PEER REVIEW TEAM REPORT

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

This report represents the findings of the Peer Review Team that conducted a virtual visit to Diablo Valley College from October 5, 2020 to October 8, 2020. The Commission acted on the accredited status of the institution during its January 2021 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Greg R. Gillespie
Team Chair

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Peer Review Team Roster

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Summary of Peer Review Team Report

INSTITUTION: Diablo Valley College

DATES OF VISIT: October 5 – 8, 2020

TEAM CHAIR: Dr. Greg R. Gillespie

A ten-member accreditation team conducted a virtual visit to Diablo Valley College (DVC) from October 5 to 8, 2020 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations.

ACCJC's decision to conduct virtual visits for the Fall 2020 comprehensive reviews was based upon the Commission's authority to implement flexibilities to accreditation processes and practices afforded by the federal government in response to the COVID-19 pandemic. Specifically, the U.S. Department of Education's March 17, 2020 guidance, as well as all updates, permitted accreditors to perform virtual site visits for institutions as long as the accreditor follows up with an onsite visit in a reasonable amount of time to meet the statutory and regulatory requirements (though not necessarily a full peer-review site visit).

Consistent with on-site visits, and in accordance with the Guide for Conducting Virtual Visits: An Addendum for Peer Review Team Chairs, Team Members, and Colleges that ACCJC provided to team chairs, peer reviewers, and colleges being reviewed, the virtual peer review team visit to DVC relied on an engaged and interactive format, conducting multiple interviews with College representatives, participating in team meetings to discuss findings, and conducting the required campus forums. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement.

In preparation for the visit, the team chair attended via Zoom a team chair training workshop on August 4, 2020 and held pre-visit meetings with the College President and the District Chancellor. The entire peer review team received team training provided by staff from ACCJC via Zoom on September 2, 2020.

The peer review team received the college's self-evaluation document (ISER) and related evidence several weeks prior to the team's virtual College visit. Team members found the ISER to be a comprehensive, well written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

Prior to the virtual visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. Team members also reviewed online classes provided by the college. During the visit, team members spent time discussing

their observations and their review of the written materials and evidence provided by the College. The College kicked off the virtual visit with a virtual "Welcome" meeting where team members were introduced. During the visit, team members met with approximately 211 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The three team chairs met with the five District Trustees.   The team held two open forums, which were well-attended, and provided the College community and others to share their thoughts with members of the evaluation team. The team thanks the College staff for coordinating and hosting the virtual visit meetings and interviews. The process met the high standards for the integrity of the peer review process.

Major Findings and Recommendations of the
Peer Review Team Report

Team College Commendations

Commendation 1:

The team commends the College for its use of data to assess the accomplishment of its mission through its program review process in order to continuously improve courses, programs, and student services. (I.B.5, II.A.2, II.C.1)

Team College Recommendations

None

District Commendations

None

District Recommendations to Meet Standards:

District Recommendation 1:

In order to meet the standard, the Team recommends that the District develop a process by which all Classified employees are regularly and systematically evaluated (III.A.5).

District Recommendation 2:

In order to meet the standard, the Team recommends the Governing Board should follow its Board policy related to the Chancellor's evaluation process. (IV.C.3)

District Recommendation 3:

In order to meet the standard, the Team recommends the Governing Board act consistently with its adopted policies and bylaws, and regularly assesses these policies and bylaws. (IV.C.7)

District Recommendation 4:

In order to meet the standard, the Team recommends the Governing Board uphold and adhere to its adopted code of ethics policy-BP 1010. (IV.C.11)

District Recommendation 5:

In order to meet the standard, the Team recommends the Governing Board delegate full responsibility and authority to the Chancellor to implement and administer board policies without board interference and hold the Chancellor accountable for the operation of the District and colleges. (IV.C.12)

Introduction

Diablo Valley College (DVC) offered its first classes in an elementary school in Martinez during fall of 1950. The Governing Board purchased the Pleasant Hill site in November 1950. The College has served the area for 70 years and has expanded to include a San Ramon campus in addition to the original Pleasant Hill campus. Recent bond money is being used to renovate the Physical Education and Kinesiology complex and a new Art complex on the Pleasant Hill campus. A new Library and Learning Resource Center, classrooms, and a café are under construction at the San Ramon campus.

DVC is one of three colleges in the Contra Costa Community College District serving the county of Contra Costa which has a population of just over one million. Access to the three colleges is open to all county residents. The county is divided into three service areas. The DVC service area includes north and south-central parts of the county and includes ten incorporated cities.

Student enrollment at DVC has been consistent at around 20,000 students over the past several years. The San Ramon campus serves five to six percent of the total DVC student headcount. The majority of the student population (68%) are under the age of 24. The College serves and ethnically diverse student population comprised of 35% White, 26% Hispanic, 13% Asian, 10% multi-racial, 6% African American, and 5% Filipino students (Fall 2018). The percent of students receiving financial aid has averaged 35% over the past five years. The total number of degrees and certificates awarded has increased from 2,531 to 3,450 between 2014-15 and 2018-19.

The College moved all instruction and student services online in March 2020 in response to the COVID-19 pandemic and the county mandated shelter-in-place order. Online instruction and student services continued through summer and the current fall semester. A decision has been made to continue this status into spring semester. Classified staff, faculty, and administrators at the College worked together to implement this challenging transition and maintained a focus on students and their success. Students are provided laptops or desktops to access classes remotely if needed. The college also boosted wi-fi on campus to provide an increased signal at parking lots for student access. Faculty participated in distance education training to develop skills for successful online instruction. The culinary program at the Pleasant Hill campus has provided meals to go for students. Students have online access to all support services.

Eligibility Requirements

1. Authority

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. 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.

Conclusion: The College meets Eligibility Requirement 1.

2. Operational Status

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. The schedule of classes and Catalog are published online.

Conclusion: The College meets Eligibility Requirement 2.

3. Degrees

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. In 2018-2019, 1,659 degrees were awarded. 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.

Conclusion: The College meets Eligibility Requirement 3.

4. 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. 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. She is the ninth president in the history of the College. The Commission was notified of the change.

Conclusion: The College meets Eligibility Requirement 4.

5. Financial Accountability

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.   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.

Conclusion: The College meets Eligibility Requirement 5.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

☒	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
☒	The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.
☒	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Diablo Valley College made appropriate and timely effort to publicize the peer review team visit and to solicit third-party comment beginning on April in, 2020. Comments were to be sent directly to the ACCJC. No comments were received so there was no need for follow-up.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

☒	The institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
☒	The institution has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
☒	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
☒	The institution analyzes its performance as to the institution-set standards and as to student achievement and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Diablo Valley College has defined elements of student achievement aligned to its College Mission and established appropriate performance standards. These standards guide the College's broader planning efforts and resource allocation and are regularly reviewed. If the College falls

below the institution-set standards, the College governance structure takes the appropriate action to address its performance.

Credits, Program Length, and Tuition

Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
☒	The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
☒	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
☒	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The Team reviewed policies and procedures to confirm the College credit hour assignments and degree program lengths are consistent with good higher education practices. Tuition is consistent across programs as evident in the College catalog.

Transfer Policies

Evaluation Items:

☒	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
☒	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
☒	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The Team reviewed the College catalog and website to confirm policies are in place and information related to Transfer Policies is appropriately disclosed to students and the public.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
☒	The institution demonstrates regular and substantive interaction between students and the instructor.
☒	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
☒	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education: (Not offered by the College)	
☐	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
☐	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
☒	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
☒	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
☐	The college does not offer Distance Education or Correspondence Education.

Narrative:

The Team reviewed 30 online classes and found that the institution demonstrates regular and substantive interaction between students and their professors overall. A requirement for faculty training came into effect in January 2020 and is ongoing.

The Team reviewed the online availability of learning support services including admissions and records, counseling, and library and found that the institution demonstrates comparable learning support services and student support services for distance education students.

The Team reviewed the student authentication policies and processes as outlined in the DVC Procedure 4003.01 and found that the institution has multiple acceptable methods of student authentication.

The College does not offer correspondence education.

The Team reviewed the technology infrastructure needed to support distance education and found that the infrastructure is more than sufficient to sustain DE activity.

The Team reviewed the District policies as highlighted in DVC Procedures 4003.01 and 4003.02 and found that the College and the District has policies and procedures in place for approval of DE courses via the Curriculum approval process.

Student Complaints

Evaluation Items:

☒	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
☒	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
☒	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
☒	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
☒	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The Team verified that the College has policies and procedures in the catalog and on its website for addressing student complaints. Files are maintained for the previous seven years. Complaint files were reviewed by the Team and found no issues indicative of the College's noncompliance with Accreditation Standards. Names and associations of accreditation agencies are posted online, including contact information for complaints.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

☒	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
☒	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment*, and *Policy on Representation of Accredited Status*.
☒	The institution provides required information concerning its accredited status. (Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The Team verified that the College provides accurate, timely, and appropriately detailed information to students and the public about its programs, location, and policies through its paper and electronic catalog, website, and published paper documents. Through these channels, the team also verified that the College complies with the Commission *Policy on Institutional Advertising, student Recruitment, and Policy on Representation of Accredited Status*. The College website and the paper and electronic catalogs display the required information concerning its accredited status.

IV Title Compliance

Evaluation Items:

☒	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
☒	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
☒	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
☒	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
☒	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College provided evidence of Title IV compliance. USDE reports indicate that the College's student loan default rates are considerably below the 30% threshold.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

The Diablo Valley College (DVC) mission addresses all essential elements as articulated in the mission statement, core values, and institutional outcomes. Program review is the primary mechanism by which the institution's priorities, data, and programs are aligned to fulfillment of the mission. The College has a recently revised mission statement that underwent the process as outlined in College procedure. The mission is published in the catalog, website, and displayed physically on each of the campuses to ensure wide dissemination.

