



DVC

DIABLO VALLEY COLLEGE

MIDTERM REPORT



Submitted to:

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

September 1, 2017

BOOK CENTER

Diablo Valley College

Midterm Report

Submitted by:

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

Submitted to:

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

September 1, 2017

Certification Page

From: Ted Wieden, Interim President

Diablo Valley College

321 Golf Club Road

Pleasant Hill, CA 94523

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

Signatures:




Fred E. Wood, Ph.D., Chancellor 4/29/17
Date



Vicki Gordon, President, Governing Board 6/28/17
Date



Ted Wieden, Interim President, Diablo Valley College 5-3-17
Date



Beth McBrien, M.A., President, Academic Senate 5.3.17
Date

 for Marisa Greenberg 5/3/17
Date

Marisa Greenberg, M.A., President, Classified Senate



Chris Liu, President, Associated Students of DVC 5/3/2017
Date

Table of Contents

Report Preparation	4
Data Trend Analysis	6
Responses to Self-Identified Actionable Improvement Plans	7
Actionable Improvement Plan 1	9
Actionable Improvement Plan 2	10
Actionable Improvement Plan 3	11
Actionable Improvement Plan 4	12
Actionable Improvement Plan 5	13
Actionable Improvement Plan 6	14
Actionable Improvement Plan 7	15
District Actionable Improvement Plan 1	16
Data Appendix	18

Report Preparation

In response to Diablo Valley College's *2014 Institutional Self-Evaluation Report*, the Commission reaffirmed the College's accreditation, but required the College to address three areas of deficiencies to fully meet the Standards. The District was required to address one area (1). These four areas were addressed in a *Follow-Up Report*, which was submitted to the Accrediting Commission for Community and Junior Colleges on October 15, 2015 (2). A follow-up visit was held in November 2015 (3) and on February 5, 2016 the Commission informed the College and the District that they had resolved all deficiencies and fully met the Standards (4). There were no recommendations for improvement from the Commission in response to the *2014 Institutional Self-Evaluation Report*.

In the *2014 Institutional Self-Evaluation*, the College identified seven Actionable Improvement Plans and the District identified one. This *Midterm Report* addresses the successful completion of all eight of the Actionable Improvement Plans.

In fall 2016, the Accreditation Liaison Officer began work on this report. To encourage College wide participation in the review of the draft, a Flex workshop was held on January 19, 2017 which shared information about accreditation in general and about progress the College made in completion of the Actionable Improvement Plans outlined in the *2014 Institutional Self-Evaluation Report* (5). Input from that session was incorporated into the draft document.

In September 2012, the college formed the Accreditation Advisory Group in preparation for the completion of the *2014 Institutional Self-Evaluation Report*. This group is comprised of faculty, staff, managers, and a representative from student government. On February 24, 2017 the group reviewed this *Midterm Report* and recommended it be forwarded through the college governance process (6).

In spring 2017, this report was first reviewed and then approved by the Academic Senate on March 7 and March 21 (7), the Classified Senate on March 1 and April 1 (8), and the Associate Students of DVC on March 28 and April 11 (9). It was approved the College Council on April 19 (10). The Management Council reviewed the report on April 26 (11). The report was accepted by the Governing Board of Contra Costs Community College District in June 2017 (12)

Evidence in this section

1. Action letter from Accrediting Commission for Community and Junior Colleges, February 6, 2015
2. *Diablo Valley College Follow-Up Report*, October 15, 2015
3. *Report from Follow-Up Team Visit*, November 4-5, 2015
4. Action letter from Accrediting Commission for Community and Junior Colleges, February 5, 2016
5. Email from T. Wieden, Accreditation Flex Workshop, January 17, 2017
Flex workshop description and enrollment sheet, January 19, 2017

6. Accreditation Advisory Group meeting notes, February 24, 2017
7. Academic Senate minutes, March 7, 2017, item 8
Academic Senate minutes, March 21, 2017, item 6
8. Classified Senate minutes, March 1, 2017, item 3
Classified Senate minutes, March 22, 2017, item 3
9. Associated Students of DVC minutes, March 28, 2017, item 7.1
Associated Students of DVC minutes, April 11, 2017, item 6.2
10. College Council minutes, April 19, 2017, item IV
11. Management Council agenda, April 26, 2017, item 6
12. Governing Board minutes, June 2017, page 678
Governing Board agenda, July 26, 2017

Data Trend Analysis

Included as an appendix to this document are the last three years of student completion data, licensure pass rate data, job placement data, student learning outcome assessment data, and fiscal data.

