IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

Governing Board Policy 1010, Code of Ethics of the Governing Board ([IVC11-1](#)), adopted in 1992, was last revised in April 2015. In the policy, the Governing Board commits itself to operating with the highest ethical standards, following the principles of service, respect, accountability, integrity, confidentiality, and openness. The policy includes a process for dealing with behavior that violates the code.

To strengthen the code of ethics policy, the Governing Board adopted Governing Board Policy 1020, Conflict of Interest ([IVC11-2](#)), on July 24, 2013. This policy and administrative procedure ([IVC11-3](#)) clarify, per government code, areas of conflict, in addition to providing a Conflict of Interest Declaration to be completed and signed by Governing Board members upon appointment or election to the Governing Board and annually thereafter. This policy was reviewed and amended on July 26, 2017 to broaden coverage from ‘District officials’ to Governing Board Members and all District employees. In addition, a section was added to address possible conflict of interest on Federal Government contracts.

Analysis and Evaluation

The Governing Board adheres to its ethics code. Each year in December, when a new Governing Board president is elected at the Governing Board Organization Meeting, the code of ethics is reviewed as a reminder to the Board. When conflicts are reported, the Governing Board policy is followed. In approving the signing of the Conflict of Interest Declaration, each Governing Board member commits him/herself to the resistance of engaging in activities that could be considered a conflict of interest or impair his/her fair judgment or of using the Governing Board member position for personal benefit.

Evidence IV.C.11.

[IVC11-1](#) District Board Policy 1010, Code of Ethics of the Governing Board

[IVC11-2](#) District Board Policy 1020, Conflict of Interest

[IVC11-3](#) Administrative Procedure 1020.01, Conflict of Interest

Standard IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Pursuant to the Rules and Regulations of the Governing Board, number 17 ([IVC12-1](#)): The Governing Board shall employ a full-time Chancellor to serve as chief administrative and executive officer of the Contra Costa Community College District. The Governing Board of the Contra Costa Community College District shall delegate to the Chancellor of the District the executive responsibility for administering the policies adopted by the Governing Board and executing all decisions of the Governing Board requiring administrative action. In the initiation and formulation of District policies, the Chancellor shall act as the professional advisor to the Governing Board. The Chancellor may delegate to authorized personnel of the District any powers and duties entrusted to the Chancellor by the Governing Board, but the responsibility to the Governing Board for the execution of such delegated powers and duties shall remain with the Chancellor.

Analysis and Evaluation

The Board relies on the Chancellor to implement and administer all Board policies and holds the Chancellor accountable for the operation of the District.

Evidence IV.C.12.

[IVC12-1](#) Rules and Regulations of the Governing Board, #17

Standard IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Governing Board is informed about and involved in the accreditation process. In preparation for the 2020 visit, Accrediting Commission for Community and Junior College Commission Vice-President, Dr. Stephanie Droker, facilitated a Board study session on the accreditation process on September 12, 2019 ([IVC13-1](#)). Each Governing Board member participated in the session. Additionally, the chancellor advises the Governing Board of the accreditation process and status.

The College Institutional Self Evaluation Reports are on the Governing Board agenda for review and approval ([IVC13-2](#)) prior to the deadline for submission to the Commission. The Governing Board members read the reports in advance of the meeting, and each College provides an overview of the report at the meeting. All correspondence relating to any visits or reports by the Commission are reviewed by the Governing Board. The Governing Board ensures recommendations resulting from any special mid-term and/or final accreditation reports are implemented.

Board Policy 1017 ([IVC13-3](#)) requires that the Chancellor ensure that the Board is involved in any accreditation process in which Board participation is required including the review and approval of all College reports to the Commission including Annual Reports and any Special Reports, as needed.

Analysis and Evaluation

Governing Board members are aware of the purpose of the accreditation process in giving quality assurance, credibility, and stimulating improvement in the Colleges. Further, they have demonstrated that they understand their role and responsibility as Governing Board members in the accreditation process by participating in training sessions ([IVC13-4](#)) and taking an active role in the development, review, and implementation of matters related to the accreditation process.

Evidence IV.C.13.

[IVC13-1](#) Governing Board Minutes, September 12, 2019
[IVC13-2](#) June 2020 GB agenda
[IVC13-3](#) District Board Policy 1017, Accreditation
[IVC13-4](#) Vicki Gordon's Certificate of Completion, March 1, 2013

Conclusions on Standard IV.C. Governing Board

Evidence and analysis as shown above indicate that all accreditation standards have been met.