Findings and Evidence:

The team finds that DVC's mission, as embodied in its mission statement, core values, and institutional outcomes, adequately addresses all essential areas including broad purpose, student population, types of degrees and credentials, and commitment to student learning and achievement. The mission statement identifies the College's purpose to "inspire, educate, and empower student to transform their lives and communities". The student population are those who are seeking transfer, entrance or advancement in career, or personal growth. The core values of student learning, excellence, and equity capture the commitment to student learning and achievement and equitable outcomes in those areas. The College offers a comprehensive array of 227 transfer and CTE degrees and certificates in support of the mission. In addition, the College provides programs for the community in areas for personal development and support services that assist students in pursuit of its goals. (I.A.1, ER 6)

The College uses data in program review and learning outcomes processes, and these processes are focused on the College mission. Institutional priorities are reflected in the College's resource allocation process, and program review is foundational to the resource allocation process. The link to the mission is made between the goals and objectives that are sent forward in program review. The Program Review Committee then ranks requests using a rubric that includes alignment to the College mission. These ratings are compiled into a prioritized list of resource allocation recommendations. Other examples of using data to improve effectiveness are found through survey data to students and employees. The Office of Institutional Effectiveness functions as the facilitator of data to the College. The district office is the provider of standardized datasets (MIS, etc.) and these data are also used frequently to identify progress toward the mission. To further engrain a data-guided culture, the College has recently implemented a data coaching program to encourage use of institutional data. (I.A.2)

The team finds the program review process (including instructional, student services, and administrative units) is the mechanism that ensures programs and services are aligned with the mission and the Educational Master Plan. Within the program review template, all units are to respond to prompts that show a connection between a unit's activities and the mission. As mentioned above, requests generated from program review are prioritized through a rubric which addresses alignment to the mission. Examples such as the creation of a Digital Marketing Certificate and changes due to AB 705 demonstrate that decision making and resource allocation are aligned to its mission. (I.A.3)

The College disseminates and publishes its mission statement through the catalog, website, and physically posting it at multiple points on both the Pleasant Hill and San Ramon campuses. College Procedure 1017.01 clearly articulates the process for regular review of the mission statement. The latest review began in spring 2018 and resulted in a completely new statement that was approved by the Board on March 27, 2019. (I.A.4, ER 6)

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

DVC assures academic quality and institutional effectiveness through its processes. This allows for dialogue regarding student learning outcomes and equity. The College provides evidence that show its processes as transparent and informative.

Findings and Evidence:

The College demonstrates a sustained, substantive, and collegial dialogue. The College provides minutes from College Council; Research, Planning, and Evaluation Committee (RPEC); Academic Senate; and Student Learning Outcomes Assessment Committee. The inclusion of the Educational Master Plan (EMP) also serves as a reference for the College in its decision-making. (I.B.1)

The team finds that the College defines and assesses student learning outcomes for all instructional programs and student and learning support services as indicated by minutes from the Student Learning Outcomes Assessment Committee. The College also uses evidence from the library and tutoring services to assess the work it does through learning support services. (I.B.2)

The College establishes institution-set standards and assesses them. The team finds this was occurring through minutes provided from College Council; Research, Planning, and Evaluation Committee (RPEC); and Academic Senate. (I.B.3, ER 11)

The College uses assessment data and organizes its institutional processes to support student learning and student achievement. The team finds this in data samples and assessment histories provided as evidence. In addition, the importance of assessment data is reinforced by the practice that no resource allocation requests will be granted unless assessments are verified by the Assessment Committee. (I.B.4)

The College assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. The team finds that the College uses data coaches as part of Program Review for interpreting and applying quantitative and qualitative data, creating an exemplary process overall. The team commends the College for its deep commitment to collective ownership over the design and continuous improvement of the program review process and evaluation of goals and objectives, student learning outcomes, and student achievement. This was evident in the College's attention to supporting every stage of the program review through a number of processes which promote the improvement programs and their capacity to improve student learning and achievement. For example, the College has developed an intensive, year-long data coaching program. In its second year, it now includes 24 coaches drawn from faculty, staff and administration. A data coach is assigned to each department in the program review process to assist in the retrieval and interpretation of data as it relates to student success. Also, the College employs a "validation

day" process in which it brings together multiple departments to read, evaluate, and validate the program reviews - before they are accepted by the committee. This supports collaborative learning and improvement. Finally, the College has a "program revitalization" process which serves to support programs which may need assistance in increasing enrollment and/or in ensuring program currency, improving teaching and learning strategies, and promoting student success. (I.B.5)

The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students. The College provides program reviews and minutes from both College Council and RPEC. (I.B.6)

The team finds that the College regularly evaluates its policies and practices across all areas of the institution through program review and governance structure review in College Council. The College provides the EOPS program review and minutes from College Council as evidence for the standard. (I.B.7)

The College communicates its results from assessment and evaluation activities. Evidence of this includes annual reports and State of the District Meeting bulletins. (I.B.8)

The College engages in continuous, broad based, systematic evaluation and planning. The College provides minutes from Classified Senate, Academic Senate, and College Council as evidence. The College also includes details related to integrated planning and budget allocation. (I.B.9, ER 19)

Conclusions:

The College meets the Standard.

Commendation:

The team commends the college for its use of data to assess the accomplishment of its mission through its program review process in order to continuously improve courses, programs, and student services (I.B.5, II.A.2, II.C.1)

I.C. Institutional Integrity

General Observations:

DVC demonstrates institutional integrity to provide accurate information to students, prospective students, staff, and the community in both online and print publications. The College publishes policies and procedures that promote academic honesty and integrity, including the total cost of education, codes of conduct, its relationships with external agencies, and communications with accreditors and the public.

The College provides a catalog in both print and online versions with accurate information on requirements, policies, and procedures affecting students.

Findings and Evidence:

DVC provides information to students and the general public related to mission statement, learning outcomes, educational programs, and student support programs through the College's website, social media, eConnect newsletters, and the College catalog. Updates on the College's accreditation process are sent to faculty and staff through "Governance at a Glance" emails, and accreditation reports are available on the College's website. (I.C.1, ER 20)

The College publishes an annual catalog in print and online, available at the College bookstore and on the College and District websites with updates included on the website throughout the year. Information provided includes requirements and major policies affecting students. (I.C.2, ER 20)

Learning outcomes for course, program, general education, and student services are assessed on a regular cycle, and instructional assessment results are available on the WebSLO website. The Research, Planning, and Evaluation Committee has a webpage that posts student and faculty campus survey results. (I.C.3, ER 19)

The College's certificates and degrees are described in terms of content, course requirements, and expected learning outcomes and posted in the College catalog and website. The catalog sections are reviewed and revised annually and include new courses and programs that are approved through the Curriculum Committee. Courses that are no longer offered are removed from the catalog. Course outlines of record are posted on the College website. (I.C.4)

The College regularly reviews policies, procedures, and publications. College procedures are published online in the Procedures Manual, and the College Mission Statement is reviewed and updated. In the spring of 2019, the College created the Communication Committee to address college-wide communications and publications. (I.C.5)

The College informs students and prospective students regarding the costs of tuition and other fees through the College catalog and website. Specific textbook information is located on the College bookstore website or at the College bookstore. The College class schedule lists information on student fees including tuition, course materials, other student activities, and parking. (I.C.6)

The College uses and publishes Governing Board policies on academic freedom. (I.C.7, ER 13)

The College has policies and procedures that promote honesty, responsibility, and academic integrity and are posted in the catalog, on the College website, and on the Human Resources webpage. The Student Code of Conduct describes academic and non-academic expectations for behavior with disciplinary action information for violations. The Academic Integrity Policy, which describes the College's commitment to academic integrity, is published in the College catalog and website. The College has an Academic Integrity Procedure that outlines student expectations to be honest in their work. Students learn about college conduct and procedures in an online student orientation. Employees follow the College Employee Code of Ethical Behavior, and new employees receive and sign off on conduct information during an orientation meeting. (I.C.8)

Academic freedom is supported for both faculty and students as noted in the College website in Governing Board Policies and Human Resources Procedures. In order to ensure that faculty present information to students in a fair and objective manner, faculty are evaluated on a regular cycle with an evaluation form that includes a statement on objectivity. (I.C.9)

The College uses District policies and codes of conduct to set expectations for students, faculty, staff, and administrators and publishes them on the College website. As a public, non-sectarian institution, there are no codes of conduct that seek to promote specific beliefs or worldviews. (I.C.10)

DVC does not operate in foreign locations. This standard does not apply to the College. (I.C.11)

The College complies with Eligibility Requirements, Accreditation Standards, Commission Policies, and requirements. The College created the Accreditation Advisory Group (AAG) to promote dialogue around the accreditation process. All accreditation documents are posted on the College website. (I.C. 12, ER 21)

The College demonstrates honesty and integrity in its relationships with external agencies. It communicates any changes in accredited status to the Commission, students, and the general public. Information on DVC's accreditation status is found in the College catalog and on the website. (I.C. 13, ER 21)

The College is dedicated to providing high quality education. As a public community college, DVC does not generate financial returns for investors, support external interests, or contribute to a parent organization. (I.C.14)

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

DVC instructional programs are offered in fields of study that align with the College's mission, are appropriate to higher education, and lead to student achievement of learning outcomes, degrees, certificates, employment, career advancement, and transfer.

DVC demonstrates commitment to the implementation of student learning outcomes and to meeting them. There is a clear process that the College takes to ensure alignment with the commitment to and attainment of the student learning outcomes, transferability, and completion of possible discontinued programs.