Improvement Plan

None.

D. Multi-College Districts or Systems

Standard IV.D.1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

At the beginning of both the fall and spring academic terms, the chancellor attends the College president's pre-semester opening day meeting (convocation) and speaks on key topics, issues, and opportunities facing the College and the District ([IVD1-1](#)). As issues of Districtwide importance arise, the chancellor sends an email to all District employees to convey their message ([IVD1-2](#)). The chancellor attends regular meetings of the District Governance Council (DGC). DGC is a standing governance committee with representation from all constituencies and all locations. At these meetings, the chancellor has a standing agenda item in which they report to the committee members on matters of importance to the District and College communities ([IVD1-3](#)).

The chancellor exhibits leadership in the regular Chancellor's Cabinet meetings held twice per month. Cabinet is comprised of the three college presidents, vice chancellors, and the director of communications and community relations. The mission statement for the Chancellor's Cabinet states the following: "The Chancellor's Cabinet is to serve as the leadership team insuring the capacity of our District to effectively educate students and meet the needs of our communities in partnership with classified staff, faculty, and other managers".

Operational responsibilities and functions of the District Office and the Colleges in the District are delineated in the *Functional Map* ([IVD1-4](#)). The document reflects accurately the roles and responsibilities of the Colleges and the District office and is followed in practice. This document was most recently reviewed and updated by the Governing Board at their meeting of November 13, 2019 ([IVD1-5](#)).

Analysis and Evaluation

The chancellor provides leadership for the operation of the District and in cooperation with the executive leadership team, assures support for the effective operation of the colleges, centers, and the District Office. The chancellor ensures that the roles, authority, and responsibilities as described in the Functional Map are followed.

Evidence IV.D.1.

- [IVD1-1](#) Sample Convocation Presentations
- [IVD1-2](#) Email Messages from Fred Wood to All Employees
- [IVD1-3](#) District Governance Council Minutes, June 18, 2019
- [IVD1-4](#) Roles and Responsibilities Functional Map
- [IVD1-5](#) Governing Board Minutes, November 13, 2019

Standard IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the Colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the Colleges receive effective and adequate district/system provided services to support the Colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

Operational responsibilities and functions of the District office and the Colleges are delineated in the *Functional Map* ([IVD2-1](#)). The document was reviewed and updated in November 2019 by going through the governance process ([IVD2-2](#)). The document accurately reflects the roles and responsibilities of the colleges and the District office and is followed in practice.

The chancellor, acting through managers and staff at the District Office, provides support for the colleges in several areas including purchasing, human resources, facilities planning and research (among others). Through application of existing policies and administrative procedures, the chancellor, in conjunction with the college presidents and executive staff at the District Office, agree on acceptable levels of service in these areas. Fiscal resources are distributed according to the financial allocation model that has been mutually agreed on by all parties ([IVD2-3](#)).

Analysis and Evaluation

The District has a system in place that satisfies the elements of this Standard. The *Functional Map* is on the District website and known to those who use it on a regular basis and was most recently reviewed and updated through the governance process and reviewed by the Governing Board in November, 2019.

Evidence IV.D.2

- [IVD2-1](#) Roles and Responsibilities Functional Map
- [IVD2-2](#) District Governing Board Minutes, November 13, 2019
- [IVD2-3](#) Compiled set of Board Policies on the budget:
 - District Board Policy 5033, Budget Development;
 - Business Procedure 18.01, The Contra Costa Community College District General Fund Budget;
 - Business Procedure 18.06, Budget Preparation

Standard IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The budgeting process includes both long-range and short-term planning and utilizes the latest information on all significant sources of revenue and operating costs to support effective operations of the colleges. Recommendations on resource allocation are encouraged from employee groups, and information related to budget estimates and procedures is reviewed with employees through the District Governance Council. Full and open disclosure is essential to the District's budget process

and is a critical part of the review of the revenue allocation model by all constituency groups and, ultimately, its approval by the Governing Board.

The District's revenue allocation model is codified in Business Procedure 18.01, CCCCD General Fund Budget ([IVD3-1](#)). Implemented in 2010-2011 and built upon agreed principles of transparency, flexibility, accountability, simplicity, local control and shared governance, the model allocates financial resources in the manner in which the District receives funding from the state. Since approximately 97 percent of the District's unrestricted revenues are directly related to enrollment, the allocation to the colleges is almost entirely based upon full-time equivalent students (FTES) generated. After allocating a portion of total revenues to support District wide costs and services, i.e., utilities, legal fees, retiree health benefits and other contractual obligations, the remainder is allocated to the colleges using the distribution methodology set forth in the allocation model. After each college receives its revenue distribution, local control of the funds allows the college the flexibility to spend in a fashion that suits the needs of each unique college community while still being accountable to the District for achieving its FTES goal.

Board Policy 5033, Budget Development ([IVD3-2](#)), provides development criteria and values in the preparation of the budget. The District has systems in place to control its expenditures. Business Procedure 11.00, Purchasing ([IVD3-3](#)), and Business Procedure 11.01, Purchasing Procedure ([IVD3-4](#)), provide guidance on purchasing and are understood by those who use them. Other procedures delineate day-to-day purchases. The Enterprise Resource Planning (ERP) system has approvals embedded within it requiring management approval for purchases over \$1,000. The college business directors and District Office finance staff meet monthly to monitor District wide budgets and discuss procedures and protocols in conducting business within the District. They also discuss budget issues/guidelines, projections, and internal controls/audits. Reserves for the Colleges, District Office, and the Governing Board are addressed in Board Policy 5033, Budget Development ([IVD3-5](#)), and Business Procedure 18.01, CCCCD General Fund Budget ([IVD3-6](#)).

The District's external audit assesses the effectiveness of its financial management. The internal auditor conducts systematic audits, including controls on expenditures. The Governing Board, college presidents, and the public are provided periodic updates and presentations regarding the District's financial condition. These updates include quarterly financial statements and an annual budget study session ([IVD3-7a](#), [IVD3-7b](#)).

Analysis and Evaluation

The model used by the District for the distribution of funds creates performance incentives and is perceived by most to be fair, easily understood, and adequate to support the effective operations of the colleges. Moreover, the model has been tested in years of growth and decline, which gives confidence in its design and ability to function in times of expansion or contraction.

The District has made a substantial and successful effort to effectively control its expenditures. As a result, District wide reserves have been maintained at above ten percent, and the District office and two of the colleges have been able to maintain fairly healthy reserves despite several years of severe budget crises. Further, this strong financial position has allowed the District to avoid borrowing funds through Tax Revenue Anticipation Notes (TRANS), which have become a normal course of business for other colleges in California. The District has set aside funds to cover the entirety of its compensated absence liability and is now dedicating funds to help offset future

pension cost increases. In addition, over \$130 million resides either in the irrevocable trust or in an account for future transfers into the irrevocable trust, putting the District at over 50 percent funding for its OPEB liability for retiree health benefits. The Governing Board has consistently promoted a very conservative approach to spending as supported in Board Policy 5033, Budget Development, and Business Procedure 18.01, CCCC General Fund Budget.

Evidence IV.D.3.

- [IVD3-1](#) District Business Procedure 18.01, The CCCC General Fund Budget
- [IVD3-2](#) District Board Policy 5033, Budget Development
- [IVD3-3](#) District Business Procedure 11.00, Purchasing
- [IVD3-4](#) District Business Procedure 11.01, Purchasing Procedure
- [IVD3-5](#) District Board Policy 5033, Budget Development
- [IVD3-6](#) District Business Procedure 18.01, The CCCC General Fund Budget
- [IVD3-7a](#) Financial statements, first quarter 2019-2020
- [IVD3-7b](#) Budget Study Session Presentation

Standard IV.D.4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

The Rules and Regulations of the Governing Board, Administrative Officers, No. 27 ([IVD4-1](#)), dictate that the college presidents have full responsibility and authority in implementing District policies.

The Governing Board is committed to the philosophy that each campus can best serve students by having a uniqueness that relates to its service area. To assure this development, the Governing Board recognizes the desirability of a high degree of decentralization—with the presidents of each of the respective campuses having a large role in the planning and development of the educational program and of the internal organization of their college and in staff selection and development. In these matters, the president shall involve the faculty. Further, it should be recognized that since uniformity in program is not sought, the chancellor as chief executive officer of the District must provide the leadership necessary to assure this individuality and a high standard of performance on all campuses.

The chancellor is responsible for the development of proposed policies and for the application of Governing Board policies. In the development of proposed policies, the chancellor works closely with the presidents and through them with various other staff members of the colleges.