Findings and Evidence:

The College offers a variety of instructional programs, in multiple modes of delivery, which are consistent with the College's mission, which are appropriate for higher education and which culminate in outcomes. These outcomes and the degrees they are associated with are listed in the College Catalogue. (II.A.1)

The College has clear processes for faculty-lead course and program development which involve both Curriculum and Student Learning Outcomes (SLOs) development and review as function of the Academic Senate. Faculty develop course and program content in alignment with Title V and CCCC Office guidelines. Instructional units engage in a regular program review process on a 4-year cycle (with optional annual updates). These practices are codified and evaluated according to published College procedures which include completion of the process as a stipulation for departmental resource request. The team commends the College for itsdeep commitment to collective ownership over the design and continuous improvement of the learning experience. This wasevident in the College's attention to supporting every stage of the program review through a number of processes which promote the improvement programs and their capacity to improve student learning and achievement. For example, the College has developed an intensive, year-long data coaching program. In its second year, it now includes 24 coaches drawn from faculty, staff and administration. A data coach is assigned to each department in the program review process to assist in the retrieval and interpretation of data as it relates to student success. Also, the College employs a "validation day" process in which it brings together multiple departments to read, evaluate, and validate the program reviews - before they are accepted by the committee. This supports collaborative learning and improvement. Finally, the College has a "program revitalization" process which serves to support programs which may

need assistance in increasing enrollment and/or in ensuring program currency, improving teaching and learning strategies, and promoting student success. (II.A.2)

The College has a well-established process for regular review of SLOs and PSLOs. The Student Learning Outcomes Assessment Committee (SLOAC) committee (of the Academic Senate) is responsible for regular review of assessments and action plans. Completion of this process is a requirement for department eligibility for annual resource requests. Discussion of relevant SLO data is also included in Program Review. Syllabi for each section include SLOs from the Course Outline of Record. Syllabi are submitted for review of SLO information (by a chair or manager) each semester. (II.A.3)

The College offers pre-collegiate courses that are clearly distinguished from college-level curriculum. In Math, English, and ESL, where programs have transformed in response to AB705, pre-collegiate courses are designated as support for college level course success. (II.A.4)

The College develops courses, degrees, and programs according to the standards of Title 5, CCCC Office Guidelines, and ASCCC standards for curriculum which ensures that minimum degree requirements are 30 semester credits or equivalent for associate level degrees. Curriculum, including course and program development and Student Learning Outcomes, are developed by discipline faculty and approved through the curriculum process of technical review. (II.A.5)

The College ensures that programs can be completed within a period accepted in higher education as part of the program creation process in the Curriculum Committee. In addition, as part of the College's Guided Pathways work, 2-year program sequences and corresponding course offering schedules are made publicly available on the College website. (II.A.6)

The College offers courses and programs in a variety of formats, including face-to-face, online and hybrid. It also offers full-term and late-start classes, evening classes, and weekend classes. The College website also provides students with access to a "Learning Styles" assessment. It also offers several Learning Community programs such as First Year Experience, Puente, and Umoja. The College utilizes Canvas for online instruction and support of face-to face courses. It also includes access to Net Tutor. Each department sets specific expectations for faculty assignments to a DE course – examples include completion of certifications, prior experience at other institutions and demonstration of proficiency. The Educational Master Plan and Guided Pathways work both emphasize student equity in success – and the College demonstrates a commitment to Faculty professional development in this area -including a year-long new faculty series, FLEX opportunities, Canvas/online instruction trainings. It is noteworthy that the Guided Pathways work has led to the development of a "Pedagogy Design Team" to address equity in outcomes and linking career outcomes to course content. (II.A.7)

The college takes appropriate measures to validate department-wide course and/or program examinations. Dental Assisting and Dental Hygiene, which require licensure examinations, have those administered through an external body with validates the test. The Mathematics department offers a self-paced program which includes standardized examinations that are

validated though research that includes comparison data to non-self-paced math student performance. (II.A.8)

The College awards course credit, degrees and certificates based on student attainment of learning outcomes. The College provides its catalog to affirm its grading policies along with ARTHS-195 course outline of record. Additionally, the College does not offer courses based on clock hours. (II.A.9)

The College makes available to its students clearly stated transfer-of-credit policies. The team finds that the college provides sufficient evidence with its inclusion of the catalog regarding the transfer of credit and coursework policy along with the California course identification number system. This affirms that College's commitment to transfer. (II.A.10, ER 10)

The College includes the following student learning outcomes in all programs: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives. Program-specific learning outcomes are also included. The College provides as evidence minutes from the Research, Planning, and Evaluation Committee (RPEC). The College also provides information about institutional learning outcomes. (II.A.11)

The College requires of all its degree programs a competent of general education based on a carefully considered philosophy for associate degrees that is clearly stated in its College. The College does this by providing pages from its catalog related to general education philosophy along with transfer and non-transfer programs. The College also includes bylaws from its Curriculum Committee. (II.A.12)

The College provides a list of its active programs. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The team also finds that the catalog provides information about all the College's degree programs. The new program application form provides evidence of the identification of specialized courses in an area of inquiry or interdisciplinary core. (II.A.13)

The College provides evidence that its graduates demonstrate technical and professional competencies that meet employment standards. The team reviewed as evidence Course Outlines of Record for DRAMA-111, DRAMA-200, and DRAMA-201. The College also provides Dental Programs Licensure Pass Rates. (II.A.14)

The College makes appropriate arrangements so that enrolled students may complete programs that are eliminated or significantly changed. The Team reviewed as evidence a document regarding program revitalization and discontinuation. The College also provides the catalog as evidence. (II.A.15)

The College regularly evaluates and improves the quality and currency of all instructional programs offered. The College provides documents related to program review. The team also reviewed as evidence a sample course outline of record and a course syllabus. (II.A.16)

Conclusions:

The College meets the standard.

Commendation:

The team commends the College for its use of data to assess the accomplishment of its mission through its program review process in order to continuously improve courses, programs, and student services (I.B.5, II.A.2, II.C.1)

II.B. Library and Learning Support Services

General Observations:

The College provides library and learning support services to students, regardless of location, through physical infrastructure, collections, and personnel. Infrastructure includes buildings, locations, technology, and online information platforms. Both campuses provide tutoring and library services that meet the needs of students and teaching personnel. The College demonstrates the use of program review and resource requests to maintain and improve the program and services. Faculty are engaged with assessment and teaching for both library and tutoring services. Student learning outcomes are identified, assessed, and used as a foundation for improvement.

Findings and Evidence:

DVC provides a physical library at the Pleasant Hill Campus and has a joint-use facility, with the local public library, for their San Ramon Campus. The joint-use facility is based on the provided Memorandum of Understanding Between the County of Contra Costa, the City of San Ramon and the Contra Costa Community College District."

The services provided by the library are sufficient in quantity, currency, depth, and variety. Evidence shows an extensive print and ebook collection, streaming video titles, and many electronic databases. In addition, students have access to computers, calculators, and printing. The library Collection Development Policy delineates how these collections are maintained and curated.

The statistics for physical use of the library and reference services demonstrate a high level of interest and demand for library services. This demand extends to the online environment where the library has a presence in all distance education classes in Canvas. All students, including online students, are further supported through electronic databases, 24/7 chat with librarians, and online library classes.

The College offers tutoring in twenty-three areas, online tutoring in twenty-nine areas, and Supplemental Instruction in English, Math, and STEM programs as evidenced by their tutoring webpage. In addition, multi-subject tutoring is offered through DSPS, EOPS, Puente, Umoja, MESA, Student Athlete Success Program, and Veteran Services. Based on a student survey, the College opened the Academic Support Center (ASC) in Fall 2019. The ASC is a hub for tutoring and student success where they have access to tutoring across the curriculum. Through the ASC, students may be referred to other more intensive and specialized subjects. All aspects of the tutoring program have a shared set of learning outcomes as posted on their website. Both campuses offer in-person tutoring in addition to online tutoring available through NetTutor. (II.B.1)

The library has full time faculty librarians who are responsible for library collections. Librarians are assigned collection areas and collaborate with discipline faculty by serving as department liaisons and through the Curriculum Committee. Discipline faculty also have the opportunity to suggest an item through the library website. The library has a Collection Development Policy to guide their purchase selections. In part, "The primary goal of the DVC Library collection is to provide the resources and materials to support the curriculum and instructional programs of Diablo Valley College." The policy delineates guidelines for print and electronic resourcesand for the deselection process. Evidence exists for collecting unique collections such as textbooks, Open Educational Resources, graphic novel and comics collection, and the English as a Second Language collection.

Last year, tutoring completed their first "tutoring" program review rather than having it go through the departments. This change occurred with the opening of the Academic Support Center in fall 2019. Individual departments will also continue requesting tutor funding through their program review. In addition to program review, tutoring lab coordinators work in conjunction with faculty to select and maintain all educational materials, including handouts and computer programs. Strong collaboration is occurring between lab coordinators and instruction. The faculty coordinators also work closely with instructors of tutor training class. The Tutor Advisory Committee conducts an annual survey of students using tutoring and this is used to identify areas for improvement. Tutoring is very student-centered. The Math Lab recently revamped both their physical and instructional services to be more supportive of student. There is forward momentum for tutoring, and they are creating more collaboration across campus. (II.B.2)

The library regularly evaluates the program through program review and are scheduled for a comprehensive program review this year. This is a collaborative process with all library faculty and staff. They also recently created a new funding model based on circulation statistics. Faculty and student satisfaction surveys have also been a part of assessment activities although they are moving away from these types of surveys. The library has also conducted surveys for the laptop, calculator, workshop, and study room services.

The Tutoring Advisory Committee conducts an annual survey of students utilizing tutoring services across the campus. The survey is designed to assess the effectiveness of tutoring. The annual survey is aligned with the tutoring learning outcomes. Based on these results, the Tutoring Advisory Committee makes recommendations to tutoring programs across campus to better meet student needs. Departments then use the data in program review to request resource allocations. In one example, tutoring programs increased evening, weekend, and online hours. The Tutoring Advisory Committee works with the Distance Education Committee to review and evaluate online tutoring. (II.B.3)

The College participates in five formal agreements for library and tutoring programs. A formal agreement exists for each and they are adequate for the College's purpose. In one case, the Memorandum of Understanding for Joint-Use with the Doughtery Station Library, was found by

the college to be inadequate for the faculty and students. To evaluate the effectiveness of the service, a 2017 survey of students and faculty at the San Ramon campus was conducted. As a result, the agreement will sunset as a new library and tutoring center is being built on the San Ramon campus.

The College uses the CCLC as their purchasing agent. The College evaluates their usefulness on 1) convenience in maintaining vendor subscriptions; 2) compliance, such as are products 508-compliant/accessible; and 3) price. The agreement with the District Libraries for Resource Sharing is more informal. There is regular communication between the libraries. There are regular meetings occurring and aspects of resource sharing are discussed. The ExLibris agreement is maintained and paid for by the District. The College a signatory on this agreement. The College evaluates based on price and functionality. Benefits include shared cataloging and reporting requirements. (II.B.4)

Conclusions:

The College meets the standard.

II.C. Student Support Services

General Observations:

DVC provides a multitude of student support services to assist students in successfully meeting their educational goals. Support services are provided in-person at both campuses as well as online. The College engages in regular evaluation and assessment of their student support services and operationalizes data to improve outcomes – student support services are evaluated through the program review and learning outcomes processes, with a goal of continuous improvement. Support services are provided in-person at both campuses as well as online. Counseling is offered in both an in-person and online format.