The presidents have full responsibility and authority to conduct their work without interference from the chancellor. Accountability is established through annual comprehensive evaluations that include the establishment of goals and objectives agreed upon between the chancellor and each president. These goals and objectives are based on the District strategic directions. The presidents are held accountable for the extent to which the agreed-upon goals are achieved as well as other factors. In addition, the chancellor meets individually with each president to discuss issues of primary concern to them and twice monthly with the Chancellor's Cabinet ([IVD4-2](#)), which includes the college presidents. The mission of the Chancellor's Cabinet ([IVD4-3](#)) is to serve as the

leadership team insuring the capacity of the District to effectively educate students and meet the needs of its communities in partnership with classified staff, faculty, and other managers.

Analysis and Evaluation

The chancellor supports the college presidents in their efforts to implement District policies without undue interference. Further, as part of their annual evaluation, the chancellor holds each college president accountable for the operation of their college.

Evidence IV.D.4.

- [IVD4-1](#) Rules and Regulations of the Governing Board, Administrative Officers #27
- [IVD4-2](#) Sample agenda and notes from Chancellor's Cabinet, December 10, 2019
- [IVD4-3](#) Chancellor's Cabinet Mission Statement

Standard IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

District planning is integrated with College planning in accordance with Board Policy 1012, Institutional Effectiveness, ([IVD5-1](#)) and Administrative Procedure 1012.01, Institutional Effectiveness ([IVD5-2](#)). As the Governing Board's designee, the chancellor ensures that each college has an integrated planning processes that maintains current strategic and operational plans that are linked to resource allocation decisions. Each college plan is based on the college's mission, vision, and values, and defines the institution's priorities as well as carrying out the strategic directions established by the Governing Board through the *District Strategic Plan*. This alignment is described further and illustrated in the new Contra Costa Community College *District Strategic Plan 2020-2025* ([IVD5-3](#)). Managers, faculty, classified staff, and, students are involved in formulating, reviewing, and implementing the plans. Current copies of each college's plan are maintained at the District Office ([IVD5-4](#)).

Each college and the District Office has a committee ([IVD5-5](#)) charged with the responsibility of developing, implementing, and assessing a strategic plan as set forth in District policy. The committees oversee the development of a strategic plan every five years and annual operational plans.

The chancellor establishes and implements regular cycles of review for assessing the effectiveness of (1) the District's administrative organization, and (2) the delineation of roles and responsibilities of the District and the colleges, and (3) the District governance and decision-making processes ([IVD5-6](#)).

In addition, the chancellor ensures all cabinet members establish annual goals that further the college and/or District strategic plan and evaluates performance of members against related goals. The results of these assessments are used to achieve continuous improvement.

Budget allocations and other major academic and administrative decisions must be linked to planning and assessment processes to improve institutional effectiveness ([IVD5-7](#)). Institutional

planning, assessment, and continuous improvement processes must contribute to the realization of the District vision, values, mission, and strategic plans.

Analysis and Evaluation

Planning, both at the District level and College level, is highly integrated and is focused on improving student learning and achievement for all students. Institutional effectiveness is regularly evaluated with the results used to make improvements.

Evidence IV.D.5.

- [IVD5-1](#) District Board Policy 1012, Institutional Effectiveness: Planning, Assessment and Continuous Improvement
- [IVD5-2](#) District Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment and Continuous Improvement
- [IVD5-3](#) *District Strategic Plan 2020-2025*, p. 8
- [IVD5-4](#) Compiled set of College Strategic Plans and crosswalk between college and District
- [IVD5-5](#) Compiled set of information about college planning committees Districtwide Standing Committees and Work Groups 2019-2020
- [IVD5-6](#) District-level Government and decision-making survey results; District Governance Council Minutes, Item D, April 16, 2019
- [IVD5-7](#) District Business Procedure 18.01, The CCCCD General Fund Budget

Standard IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

As is to be expected, communication across a large, physically separated organization with thousands of employees and tens of thousands of students can be challenging. Merely making information available suffices for some, while others want the information pushed out to them, and still others do not seek the information at all. In an effort to improve efficiency and reduce the use of paper, the District has moved to electronic media as the primary means of communication (unless otherwise required by law, policy, procedure, or contract). These media include email, a shared District portal site, the District and college websites, social media channels, standard telephone connections, two-way video conferencing capabilities, and group text capabilities which is used primarily for emergency notifications.

Additionally, there is a communication function within the course management system (Canvas) used Districtwide. This capability exists to facilitate communication by and between faculty and students currently enrolled in their class(es).

With limited exceptions, such as emergency circumstances, the District has moved away from sending blanket emails to all employees. Emergency circumstances, such as closing the colleges due to poor air quality or notices of power outages ([IVD6-1](#)) are examples of exceptions. The District continues to email all employees all updates to District Policies and Procedures, as well as *The News*, the 4CD Employee Newsletter ([IVD6-2](#)).