Findings and Evidence:

DVC regularly evaluates the quality of student support services at its Pleasant Hill and San Ramon campuses, as well as those online. The College maintains a highly integrated, functional annual program review process that is tied to strategic planning, resource allocation and demonstrated program improvement. While all instructional and student services programs are on a minimum once every four years Comprehensive Review cycle, departments have the option to engage annually and the majority elect to do so. The College has developed an impressive year-long data coaching program, whereby departments are assigned a data coach who assists through the phases of data collection, analyzation and operationalization. Student support services departments engage in a program review process (referred to as "validation day" in the instructional services units) that includes a comprehensive review by aligned student services units. Departments also conduct annual SLO evaluations. The College's Program Review Handbook outlines the process by which resource allocations are made to the Program Review Committee (PRC), and decisions are directly informed by data from program review. The determination process for appropriateness for categorical funds includes a thorough review of requests by the content specialists in that given area (e.g. Strong Workforce manager), ensuring compliance with specific regulations. The Program Review process provides comprehensive assessment of department work and incorporates data. The College conducted an audit of online support services to inventory and assess services, resulting in provision of additional services in the areas of Financial Aid and Transfer Services (II.C.1).

DVC maintains a comprehensive Student Learning Outcomes (SLOs) Plan development process that incorporates the use of student survey data to measure outcomes and make recommendations. Student Services offices operationalize SLOs towards the improvement of student outcomes (II.C.2).

Essential services (Admissions and Records, Counseling, Financial Aid, EOPS) are available to students on the Pleasant Hill and San Ramon campuses. Counseling services for Veterans, CalWORK, EOPS, foster youth and disabled students also available on both campuses. Both sites offer test proctoring services, and workshops for financial aid, and scholarships are also available at both campuses. Students also have access to online resources. There is an online

orientation available, students have the ability to schedule online appointments for Counseling and can receive assistance from Disability Support Services (DSS). Financial Aid information is readily available on the website, and the College provides options for students to access key services online – specifically, secured document submission, Live Chat with staff during regular office hours, and after-hours customer service through a Chatbot feature. The College has leveraged the lessons learned through the COVID shut down to improve upon remote student support services and is assessing ways to make these improvements permanent beyond campus closures (II.C.3).

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. The co-curricular and athletic programs incorporate best practices and are conducted with appropriate standards of integrity. Policies governing uniforms, travel and other budgetary considerations are clearly documented (II.C.4)

Counseling and academic advising at DVC are provided in both online and in-person formats, including providing an online orientation and Cranium Café online counseling. Counseling Services are offered at both the Pleasant Hill Campus and the San Ramon Campus. Counseling faculty are available to serve students in many programs, including Disability Support Services (DSS), EOPS, CalWORKs, START (former foster youth), International, MESA, PACE, Puente, UMOJA, and Veterans.

Counselors provide services in many capacities, including career, degree, certificate, transfer, and referral to services. Counselors teach Counseling and Career classes in addition to providing counseling appointments, supporting students experiencing personal crises, participating in Viking Day and Welcome Day, and conducting classroom presentations. Important deadlines are noted in the catalog, website, on the student portal landing page, through monthly emails to students, and through a Canvas Student Support Services page. Counselors attend professional development trainings and conferences throughout the year. (II.C.5)

The College Admissions and Records Office implements the policies and procedures concerning minimum qualifications for admission. The catalog has information on course requirements for certificates and degrees, and information on admissions policies are published online and in print in both the catalog and Schedule of Classes. As part of the Guided Pathways program, the College has term-by-term course sequence maps to assist students with completion pathways. (II.C.6, ER 16)

The Assessment Center validates assessment instruments in accordance with the statewide Chancellor's Office, although the validation processes have been on hold due to the Common Assessment piloting and AB 705 implementation. The College is working on validating the

instrument for placing students into chemistry courses. The Assessment Center website contains the online placement tool to determine the correct placement for English, English as a Second Language, and mathematics courses. The online placement tool follows the RP Group decision matrix for English and math placements. (II.C.7)

The College maintains and secures student records in both paper and electronic formats. The Admissions and Records Office permanently stores and maintains students' confidential education records in compliance with FERPA (Family Education Rights and Privacy Act), and new employees receive FERPA compliance training. Diablo Valley College publishes privacy policies in the catalog and on the College website, including the student privacy policy. Many offices at the College maintain student records, and employees are trained on privacy policies and procedures. Student records that are electronically held on the Enterprise Resource Planning (ERP) system are secured and maintained at the District with a disaster recovery plan in place as well as near real-time on-site and off-site data replication. (II.C.8)

Conclusions:

The College meets the Standard.

Commendation:

The team commends the College for its use of data to assess the accomplishment of its mission through its program review process in order to continuously improve courses, programs, and student services (I.B.5, II.A.2, II.C.1)

Standard III

Resources

III.A. Human Resources

General Observations:

DVC is guided be Governing Board and Human Resources policies and procedures, developed in accordance with relevant Union Contract stipulations and constituent input, in the hiring, training and evaluation of employees. It has clear processes for determining that there are adequate numbers of employees across functions, and it utilizes college-wide processes for prioritizing the need for new employees as well as the professional development needs for existing employees.

Findings and Evidence:

The College uses the Districts Uniform Employment Selection Guide and Governing Board policies in order to ensure the integrity and quality of its services and hiring processes. It includes minimum qualifications and criteria on Job Announcements, which are reviewed by Human Resources and approved by the Governing Board. The hiring prioritization process, based in Program Review, ensures that positions are directly related to the College mission and goals. (III.A.1)

The College uses the California Community College State Academic Senate minimum criteria for faculty hiring. Job announcements include required experience and expertise, and hiring practices include teaching demonstrations. Both curriculum review and learning assessment are included in job descriptions. (III.A.2)

The College sets minimum qualifications for Administrators and other employees responsible for educational programs and services that meet or exceed the minimum requirements outline in California Educational Code. (III.A.3)

The College ensures that all required degrees held by employees are from institutions accredited by a recognized accrediting agency, per Title 5. Additionally, it requires that foreign degree equivalencies are verified by the National Association of Credential Evaluation Services, per UF contract. (III.A.4)

The College follows written processes for both probationary and regular evaluations of managers and supervisors, which include job performance and emphasize continued development. In early 2019, an internal review of the process revealed gaps, particularly amongst instructional deans. The College has created a revised timeline to catch up by 2022, and it appears to be executing the plan in a timely manner. (III.A.5)

The College evaluates both instructional and non-instructional faculty on a regular cycle, according to criteria written in the United Faculty Contract, and includes specific criteria for specific modes of instruction and job categories. A plan of improvement option exists for part-time faculty. (III.A.5)

The College evaluates Classified staff according to the Local 1 Collective Bargaining Agreement. Elements include job performance and areas for improvement and recognition of praise-worthy service. Upon internal review of processes, it was discovered that there is not consistent determination for the regular review of Classified staff with more than 5 years of service. As a result of the inconsistent evaluation process across the District, there is not systematic and effective evaluation of Classified staff. (III.A.5)

In the absence of District-wide policies or practices, in 2019 the College began a multi-step process of evaluation of classified staff with the goal of establishing a regular cycle for post-5-year employees. A number of post-5-year employees have been evaluated in the past year and half, and a schedule for future evaluations is in place. (III.A.5)

The District has consistently maintained a level of full-time faculty employment that is well above the Faculty Obligation Number published by the Community College State Chancellor's Office. Over the past three years, full-time faculty numbers at the College have increased by almost 9 percent, while part-time faculty numbers have remained stable. (III.A.7)

DVC ensures the faculty receive orientation and professional development through Human Resources as well as through multiple FLEX offerings before the start of each semester. They are also evaluated on a regular schedule, per the United Faculty contract. Part-time faculty are integrated into the life of the institution through paid office time with students, designated seats on participatory governance bodies, dedicated spaces for working and accessing materials, and a Part-Time Faculty Handbook. (III.A.8)

The College utilizes the program review process to collect and evaluate need for new and/or replacement employees. Needs are assessed and prioritized in relation to the College mission and goals. (III.A.9)

The College utilizes the program review process to collect and evaluate the need for new and/or replacement administrators. The College has recently re-written and/or restructured positions to account for changing needs at the College. For example, a new Dean of Student Engagement and Equity was created, and an Admissions and Records position was divided into two positions in acknowledgment of increased workload. From 2017-2019, the number of administrators at the College has increased from 21-24. (III.A.10)

The College reviews and publishes personnel policies in Governing Board Policies and Procedures as well an in their Personnel Manual, and they are made available on the District Website. The College helps ensure equitable application of policy through a complaint procedure, per state and federal regulations. The College relies upon the District's Equal Employment Opportunity (EEO) Plan to help guide decisions regarding equal employment opportunities. (III.A.11)

The College regularly assesses its record in employment equity through evaluation of EEO data and their EEO Plan. It includes equity statements in all job postings and requires applicants to address equity in the interview process – which always includes an EEO representative. Guided by relevant Board Policy, the College supports programs and practices for its diverse personnel through annual PD needs assessments and regular Professional Development offerings, informed, in part, by its newly formed Racial Justice Task Force. (III.A.12)

Board Policy 2056 and Human Resources Procedure 1040.08 include statements regarding expectations as well as unacceptable behaviors, and indicate potential disciplinary action, up to, and including, termination. These actions are taken in accordance with existing disciplinary procedures. (III.A.13)

Professional Development is offered in accordance with the College's Professional Development Plan, which is consistent with the College Mission and the Educational Master Plan, and which includes sections regarding pedagogy, technology and student learning needs. The College Professional Development offerings are further informed by a Districtwide, annual development and training needs survey. Workshops are always concluded with a participant evaluation. (III.A.14)

The College provides for the security and confidentiality of personnel records, in accordance with Human Resources Policy and Union Contract, and according to the specific procedures outlined in District Business Policy 1054. (III.A.15)

Conclusions:

The College/District meets the Standard except for III.A.5.

District Recommendation to Meet Standards:

District Recommendation 1 (compliance)

In order to meet the standard, the team recommends that the District develop a process by which all Classified employees are regularly and systematically evaluated (III.A.5).

III.B. Physical Resources

General Observations:

The College assures that it is has safe and sufficient physical resources at all locations. The buildings are constructed and maintained to assure access, safety, security, and a healthful leaning and working environment. The College in conjunction with the District plans, acquires or builds and replaces their facilities, equipment, land and other assets. The College and District regularly review the facilities and take relevant data and College input into consideration. The College and District take total cost of ownership into their facilities planning process and their goals are incorporated into their institutional improvement goals.

Findings and Evidence:

The planning, programming, and construction management of physical resources are centralized District functions. District Facilities Planning is responsible for all capital projects.   The colleges are responsible for the maintenance and operations of their physical resources. District Facilities Planning works in collaboration with the colleges to provide a clean, safe, and accessible learning and working environment. Sufficient physical resources are provided in accordance with the state's Policy on Utilization and Space Standards. The state's FUSION system is also used by the District to analyze space utilization and compile the District's Five-Year Capital Outlay Plan. All facilities are constructed in compliance with state and federal laws and regulations and are in alignment with college Facilities Master Plans. The District developed an ADA Transition Plan to ensure accessibility of facilities in accordance with scheduled improvements. District Police Services assure campus safety. (III.B.1)

The College and center take safety very seriously as evidenced by the multiple actions it takes to review facilities and train staff. The College maintains a tracking system that monitors the needed repairs and custodial needs. The College collaborates with the District to consolidate the five-year maintenance plan and the five-year construction plan. Staff regularly reviews areas for safety hazards as evidenced on their safety logs. (III.B.1)

While the College has managed their maintenance projects, they have also focused on safety improvements. One of these improvements was replacing door locks that allows an instructor to lock from the classroom from inside. Another improvement was installing panic buttons in classrooms, conference rooms and other gathering spaces that connect with their police department. Additionally, they have purchased AED's and backpacks for key personnel to use during emergency events. (III.B.1)

The safety committee reviews incidents reports to look for safety trends. The committee holds safety forums and provides extensive professional development opportunities for physical safety as evidenced by the extensive sessions offered. (III.B.1)

Board Policies, Business Procedures and the Division of the State Architect govern the construction and most renovations of the District's physical resources. District Facilities Planning works in collaboration with the colleges on various state-driven physical resources projects such as the Scheduled Maintenance Project List and Space Inventory updates, both of which are submitted annually to the CCCCO. (III.B.2)

In planning for the two bond measures, the College engaged constituents in forums and meetings and created an Executive Steering Committee to help program the buildings and communicate to the campuses. (III.B.2)

Space inventory updates assist the District with tracking space utilization to assess its impact on capital outlay planning. The District's Five-Year Capital Outlay Plan reflects the planning and evaluation of college facilities and equipment per Business Procedure 5.01 ("Scheduled Maintenance and Special Repair Program"). The plan contains a prioritized list of projects to assure the feasibility and effectiveness of physical resources in support of college improvement goals and in accordance with college Facilities Master Plans. These and other evaluation and planning processes inform shared governance and administrative decisions. (III.B.3)

The District conducts total cost of ownership (TCO) analysis at planning conception and through the design phase of capital projects to evaluate and support achievement of district-wide physical resources goals such as energy efficiency. Building designs meet or exceed Leadership and Environmental Design (LEED) Silver-level certification. (III.B.4)

Conclusions:

The College meets the standard.

III.C. Technology Resources

General Observations:

The College effectively uses its technology resources to achieve the mission and to improve academic quality and institutional effectiveness. Like most multi-College Districts, technology and support are a shared responsibility for the Colleges and District Office. The District demonstrates effective oversight and management of all technology compliance and best practices required by the standard. Processes, policies, training, and practices are well documented and guided by the College *2020-2025 Technology Master Plan*.

Findings and Evidence:

Contra Costa Community College District (4C) Technology oversees and ensures districtwide services to include professional support to constituents (colleges), facilities (network), hardware (distribution to colleges), and software (email, ERP, portal).

are appropriate and adequate to support district management operations and oversee district contributions to college operational functions.

The College provides hardware, software, and services to the students and employees. These are used to support classroom instruction, student learning, academic programs, instructional support, and operational areas of the College. These resources exist at both College campuses and at the District office. Services, hardware, and software are provided by both the District Information Technology Department and the College Information Technology Department. The College provides individual workstations for employees, multimedia technology in the classroom, and several computer labs for students.

The District provides the network infrastructure (including WiFi), the Canvas instance (LMS), eLumen (curriculum management), and email (Microsoft) to the district's office(s) and all campus locations. Campus oversight includes local operational functions, academic program support with hardware and software, and direct faculty and staff support services. The College department supports the physical hardware and software needs of students and employees. In addition, the two departments work together for cloud services such as Canvas, email system, eLumen, and username/password authentication. All students at the College are provided free access to a suite of software tools to support them in their College experience. Students are given a College email address, five free downloads of Microsoft Office, and free cloud storage.

A service level agreement is in place, so employees know what to expect for technology support from the ten classified support staff. In addition to the general hardware and software above, the College also maintains a homegrown system for curriculum, student learning outcomes, and program review. The technological needs of students and employees are fully met. (III.C.1)

Technology planning is based in the DVC 2020-2025 Technology Master Plan which updated the 2014-2019 Technology Master Plan. 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 College maintains a refresh cycle, currently six years, for all computers and software updates are performed automatically over the network. More recently, the College has begun an upgrade for the wifi network in order to provide easier access for students and employees. With the assistance of a consulting firm, the College established classroom standards. Through a collaborative process, a standard for technology needs, accessibility, furniture, and function were established. This new standard will be applied first to new classroom followed by the older classrooms.

The College has two CENIC connections for network traffic plus a 100mb line to the District office. The District 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. The network and network connections are managed by the District and work in collaboration with College staff for troubleshooting hardware and network connectivity. The District office maintains a server farm that hosts Colleague, SARS, and document imaging. Cloud based solutions managed by the District include Office365, PortalGuard, Starfish, Canvas, and eLumen. Room for improvement includes current strategic plans for institutional effectiveness and community awareness; technology has a vital role in all District and College operations. (III.C.2)

For the purposes of reliability, safety, access, and security, the College has several relevant policies and procedures in place. Specifically, Board Policy 5030, Acceptable Technology Use Policy, Board Policy 4006, Software Use, and District Business Procedure 10.06, Acceptable Technology Use, College Procedure 5030.02, Websites, and Procedure, and 5111.01, Technology Purchase Standards and Processes. Security on the campus network is secured by user authentication whereby users are assigned appropriate privileges.

Responsibilities of the College Information Technology department 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. Back-up and disaster recovery systems are in place. Back-up and disaster recovery systems are in place.

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. All servers at the District are on virtual machines and have a near real-time synchronization to the San Ramon campus 30-miles away. A nightly backup is made to Amazon cloud. With the backup, Colleague can be up and running very quickly in case of disaster. Firewalls for security measures are also in place for the protection of servers and their access. 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. Colleague access is all based on roles with end-to-end encryption and the SQL databases are encrypted. Four people at the District have access to the firewall and two people have access to backup software. As such, the District assures technology resources at all locations are implemented and maintained to ensure reliable access, safety, and security. (III.C.3)

The College offers extensive training for faculty on instructional technology in the week immediately before the start of the fall and spring terms and many other trainings are offered throughout the semester at both campuses and online. In addition, all faculty who teach online are required to complete training before beginning online instruction. The training includes online pedagogy and course management.

Staff are also provided training opportunities. This training focuses on skills relating to their work responsibilities, including OmniUpdate (for the website), Microsoft Office, Tableau, 25Live, and Colleague. Training is provided through JobLinks, a professional development day of training for staff and online through the Vision Resource Center.

Several workshop opportunities for students also exist. This ranges from the Welcome Day Workshops to Brown Bag Workshops. Training for Canvas is done online from within the Canvas platform.

Both students and employees have access to a help desk service for on-demand needs.

The College Technology Systems departments manage support for their College instruction, faculty, staff, students, and administrators on the effective use of technology and technology systems. The District's role is to maintain and support Colleges' networks, WiFi, the Canvas LMS, eLumen curriculum and outcomes software, and all CCCC District email accounts. The District provides the security infrastructure for Colleges to maintain student privacy and state compliance protocols. (III.C.4)

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. College Procedure 5030.02, Websites, and Procedure 5111.01, Technology Purchase Standards and Processes, further ensure access, safety, and security of the systems. For distance education, they provide College Procedure 4003.01, Distance Education, and Procedure 4003.02, Regular and Effective Contact for Distance Education. (III.C.5)

Conclusions:

The College meets the standard.

III.D. Financial Resources

General Observations:

The College has sufficient resources to sustain student learning and services and improve institutional effectiveness. Through the allocation process, starting with Program Review, constituents can address program and service needs and tie their requests to the mission and goals of the College. Both the College and District have ample policies and procedures to ensure strong fiscal practices. Extensive and comprehensive fiscal information is disseminated regularly.

In conjunction with the District, the College has realistic budget assumptions and practices that lead to good budget development. The external audits have found no matters to report for several years, indicating good internal controls and good fiscal practices.

The District has been proactive in funding its long-term liabilities, this not only includes Other Post-Employment Benefits, but also includes vacation and load banking liabilities. They have formulated the liabilities into planned negotiation with their employee groups so that increases in salary also recognize the increases in these related liabilities.