Communication between the District and the colleges occurs in multiple ways. Approximately twice monthly, Chancellor’s Cabinet meets to address District wide matters. These meetings are attended by the chancellor, executive vice-chancellors, vice-chancellors, associate vice-chancellors, executive-level department heads and college presidents. Information is conveyed from the District to the colleges and vice-versa. Summaries of these meetings are posted for review on an internal website ([IVD6-3](#)). A link to this site is included in the monthly 4CD Employee Newsletter ([IVD6-4](#)), emailed to all District employees. The District Governance Council (DGC) meets monthly and provides a forum for constituent groups to meet, discuss, and debate issues of District wide concern. Agendas and minutes are posted to a public website, a link to which is also included in the monthly employee newsletter ([IVD6-5](#)). Frequently, information discussed at DGC is shared by representatives both at the colleges and the District Office ([IVD6-6](#)).

Analysis and Evaluation

Communication between the District and colleges continues to evolve as new communication modalities emerge. Matters of safety and security are conveyed using multiple modes to ensure receipt and review.

Evidence IV.D.6.

- [IVD6-1](#) Sample all district communications:
Communication About Closure of Colleges Due to Smoke and Poor Air Quality, November 15, 2018
Power Shutoff Emails and College Closures Due to Poor Air Quality, October 15, 2019
- [IVD6-2](#) The NEWS, September 2019
- [IVD6-3](#) Samples of meetings posted for review on internal website
- [IVD6-4](#) The NEWS, September 2019
- [IVD6-5](#) Sample District Governance Council agendas and minutes posted to a public Website
- [IVD6-6](#) Sample District Governance Council agenda, April 16, 2019

Standard IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Pursuant to Board Policy 1012, Institutional Effectiveness, the chancellor establishes and implements regular cycles of review for assessing the effectiveness of the District’s administrative organization, the delineation of roles and responsibilities of the District and the colleges ([IVD7-1a](#), [IVD7-1b](#)), and the District governance and decision-making processes ([IVD7-2](#)).

In its role of supporting the mission and functions of the colleges, the District Office maintains a Functional Map delineating the roles and responsibilities of the colleges and the District Office.

The contents of the document are evaluated every four years and the results used as a basis for continuous improvement of the operations including the District’s administrative organizations. The Functional Map was reviewed by both Chancellor’s Cabinet and the District Governance Council in spring 2019 and by the Governing Board on November 13, 2019 ([IVD7-3](#)).

District governance and decision-making processes are evaluated every three years by the District Governance Council and the results used as a basis for improving the processes ([IVD7-4](#)). A Governance and Decision-Making Survey was disseminated in spring 2019 and its outcomes were discussed for the purposes of continuous improvement at the April 16, 2019 District Governance Council meeting ([IVD7-5](#)). At a minimum, all persons who serve in leadership positions at the District level and all who serve on District committees shall participate in the evaluation process ([IVD7-6](#)).

Analysis and Evaluation

Board Policy requires regular review of the District and college role delineations, governance, and decision-making processes and the District’s administrative organization. Results from these reviews are shared widely and used to make improvements.

Evidence IV.D.7.

- [IVD7-1a](#) Governing Board Minutes, November 13, 2019
- [IVD7-1b](#) District Board Policy 1012, Institutional Effectiveness: Planning, Assessment and Continuous Improvement
- [IVD7-2](#) District-level governance and decision-making Survey Results
District Governance Council Minutes, Item D, April 16, 2019
- [IVD7-3](#) Roles and Responsibilities Functional Map
- [IVD7-4](#) Chancellor’s Cabinet Minutes, March 26, 2019;
District Governance Council minutes April 16, 2019;
Governing Board Minutes, November 13, 2019
- [IVD7-5](#) District Governance Council Minutes, April 16, 2019
- [IVD7-6](#) District Governance Council Survey/Evaluation, Spring 2019

Conclusions on Standard IV.D. Multi-College Districts or Systems

Evidence and analysis as shown above indicate that all accreditation standards have been met.

Improvement Plan

None.

H. Quality Focus Essay

Guided Pathways and the 2018-2023 Educational Master Plan

In fall 2017, the College adopted a new *2018–2023 Educational Master Plan*, focused on improving student equity and achievement. It articulates the College’s vision for the future and notes, “the College must continuously transform itself, both culturally and structurally, to create the optimal conditions for student self-determination, transformation, and success” ([QFE-1](#)).