Findings and Evidence:

The District was strategic in 2017-18 and pulled much of the 2018 summer into their funded 2017-18 base. This has allowed for a stable fiscal outlook through the hold harmless period which has now been extended to 2024. Between the colleges they have an allocation model that balances the funding based on first projected Full Time Equivalent Students and then reallocates the funds based on actuals as outlined in Business Procedure 18.01 and 18.06. This allows for the programs and services within the district to provide the appropriate funding level to the location that has the current student enrollments. Additionally, with the District's credit rating of AA+ with Standard and Poor's further shows that they have strong fiscal management and a strong fiscal position. (III.D.1)

The Program Review process shows the mapping to the College mission and goals. Additionally, as each area defines their additional budget needs, the requests are aligned to the College mission and goals through this program review process. (III.D.2)

The District resource allocation model has agreed upon revenue projections and district level costs in alignment with their business processes. The District Governance Council (DGC) participates in the review of the budget process; this committee represents all constituent groups at the district level. The district's budget development process is a well-defined and clearly outlined model for realistically assessing the availability of financial resources. Funds are allocated toward covering fixed costs, contractual obligations, and regulatory requirements 'off-the-top'. Requests or augmentation or one-time items are considered after funding has been identified for personnel costs, operating costs, contingencies, and reserves. After the resource allocation model is populated, a budget template is provided to the College. The College Budget

Committee and Program Review minutes show ongoing dialogue about the College model. The President reports out the final decision on the College resource allocations annually. (III.D.3)

The District's resource allocation process is a well-defined and clearly outlined model for realistically assessing the availability of financial resources. The adopted budgets, financial statements, and annual audits show that realistic estimates are used in developing District budgets. The District budget book shows that the College is aligning its resources in a consistent and realistic way to deal with its ongoing and one-time resources. (III.D.4)

The District disseminates budget information at open budget forums, to DGC, and regular updates to the board. Financials are produced from the District ERP system and available to budget managers and staff as needed. The transactions within the system are monitored by the District accounting. The District reviews their processes for improved internal controls as evidenced by their review of Business procedure 11.15. In addition to the District budget procedures, the College has further developed detailed procedures to help ensure proper budgeting and internal control processes. (III.D.5)

Audits of the financial statements have had no findings; this indicates a high degree of internal controls over fiscal processes. Board Policy 5031: Fiscal Management, mandates that adequate internal controls must be in place and specifically mentions 13 areas of control. (III.D.5)

The College determines their human resources priorities and operational needs based on the area program reviews, which are then prioritized to support the needs of the College's mission. This process starts in Program Review, then all College resources are reviewed for potential funding by the Budget Committee. After this resource identification the College Council evaluates the requests and submits any changed ranking requests to the President, who ultimately ranks all of the requests and reports out to the campus. (III.D.6)

The District resource allocation model, as outlined in Business Procedure 18.01, leads to a budget that is quantitatively objective and verifiable. The District has a history of consistent compliance with the 50% law and clean audit opinions. (III.D.6)

The compliance finding in 2014-15 was addressed satisfactorily in the following audit, showing a sensitivity to compliance and improvement. The bond audits include a fiscal and performance audit of the bond projects, ensuring compliance with all three issuances. (III.D.7)

Minutes of the Program Review Committee, the Budget Committee, the College Council and an email from the current President show that discussions are ongoing on better ways to improve the College's resource allocation process. One of the concerns expressed was the length of time it was taking to realize funding from an annual program review request. As a result of this concern process timelines were adjusted to shorten the window between submission of requests and ultimate funding. (III.D.8)

Internal control issues such as the aforementioned audit finding are addressed at monthly meetings between District leadership and college Chief Business Officers. Meeting agendas include review and discussion of financial policies, procedures, audits and other relevant information. Modifications to financial and internal controls are made as necessary. (III.D.8)

The district's annual budgets and audited financial statements were reviewed by the team. The District has sufficient cash flow and reserves for financial stability and flexibility.   The percentage of reserves has remained fairly consistent in recent years which shows alignment in budget planning. In addition to a board policy requiring a district wide 5% ending fund balance, there is also a 5% district wide contingency reserve. The district policy allows for the colleges to keep up to 7% of their expenditure budget. The audited statements report ending cash balance for FY18-19 was $41.4 Million or approximately 20% of unrestricted general fund expenditures. The district prepares for unforeseen contingencies through adequate insurance coverage and participation in appropriate risk pools. The amount of money in the self-insurance fund is sufficient to cover an average number of annual claims many times over. (III.D.9)

The district uses their enterprise software to monitor and review transactions ensuring proper fiscal approvals. The processes, procedures and financial statements show control over all fiscal resources including grants, auxiliary organizations and investments.

The district uses their enterprise software to monitor and review transactions ensuring proper fiscal approvals. The processes, procedures and financial statements show control over all fiscal resources including grants, auxiliary organizations and investments. (III.D.10)

The College and District have a grant application process that is defined in Business Process 3.30. The review of the grants includes an explanation of how the grant meets the mission of the College and an overview of the potential fiscal impacts to the College. The College budget managers review their expenditure to ensure compliance. This compliance is also reviewed by upper management and by District accounting office. (III.D.10)

The District's Business Procedure 18.02 is a clearly defined and long-standing financial formula that prescribes known liabilities are paid 'off the top'. Remaining funds are distributed to the colleges. The District's business procedure 6200 stipulates that budgets will be prepared to fund current portions of the District's liabilities so as to maintain the trust of creditors and to avoid accumulating an unmanageable liability. (III.D.11)

As evidenced in the audit, the district has funded 50% of the Other Post-Employment Benefits (OPEB) Liability and all of its vacation liability. The district is current on its valuation reporting. (III.D.12)

The district has no locally issued debt, outside of its Government Obligation Bonds. (III.D.13)

The Team reviewed District and bond program audit reports for the past five years. The District has received clean audit opinions related to bond, auxiliary, foundation, and grant programs. There have been no material findings in compliance or record-keeping. Internal controls are continually assessed for effectiveness and changes are made as necessary. In addition to external audits, bond-funded projects are subject to review by a Citizens Bond Oversight Committee. The District's Citizens' Bond Oversight Committee meets regularly and monitors local bond Measure expenditures for appropriateness and congruence with the Facilities Master Plan. (III.D.14)

The District uses the National Student Loan Data System of the US Department of Education's Office of Federal Student Aid to provide the colleges with projected Cohort Default Rates

(CDR). The projected CDR allows the colleges to be proactive in taking measures to reduce their default rate percentages, particularly if the percentages are approaching noncompliance thresholds. For the last three reported years, the College's default rates on federal loan repayments are well below the required rate. The College engages a third-party servicer to help keep former students on track with their repayments. The financial aid office also reviews quarterly the California Community College Chancellor's Office Student Data Warehouse to monitor the default rate. (III.D.15)

The procurement department has the final review of all contracts, prior to being placed on the board agenda. This includes a review for clauses of amendments, indemnity and termination. (III.D.16)

Conclusions:

The College meets the standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

DVC leaders encourage innovation and responsiveness in the organization through program review and practices aimed to promote student success, sustain academic quality, integrity, fiscal stability, and continuous improvement of the institution.   Governance roles, responsibilities, structure, processes and practices are defined and delineated in Board Policies and District procedures. DVC is part of a multi-college district with defined delineation of responsibilities between the District and College. Allocation of resources adequately support and sustain the College and its mission.

Findings and Evidence:

DVC Procedure 1001.01 clearly describes how to create, amend, or rescind a process, procedure, governance group or program, and explains how it differs for 10+1 issues. Examples of innovation include the creation of new programs, responses to student crises, and the approach to creating new plans through a representative writing task force (e.g., the Digital Marketing program, Racial Justice Taskforce and creation of the Education Master Plan). In these instances of innovation, an inclusive and collaborative procedure was followed, and resources were made available to effectively enact these innovative changes. (IV.A.1)

Both Board Policy and DVC Procedure 1009.01 clearly describe the types of decisions where faculty, classified staff, administrators, and students have a role the decision-making process. Policies reviewed were found to be comprehensive and inclusive of all College constituencies. The representative governance bodies for each of these constituencies (Academic Senate, Classified Senate, College President, and Associated Students, respectively) ensure participation in formation and implementation of College policies and procedures. The manner in which individuals bring forward ideas and ensure constituencies, including the public, work together is described in DVC Procedure 1001.01 as described above. (IV.A.2)

Administrators, faculty, and classified staff have a substantive and clear role on each of the five college-wide committees as evidenced in DVC Procedure 1000.01 and as delineated under the membership on each of the committee websites. The Budget Committee is active and reviews budget timelines and process as well as making recommendations to College Council on funding sources for resource requests. The Student Equity and Success Committee oversees the reduction of equity gaps through implementation of the Student Equity Plan. The Research, Planning and Evaluation Committee (RPEC) reviews, oversees and interprets College data and research. This committee is active and has specified positions for both faculty and

administrators as indicated by their website. The Program Review Committee oversees the program review process and as part of the resource allocation process ranks the resource requests before forwarding to the Budget Committee and College Council. The College Council is the reporting body for all other college-wide committees and has clear faculty and administrator roles as well as staff and students. For all faculty positions, the Academic Senate appoints members to college-wide committees. For administrative positions, the office of the President appoints members to college-wide committees. (IV.A.3)

Faculty and academic administrators have responsibility for making recommendations about curriculum and student learning programs and services. DVC Procedure 1009.01 identifies the 10 + 1 areas over which faculty, through the Academic Senate, guide the College. These areas are delegated to seven Academic Senate committees in the areas of: Curriculum, Distance Education, Faculty Professional Development, Scheduling, Student Learning Outcomes and Assessment, Scholarship, and Tutoring Advisory. Each of these committees has strong faculty representation. Two of these committees have one administrator as a member, with Curriculum identifying the Vice President of Instruction as a non-voting member as evidenced on their website. It appears that input of administration is channeled through the President's presence at Academic Senate meetings and administrator representation on committees. It was difficult to assess the current interaction of these Academic Senate Committees since none of the minutes or agendas were current and most were 2-3 years old. However, the input of administrators in areas over which they have responsibility became clear during interviews. The Team would support DVC continuing their work on their self- identified improvement plan to post all meeting information on their website to improve accessibility and communication. (IV.A.4)

The College governance structure in addition to relevant policy and procedures reinforce the inclusion of constituency groups perspectives in the colleges decision making processes. Board governance addresses relevant experience and expertise through Board Policy 1009 and Administrative Procedure 1001.01 which outlines the participation guidelines and process for introducing a new or revising an existing board policy. Timeliness is addressed by the Governing Board requirement to act within twenty workdays of a proposal being introduced. At the College level, College Council serves as the primary body for plan approval or policy change. Within the Council's charge is a clear statement that membership will be aligned with expertise. This is also reinforced by the Council's specified membership of staff (President & VP of Classified Senate), faculty (President & VP of Academic Senate, as well as co-chairs of Program Review, RPEC, SES & Budget committees), management (VPs from each division and Dean of IE-ALO), and students (two student reps, one of which is the ASDVC President). (IV.A.5)

Documentation and communication of the processes and decisions appears to be robust. The College Council (the primary decision-making body) documents its decisions and processes by posting minutes which are current on the Council's website. Examples of communications of decisions and processes are conveyed through various channels. Formal communication for decision is the "Governance at a Glance" publication that is circulated on a semesterly basis. This communication identifies all College-wide projects (e.g. Guided Pathways, Accreditation)

and committees, and reviews their highlights including decisions which have institutional impact. Communication on decisions are also shared in meetings between deans and department chairs, and come directly from the president when making executive decisions (formation of Racial Justice Task Force, COVID closures, and resource allocation). As a formal process for monitoring college communication, the Communications Committee was formed in 2019 and has been meeting monthly since its formation. (IV.A.6)

Evaluation of College-wide committees is clearly detailed in Procedure 1001.03 and the team found that these annual committee evaluations were taking place and reported to College Council. These reports seemed to contain three elements: accomplishments, future goals, and membership changes. Procedure 1001.01 identifies a cycle of reviewing procedures and processes every six years. The last review of procedures took place on September 4, 2019 at the College Council. As examples of changes made due to this review, evidence was found that two new committees were approved. One of these committees was formed to integrate the efforts of SSSP, Equity, and Developmental Education committees resulting in improved institutional effectiveness. (IV.A.7)

Conclusions:

The College meets the standard.