In the same fall term, the College began a major re-design project under the umbrella concept of Guided Pathways. The College Council formed a Guided Pathways Steering Team, which was comprised of six workgroups ([QFE-2a](#), [QFE-2b](#), [QFE-2c](#), [QFE-2d](#)). Each group was tasked with inquiry and planning for actions to improve the experiences of students throughout their academic journeys. The Guided Pathways Steering Team embodied the goals articulated in the *2018-2023 Educational Master Plan* and the groups have worked since that time to implement structural and cultural changes at the College to improve student equity, achievement, and learning.

Since beginning in 2017, the College has adopted many recommendations from the Guided Pathways workgroups ([QFE-3](#)). Interest areas (often called meta-majors) were created ([QFE-4](#)). All degrees and certificates developed *Recommended Course Sequence Maps* which clarify paths for students to follow. The sequence maps are utilized by Counseling and are available to students on the website ([QFE-5a](#), [QFE-5b](#)). New student Welcome Days and First Year Experience programs have been expanded to serve more students. While there has been progress in many areas, the College recognizes more work needs to be done.

While writing this *2020 Institutional Self-Evaluation Report*, the Accreditation Advisory Group (AAG) met monthly to discuss progress on the report, potential areas for improvement at the College, and places where the College is exceeding the Standards. The AAG recommended that this *Quality Focus Essay* establish projects that will be extensions of the College’s ongoing Guided Pathways work ([QFE-6](#)). The Classified Senate, Academic Senate, College Council accepted this recommendation and provided feedback on the projects outlined in this QFE ([QFE-7a](#), [QFE-7b](#), [QFE-7c](#), [QFE-7d](#)).

Both projects in this *Quality Focus Essay* originate from data discussed in the *2018 – 2023 Educational Master Plan (EMP)*. The *EMP* analyzed student experience data at the College and concluded that on many metrics, the College is performing well. The College has strong transfer rates and awards a significant number of degrees and certificates each year. However, the *EMP* accurately noted that this success is not shared equitably amongst all student groups. The *EMP* cites a conclusion from the *2016 Community College Survey of Student Engagement Report*, written by DVC’s Research, Planning, and Evaluation Committee in response to a College wide survey of students. The report concluded that, “DVC should focus on improvements in student engagement and inclusion, and the institutional conditions that support them” ([QFE-8](#)). These two projects were developed with these goals in mind.

How Action Plans Connect to Accreditation Standards

Project 1 Success Teams	I.B.1, I.B.4., I.B.6., I.B.9, I.C.3.
Project 2 Student Directed Communication	I.C.1.1, I.C.5.

Project #1: Create and implement Success Teams for each interest area

Goals

The goals of this project are to create a structure that provides just-in-time assistance and support to students as they move through the College and to increase student feelings of connection and engagement with the College. The final outcomes of this project should be to increase student equity, retention, and success.

The College will create a core student facing team called a “success team” for each of the five interest areas, one for the San Ramon Campus, and one for undecided students. Each team will be charged with providing support to a cohort of students. The teams will use data to identify students in their cohort who may be struggling and will reach out to those students as soon as possible, to help the student succeed.

The teams will be a one-stop point of contact for student questions and will provide answers to students as quickly as possible. They will serve as connectors for students, connecting students to whatever support services they need and build positive supportive relationships with students. Success teams will send targeted messages to their cohort about careers and courses in their interest area. They will share upcoming community building activities, such as career exploration events, with students.

Initial Actions, Responsible Parties, and Timeline for Additional Actions

The teams will be built on the foundational work done in the creation of the Academic Support Center, called the ASC. The ASC is located on the ground floor of the Pleasant Hill Campus Library. It serves as a one-stop physical location for students to receive tutoring and other academic support. The College has found that having a dedicated space where students can go to get answers to all types of questions is a necessary resource for students. Using this same model, Interest Area Success Teams could be housed across campus to provide locations for students to get assistance with questions about the Interest Areas.

The Success Team Design Team is a workgroup of the Guided Pathways Steering Team. This workgroup is responsible for researching, ideating, and drafting a recommended structure and activities for Success Teams. The Guided Pathways Steering Team is a taskforce of the College Council and will bring them any recommendations. Those recommendations will proceed through the College governance process, eventually becoming recommendations to the College president.

Pilot Success Team. In spring 2020, the Success Team Design Team piloted one team with 200 randomly selected new students. The existing Success Team Design Team staffed this team. By the end of this term, the Design Team will finalize recommendations as to the human resource needs for each team and a description of activities to be conducted by the teams. Those recommendations will be brought through the governance process in fall 2020.