IV.B. Chief Executive Officer

General Observations:

The College President maintains primary responsibility for the quality of the institution. The College's administrative structure is appropriate per the institution's size and complexity, and the President maintains an appropriate emphasis on accreditation compliance. The President ensures comprehensive planning is a key component of the College decision-making process and takes active measures to stay connected to community constituency organizations in the service area.

Findings and Evidence:

The President has primary responsibility for the quality of the institution, as evidenced by Governing Board Policy 1009 in which decision making is delegated to the President by way of the Board and the District Chancellor. Operational planning and implementation are delegated to the participatory governance structure, with the President serving as the College decision maker on proposed strategies and plans. The President works through the College Council for recommendations on budgetary allocations and is the decision maker for faculty and staff hires. (IV.B.1)

The President maintains an administrative structure that is appropriate for the College given its size and complexity. The President holds regular meetings with College leadership in the areas of classified staff, faculty, and management. The President delegates operations to the College's three Vice Presidents (Instruction, Student Services and Administration), as well as to the Senior Dean of the San Ramon campus, and maintains regular contact through bi-weekly meetings with her VP's. Weekly meetings are also held with the Academic Senate leadership, as well as monthly meetings with Classified Senate leadership. (IV.B.2)

The President guides institutional improvement of teaching and learning through operation of the six accreditation criteria as established in section IV.B.3. The College has an established process for updating mission statements that was delayed by a semester (Procedure 1017 lists a start date of Fall 2017, and the work began in Spring 2018) but otherwise appears to have been adhered to. The College has an established, rigorous process for reviewing and establishing performance standards for student achievement. The President ensures comprehensive planning is a key component of the College decision-making process, in part through tasking the Research, Planning and Evaluation Committee (RPEC) with creation of institutional stretch goals. Stretch goals are operationalized within the college through the Program Review process, which is in turn operationalized into College resource allocation processes. The College links resource allocation to completion of Program Review, and all one-time allocations (excluding base operating budgets) must be initiated by Program Review. The President prioritizes the integration of data into the decision-making processes as demonstrated by the hiring a Dean of Institutional Effectiveness and creation of the Research, Planning and Evaluation Committee. (IV.B.3)

The President cultivates an appropriate institutional emphasis on adhering to accreditation standards and eligibility requirements. The College has a designated Accreditation Liaison Officer and maintains regular meetings. The Accreditation Advisory Group has appropriate constituency representation, and regular trainings were conducted in advance of accreditation. The College integrates Student Learning Outcome review and Program Review into operations through the Curriculum Committee and Student Learning Outcomes Assessment Committee, as well as through the resource allocation process (IV.B.4)

The President assures the implementation of statues, regulations, and governing board policies. The President achieves this standard through aligning College procedures with policies and adhering to established procedures (e.g. College Procedure 5018.01). The President stays informed about current statues, regulations, and Governing Board policies though attending Chancellor's Cabinet meetings and Governing Board meetings and communications from state-wide entities, such as, ACCJC and CCCCO. (IV.B.5)

The President maintains communication with communities served by the institutions, as evidenced by participation in select community-based events and leadership organizations. (IV.B.6)

Conclusions:

The College meets the standard.

IV.C. Governing Board

General Observations:

Contra Costa Community College District is led by the Governing Board which has full legislative authority 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 for the policies related to academic quality, integrity, legal matters, and the financial stability of the District and all colleges within the District. The College provided key pieces of evidence such as policies, procedures, agendas, handbooks and minutes which provide a good overview of Governing Board leadership & governance.

The District offers the Governing Board a variety of opportunities to engage in ongoing professional development. The Governing Board conducts regular self-evaluations and periodic evaluations of the chancellor. To ensure the District/Colleges accomplish its goals, the Governing Board receives regular reports on key indicators of student learning and achievement and institutional plans for improving academic quality.

Findings and Evidence:

The District is governed by a five-member board elected by geographic regions, and a student trustee who has an advisory vote on actions other than personnel and collective bargaining. The student trustee is selected by rotation among the three colleges. The Governing Board has appropriate Policies that governs the boards size, duties, responsibilities, structure and operating procedures. The Governing Board is responsible for assuring academic quality, integrity, and effectiveness of student learning programs as well as the College's financial stability. The board's duties and leadership direction are outlined in Board Policy 1009 (Institutional Leadership, Governance, and Decision-Making) and 1010 (Code of Ethics of the Governing Board). The Governing Board delegates operational authority to the Chancellor in this same policy. The 1000 series of Board Policies address the overall policies and procedures of the Governing Board, the 2000 series outline policies related to employment and employees, the 3000 series contain polices applying to student services, the 3000 series related to curriculum and instructions, the 5000 series contains polices related to business services, and the 6000 series pertain to physical facilities. (IV.C.1, ER 7)

The Governing Board meeting minutes demonstrated that the trustees are unanimous with many of their votes. In reviewing a dozen or more Governing Board minutes, the Trustees appear to speak with one voice, and once they reach a decision, despite occasional split votes, all members support that decision. Board Policy 1022 outlines the Governing Board Communication Protocols and Board Policy 1010 delineate the policy for a Code of Ethics of the Governing Board. (IV.C.2)

The Governing Board follows clearly defined policies for selecting and evaluating administrators. Board Policy 2057 and Human Resources Procedure 1010.06 both titled Hiring of Contract Administrators include the steps involved in this process, including the chancellor. These steps were followed in the current selection of the Chancellor as outlined on Contra Costa

Community College District webpages. Human Resources Procedure 2030.13 clearly identifies the evaluation process of manager/supervisor positions. Previous Chancellor Dr. Benjamin (2005-2016) was evaluated annually except for her final year per an agreement with the Board. Following her departure, Dr. Fred Wood was hired effective January 2017 and rather than completing an evaluation in the normal timeline in June, 6-months after being hired, Dr. Wood was evaluated for the first time in Nov. 2019, almost 2.5 years after being hired as Chancellor. The 2019 evaluation of Chancellor Wood was completed by a subcommittee and a report was made at a regularly scheduled Board meeting. The evaluation timeline process was not followed in this case; nor was the process followed for HR 2030.13, due to the use of a subcommittee for the evaluation and an undocumented agreement between then Governing Board President and Chancellor Wood to use a narrative report versus the identified HR forms. (IV.C.3)

The Governing Board is an independent, policy-making body that reflects the public interest in the quality of the institution's educational programs and services. Trustees are elected by geographic regions representing the interests of the county residents. The Governing Board advocates for and defends the District and protects it from undue influence or political pressure. Board Policy 1008 establishes the parameters for trustee area representation. The District's Board Policy 1020 and administrative procedures outline conflict of interest for board members. All board members are required to annually file a Statement of Economic Interests report. (IV.C.4, ER 7)

The Governing Board develops and employs policies that are comprehensive, publicly available, and consistent with the District and college missions. The Board exercises its responsibility in ensuring educational quality by adhering to all policies relating to educational planning (BP 4008), standards of scholarship (BP 4001), and student completion of degrees and certificates (BP 4011). Board policies also address the board's role in strategic planning, goal setting, and assurance of sound fiscal management (BP and AP 1012). The board receives regular reports throughout the year on progress made towards strategic goals and improvement of instructional and student support programs. (IV.C.5)

The Governing Board publishes bylaws and policies specifying its size, duties, responsibilities, structure, and operating procedures in the *Governing Board Policy Manual* and Board Policy 1010. These policies describe the composition of the Governing Board, how members are elected, how meetings are conducted, the duties and responsibilities of Governing Board members, and the code of ethics members are expected to follow. (IV.C.6)

The Governing Board has established policies and bylaws for effectively fulfilling the college/district/system mission. Governing Board Policies and procedures are reviewed and only modified when there is a state, federal or CCLC notifications are received on a two, three, or four-year cycles. Upon review of multiple Governing Board polices, the peer review team found policies outside of the four-year cycle. It was noted in a discussion at District Governance Council and from others District employees that historical Board policies are not part of a routine review cycle. For example, BP 1010 Code of Ethics of the Governing Board was last revised in 04/22/15, BP 1022 related to communication was last revised in 2/25/15, and Academic Freedom BP 2018 was last revised in 7/21/99. Inconsistencies have been identified related to the Board acting in a manner accordance with a few of their policies and bylaws. Individual interviews with Board of Trustee members identified noncompliance with BP 1010, Code of Ethics of The Governing Board (see Standard IV.C.11), Chancellor evaluation process (see Standard IV.C. 3),

and BP 1022 Governing Board Communication Protocols. Multiple Board members indicated being pressured to vote in a particular direction occurring within and outside of Board meetings. BP 1022 related to communication states "A majority of the members of the Governing Board shall not, outside a regularly scheduled meeting, use a series of communication of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business…"   It was also reported by Trustee members that one Board member has and continues to apply pressure to hire someone out of classification. (IV.C.7)

The Governing Board reviews indicators of student learning and achievement and institutional plans for improving academic quality. Throughout the year, the Governing Board receives regular scheduled reports on key indicators at their meetings and study sessions from District and College staff members detailing achievements. The Governing Board receives an annual report from the Educational Planning Committee on new programs of study being developed and those up for discontinuance. Regular Board meetings include business action items such as the review and approval of any new courses, degrees and/or certificates prior to being offered at the colleges. At the June 26, 2019 meeting, the 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. Governing Board meeting minutes from December 11, 2019 included Education Planning Reports related to the continuous review, evaluation, and improvement of educational programs. (IV.C.8)

The Governing Board has a comprehensive training program for their own education and development that includes study sessions at least three times a year to cover budget (April), strategic planning (November), and Board self-assessment and other various topics (June). Governing Board members are provided training in other important areas including: Brown Act, ethics, conflict of interest, and accreditation. New Board members are provided an orientation in which they receive copies of essential documents regarding policies and procedures, organizational structure, strategic planning, and more. In interviews, Governing Board members reported having an orientation to their new role and take advantage of additional training opportunities; mostly through CCLC and other conferences. (IV.C.9).