Expand Success Teams. In 2020-2021, at least three of the interest area success teams plan to begin operating. In this first year, the goals will be to determine key performance indicators that illustrate a student may be struggling and establish intervention processes for different needs. The teams will also continue to evaluate and refine the activities done by the teams. In the following

year, expansion to all Interest Areas, the San Ramon Campus, and to undecided students is planned to occur.

Evaluate and Refine Success Teams. In 2021-2023, the teams will continue to evaluate and refine the activities. Evaluation of outcome data will be done by the Research, Planning, and Evaluation Committee and the Office of Institutional Effectiveness. The teams will work in the existing governance process for reporting and evaluation.

Resources

Full implementation of seven success teams will require the allocation of human resources. Identification of the staffing needs for the teams is a goal for the first term of the project. Eventually, the goal is to have physical spaces allocated to each Interest Area, so students have a place to go to interact with the Success Team.

Assessment of Project Outcomes

Evaluation of the progress and success of this project will be measured by the completion of specific project formation tasks, tracking and evaluation of points of contact, and by improvements in key student performance indicators.

Project formation tasks include the staffing of teams, development of expected activities for each team to conduct, the creation of messages for the teams to use with students and developing physical spaces for the teams. While tracking counts of student contact with the teams, data will be collected from the students on the effectiveness of the contact. Student performance indicators that hopefully will be influenced are: term-to-term retention, completion of English and math in the first year of attendance, completion of educational plans, and increases in the numbers of degrees and certificates awarded. In the first year, there will be an opportunity for comparisons in some of these outcomes between the initial groups and the larger population of all new students.

Project #2: Improve communication with students

Goals

The primary goal of this project is to improve communication from the College to students throughout their academic journey. Communication from the College should be clearly written in language that is easily understood by potential students who are entirely new to academic language and to the norms of the College. Currently, many units on campus with a multitude of different goals communicate with students. However, the efforts from the units are not coordinated, and as a result, the College does not have an accurate picture of the messaging or whether there is consistency across messages.

Improving consistency of messages through integration and coordination should help accomplish the primary goal of improving communication with students. For example, some academic and student services departments communicate through their own social media sites and webpages. Some units do direct face-to-face outreach with potential students and some use the mail. The Communications and Marketing Department is responsible for the College website and for most publications, but not for other parts of the communication landscape.

Initial Actions, Responsible Parties, and Timeline for Additional Actions

In 2018-2019 as part of the College's Guided Pathways work, the College took part in the Institutional Effectiveness Partnership Initiative's Partnership Resource Teams Program (PRT). In fall 2018, the partnership program began when a team of community college leaders from around the state came to campus to meet with people who were leading the work on Guided Pathways at the College ([QFE-9](#)). After this information-sharing day, the Partnership Resource Team worked with the College to identify an area that needed improvement and then to develop an action plan to meet the needs. The primary area of need that was identified was that the College needed better integration and coordination of communication with students from their point of initial connection with the College through their entry to the College ([QFE-10](#)). Having better communication should encourage student success, retention, and decrease equity gaps in outcomes.

In spring 2019, the College created a new operational committee tasked with improving communication with students, employees, and the community ([QFE-11](#)). This Communication Committee has been assigned leadership responsibility on the completion of most items in *Quality Focus Essay Project #2*. The committee reports to the College Council.

In spring 2019 as part of the Partnership Resource Team action plan, a Student Advisory Council (SAC) was created. The SAC is led by two faculty members and is comprised of 20-30 students, who were selected to represent the broad diversity of student backgrounds on campus ([QFE-12a](#), [QFE-12b](#)). To encourage consistent participation, the students are paid an hourly rate for their attendance. The council meets at least once a month and serves as a feedback group on Guided Pathways projects. This group is designed to incorporate the student voice into Guided Pathways decisions and serve an important part in improving communication with students.

The development of the PRT action plan, the formation of the Student Advisory Council, and the formation of the Communications Committee are the initial steps of the larger project to improve communication with students. *Quality Focus Essay Project #2* builds on that initial work to expand the focus to be on all communication with students and to include all units on campus.

Audit existing communication. The first necessary step in the project is to do an accurate assessment of existing communication. In fall 2019, the Communication Committee hired an external consultant who was tasked with auditing the College's external communication and doing an analysis of the College's digital marketing efforts. In fall 2020, the report from the audit will come to the College and the Communication Committee will use it as a basis for an assessment of existing strengths and weaknesses in communication. The Communication Committee will then develop a work plan for improvement based on that data.