The Governing Board evaluates itself consistent with the process identified in Governing Board Policy 1015 on an annual basis in June-July, including 360-evaluations every two years. The evaluation includes a self-assessment, feedback from college and community stakeholders, and analysis of board goal achievement. The results are shared with the District community and made available to the public through board meeting minutes on the website. As part of a Special Meeting on July 20, the results of the Board self-evaluation and external surveys were discussed and presented. Areas evaluated include: Board Operations, Fiscal Management, Implementation of the Mission, Achievement of Board Goals, Relationship with the Colleges, Relationship with the Community, and free responses to Board strengths and improvement areas. The external and self-evaluations were consistent in their assessment with notably two exceptions with a weighted average of below 3 on a five-point Likert scale. The Board self-evaluation identified two areas as below average (> 3 on scale): (1*) Board members uphold the confidentiality of discussion and actions taken in closed session* (2.8 weighted average) and (2*) Individual Board members do not direct the actions of the Chancellor but work to achieve consensus and provide direction from the Board as a whole* (2.8 weighted average). (IV.C.10)

Governing Board Policy 1010, Code of Ethics of the Governing Board outlines the commitment of the Board to operating with ethical standards following the principles of service, respect, accountability, integrity, confidentiality and openness. Governing Board policy 1020, Conflict of Interest, and administrative procedures outlines the Districts commitment to avoiding conflicts of interest. Governing Board members sign the Conflict of Interest Declaration to signify that they understand the policy. Recently in July 2020 the Board had to investigate claims of code of ethics violations by board members. Confirming the concerns in this area is the resolution agreement between a Trustee and the Governing Board stating "...an investigation into a complaint against a Board member revealed that a Board member violated Board Policy 1010 (Dode of Ethics for Board Members) and Board Policy 1022 (Governing Board Communication Protocols)." Additionally, individual interviews with Board of Trustee members identified examples of noncompliance with BP 1010, Code of Ethics of The Governing Board. Multiple Board members indicated being pressured and "bullied" during and outside of meetings which may indicate a lack of respect and integrity. Also, pressure to vote in a particular direction was reported as occurring within and outside of Board meetings. Another resolution signed on July 2 supports this concern stating, "Trustee...agrees to refrain from advocating on behalf of any candidate for employment with the Contra Costa Community College District...he will not take any action to influence any District employee regarding the hiring of any candidate for employment with the District." (IV.C.11, ER 7)

The Rules and Regulations of the District Governing Board, Administrative Officers, No. 18, stipulate that the Governing Board shall employ a full-time Chancellor to serve as the chief administrative and executive officer and delegates authority to the chancellor the responsibility for administering the policies and execute the decisions for the Board that require action. Recent Governing Board votes to deny contract renewals of two District employees (1) the associate vice chancellor for human resources and (2) the chief financial officer would suggest the Chancellor's authority for terminating employees may have circumvented in this case. BP 2004 Selection, Retention, and Termination of District Employees has language that supports the Chancellor's recommendation as it relates to the termination of district employees. The Governing Board in their self-evaluation indicated a less than average rating (2.8) for the survey question- *Individual Board members do not direct the actions of the Chancellor but work to achieve consensus and provide direction from the Board as a whole*. Through interviews with members of the Board, the Team was able to verify that the Governing Board did not support the Interim Chancellor's recommendation related to contract extensions in a 3-2 Board of Trustee vote. Also, multiple Trustee members mentioned speaking directly with staff, outside of the chain of command with the Chancellor, which was confirmed in the resolution agreement between a Trustee and the Governing Board signed July 2, 2020 stating "Trustee ... agrees to refrain from communication in any manner after 6:00 p.m. with Board members and employees of the Contra Costa Community College District." (IV.C.12)

The Governing Board maintains a focus on accreditation by being informed about Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the Colleges' accredited status through regular and special Board meeting and study sessions. For example, the Governing Board reviewed an accreditation functional map delineating primary, secondary, and shared responsibility areas between each college and the District in minutes of Nov. 13 Regular Meeting of the Governing Board. (IV.C.13)

Conclusions:

The College does not meet the Standard.

District Recommendation 2 (compliance):

In order to meet the standard(s), the team recommends the Governing Board should follow its Board policy related to the Chancellor's evaluation process. (IV.C.3)

District Recommendation 3 (compliance):

In order to meet the standard(s), the Team recommends the Governing Board act consistently with its adopted policies and bylaws, and regularly assesses these policies and bylaws. (IV.C.7)

District Recommendation 4 (compliance):

In order to meet the standard(s), the Team recommends the Governing Board uphold and adhere to their adopted code of ethics policy-BP 1010. (IV.C.11)

District Recommendation 5 (compliance):

In order to meet the standard(s), the Team recommends the Governing Board delegate full responsibility and authority to the Chancellor to implement and administer board policies without board interference and hold the Chancellor accountable for the operation of the District and colleges. (IV.C.12)

IV.D. Multi-College Districts or Systems

General Observations:

The Chancellor provides leadership and communication to the college presidents and holds them accountable for the effective governance and operation of their respective colleges. The roles and responsibilities of the District and College are well defined in the Functional Map and in comprehensive District policies, procedures, and business processes. The District has an agreed upon resource allocation model that allows the colleges to align with their missions, visions and values, and allows for the operations and sustainability of the colleges and District. The college presidents are given full authority to implement programs, college resource plans, and district and college procedures and policies.

Constituents are engaged to participate in district planning. The College aligns their strategic plan to the District's strategic plan. The College President is tasked with setting goals to meet both the District and College planning goals. Decisions are communicated through the organization by the Chancellor through Chancellor's Cabinet, District Governance Committee, and through the monthly communication to all constituents.

Findings and Evidence:

The Chancellor provides leadership for the operation of the District and in cooperation with the executive leadership through biweekly meetings with the Presidents and the Chancellor's Cabinet to discuss and communicate about issues facing the district. At the three college convocations, the Chancellor talks about the issues facing the district. If District specific information needs to be conveyed to the district, districtwide emails are sent out on the topic. (IV.D.1)

The District has several central services including human resources, purchasing, fiscal services, facilities planning, and research and planning. They follow the Functional Map for delineation of responsibilities. The resource allocation model was mutually agreed upon by all constituencies and is followed as part of the budgeting process. (IV.D.2)

Allocations and reallocations of resources are defined and followed in the District budget model. As enrollment increases and funds are available, these funds are allocated to the growing college or colleges. If the College does not meet its agreed upon target the funds are redistributed to the college(s) that have meet or exceeded the stated goals. The District feels that this method incentivizes the colleges to meet or exceed their targets. It also allows for the funds to be redistributed to the location where student programs and supports are the greatest. The District has both internal and external audits to ensure proper controls of financial transactions. Liabilities have been addressed in a comprehensive and consistent manner. The District has funded 50% of its Other Post-Employment Benefits and has funded other liabilities as well including the vacation liability. (III.D.3)

As District policies are developed, the Chancellor works through the College President to engage College constituents. Board Rules and Regulations #27 defines the College presidents are fully responsible for implementing the district policies on their respective colleges. The presidents are given full responsibility to run their campus and the chancellor evaluates the presidents based on the predetermined goals that tie to the strategic directions. This decentralization allows the President and faculty to develop their programs, the College to organize the campus structures, staff selection and cultivate their own staff development. (III.D.4)

Planning is integrated between the District and College. The Board of Trustee's delegates to the Chancellor, and the Chancellor ensures that each College has plans that tie to the Colleges' mission, vision, and values. Presidents are required to set annual goals that move forward the District and College Strategic Plan. College constituents, College committees and District committees are involved in the formulation, reviewing and implementation of the College and District strategic plans, and annual operational plans. College strategic planning committees also align the college goals to the district goals. (III.D.5)

The District communicates with the colleges in a variety of ways. Through Chancellor's Cabinet the Chancellor meets with the college presidents to discuss districtwide issues. The highlights of topics for these meetings are widely shared through the monthly The News 4CD Employee Newsletter. This publication also highlights major events of note throughout the District of which employees should be aware including bond updates and links to the board reports. The minutes from the District Governance Council (DGC) show that the constituent's groups are sharing and participating in the development of the strategic plan and other district governance processes. The district also sends out emergency messages or districtwide communications as needed. These communications allow the colleges and District to timely and accurately make effective decisions. (IV.D.6)

The Chancellor's Cabinet summaries, Board minutes, and DGC minutes show that the district has collaborated with the college presidents and their constituents about the roles and responsibilities and the delineation of duties between the district and the colleges. As a result of the survey on decision making resulting, DGC discussed how the district communicated where constituents could find information on governance committees. The committee agreed to implement improved communications by providing links in The News 4CD Employee Newsletter to increase effectiveness. (IV.D.7)

Conclusions:

The College meets the Standard.

Quality Focus Essay

The College has identified projects that support the ongoing Guided Pathways work, and this was support by the Academic Senate, Classified Senate, and College Council. The projects are also rooted in the data created by the 2018-2023 Educational Master Plan. In particular, the data showed that "DVC should focus on improvements in student engagement and inclusion, and the institutional conditions that support them." The two projects of the QFE are called (1) Success Teams and (2) Student Directed Communication.

The goal of project one is to "increase student equity, retention, and success." Success teams will be created for each of the identified Interest Areas (meta-majors) plus one for the San Ramon Campus and another for undecided students. A pilot success team began in Spring 2020 and a planned expansion in 2020-2021. Evaluation and refining of success teams will continue through 2023. Assessment 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.

For project one, the College has outlined a concrete goal, identified assessment measures, and a provided a clear timeline.

The goal of project two is to "improve communication from the College to students throughout their academic journey." This goal arose from a Partnership Research Team visit in 2018 where it was identified 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." A Communications Committee, reporting to College Council, was created. In Fall 2019, this committee conducted a communication audit for the College. This audit was used to design a master calendar of message for 2020-2021. Additional work has been completed to link communication with the success teams. 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.

For project two, the College has outlined a goal, identified assessment measures, and provided a timeline through spring 2021. Some of the work has already been completed and now the College just needs to carry it forward.