Map messages to students from across the College and develop a master calendar for messages. In 2020-2021, the Communication Committee will take the findings of the 2019-2020 audit and will create a master calendar of messages for students from their initial connection to the College through their exit from the College. This should increase the intentional coordination of the efforts of the College.

Create weekly student messaging plan pilot. In fall 2019, the Guided Pathways Success Team Design Team wrote a semester-long communication plan for all new students. The plan was vetted with the Student Advisory Council and the Communications Committee. In spring 2020, the plan was piloted for all new students. Each week of the term new students received an email and a text message of important information and tips for success for that week. The Success Team Design Team was responsible for writing the messages. The Communications and Marketing Department was responsible for translating the messages into student-friendly language, formatting the messages in a pleasing manner, and sending them to all new students each week. Each weekly message included a short survey asking students if they found the information useful. Students were also able to email questions to the Success Team, who was responsible for tracking the question types and answering them. Each weekly message was posted on the College website since the information could be useful for all students ([QFE-13](#)).

Expand and integrate the weekly student messaging plan. In 2020-2021, the weekly messaging pilot program will be expanded to all students at the College. Responsibility for message construction will move from the Guided Pathways Success Team Design Team to the Communication Committee. This shift in responsibility should ensure the institutionalization of the message plan since the Communication Committee is a permanent College wide committee. The Communications and Marketing Department will be responsible for formatting and sending messages. The transfer of responsibility for this project in fall 2020, should cause further integration of student messaging across the College.

Progress on *Quality Focus Essay Project #1* by this time should allow the new Success Teams to have direct input into the messages, to tailor them if needed by Interest Area. For example, the Sciences Interest Area will be able to include information about science themed events occurring on campus in messages going to students who are members of that Interest Area. Interest Areas may choose to target messages to specific equity groups as well.

Improve Interest Area and program information on the webpage. In fall 2019, the Guided Pathways Interest Areas Design Team began to evaluate information available to students on the webpage about academic programs and Interest Areas. The Interest Areas Design Team solicited feedback from the Student Advisory Council and is working to re-design the program on Interest Area webpages. In 2020-2021, the pages will be updated to share a consistent format. Improving the pages will be an ongoing project.

Develop a student-centered language and terminology strategy. In spring 2020, the Communication Committee will make recommendations through governance for standardization of terminology on campus. For example, instead of using the word semester, moving to using “term” instead, since that more accurately describes the structure of the college. If the recommendations are accepted, in 2020-2021 the Communications Committee will lead professional development on campus to encourage the adoption of the new strategy.

Resources

Initial work on this project was funded through the Partnership Resource Team grant. Expenses after the grant will be incorporated into existing budgets.

Assessment of Project Outcomes

Evaluation of the progress and success of this project will be measured by the completion of specific project formation tasks, tracking of student interactions with the new messages, and website analytic evaluations. Surveys of students will be conducted periodically to assess satisfaction with communication. The Student Advisory Council will be consulted as a focus group on an ongoing basis.

Quality Focus Essay Evidence

QFE-1	<i>2018 – 2023 Educational Master Plan</i> , p. 5
QFE-2a	College Council minutes, Item 4, August 16, 2017
QFE-2b	Academic Senate minutes, Item 7, August 29, 2017
QFE-2c	College Council minutes, Item 8, September 20, 2017
QFE-2d	Description of Guided Pathways Steering Team, September 22, 2017
QFE-3	Guided Pathways Scale of Adoption, April 22, 2019
QFE-4	Interest areas, November 12, 2019
QFE-5a	Sample Administration of Justice program map
QFE-5b	Sample Administration of Justice course sequence map
QFE-6	Accreditation Advisory Group minutes, May 10, 2019
QFE-7a	Classified Senate minutes, Item 7B, February 12, 2020
QFE-7b	Academic Senate minutes, Item 7, January 23, 2020
QFE-7c	Academic Senate minutes, Item 7, February 11, 2020
QFE-7d	College Council minutes, Item 10, February 19, 2020
QFE-8	<i>2018 – 2023 Educational Master Plan</i> , p. 12
QFE-9	PRT visit one agenda, October 5, 2018
QFE-10	PRT action plan, December 7, 2018
QFE-11	Communication Committee charge and function
QFE-12a	Student Advisory Council description

[QFE-12b](#)

College Council minutes, Item 9, December 12, 2018

[QFE-13](#)

Success at DVC Spring 2020 weekly emails screenshot, April 9, 2020