Student completion data: As is evidenced in the appendix, the College consistently surpasses its institution set minimum standards in all categories. An area of strength is the dramatic increase in degree completion over the last three years. The College has made a dedicated effort to develop the new Associate Degrees for Transfer and now offers 25 different degrees. In 2016, the Campaign for College Opportunity named DVC a “Champion for Excellence in Transfer” and ranked DVC fourth in the state and first in northern California for the number of transfer degrees awarded.

Licensure pass data and job placement data: As is evidenced in the appendix, the College is succeeding in preparing students for licensure exams and for job placement in career technical education programs. Of particular note is the Dental Hygiene program, which has had a 100% passage rate on licensure exams over the last three years.

Student learning outcome data: As is evidenced in the appendix, the college has a robust system for assessment of student learning outcomes, program learning outcomes, and institutional learning outcomes. All courses and programs have outcomes and are assessed on a regular basis. All syllabi are required to include student learning outcomes and the assessment of them is included as part of the faculty evaluation process. Every term, all faculty receive an automatic email which includes the student learning outcomes and assessment data for courses they are teaching. All program outcomes are publicly available in the *Catalog* and on the College webpage. The College has a home-grown learning outcome data collection program that simplifies data collection and report creation.

Fiscal data: The past three fiscal years has seen substantial revenue growth at the District, mostly through increased ongoing and restricted allocations from the state. District and College staff continually monitor reserve levels, expenditure and revenue line items, and budget to actual comparisons in order to spot any trends that may be of concern. Regular reports are given to executive leadership at the District and College level, as well as to the Governing Board.

The strong financial position of the District is further noted by external rating agencies; Standard & Poors has given the District a credit rating of “AA” which is the third highest rating available and considered “high grade”. Further, Moody’s has given the District a rating of “Aa1” which is the second highest rating available and is also considered “high grade”. With strong reserves and an escalating primary reserve ratio, the District is in a solid financial position.

Responses to Self-Identified Actionable Improvement Plans

The College identified seven Actionable Improvement Plans in the *2014 Institutional Self-Evaluation Report* and the District identified one. All eight of the plans have been completed and are integrated into the ongoing processes of the College, as is described in the following section. The College continues to work on these areas as part of continuous improvement. The plans were:

Standard II.A.2.h. For continuous improvement, the DVC Curriculum Committee will identify disciplines with courses for which contact hours and course units are not, or may not be, consistent with the Carnegie Unit formula. The committee will work with those disciplines to align contact hours with the Carnegie Unit formula. The College will ensure, subject to negotiations, that all courses that are clearly not in compliance will be brought into compliance by the end of the 2015-2016 academic year.

Standard II.A.2.e. For continuous improvement, prior to the end of the fall 2014 semester, the College will institutionalize a process for multi-disciplinary programs (e.g. learning communities, distance education, Puente, Umoja, etc.) to submit program reviews, be validated and prioritized for participation in the resource allocation process.

Standard III.B.1.a. For continuous improvement, the College will improve its facility evaluation process to be implemented in spring 2015. The results of the facility evaluation process will be widely disseminated and discussed.

Standard III.B.2.b. For continuous improvement, in preparation for work to update the Facilities Master Plan, the College will develop and use a transparent process to evaluate procedures used for planning, maintaining, and assessing the effective use of facilities to identify satisfaction and support issues.

Standard III.C.1.c. For continuous improvement, prior to the start of the next program review cycle, the College will develop a clear statement describing the computer replacement cycle that also explains why requests for computer replacements no longer need to appear in program reviews (Budget Committee, Integration Council and College Council).

Standard III.C.2. For continuous improvement, the College will conduct an evaluation of recently implemented/upgraded technology including the new learning management system (D2L), migration to Microsoft email services for all employees and students, backbone/infrastructure upgrades, the new voice over internet protocol (VOIP) phones, and realignment of District versus College responsibilities in the area of technology with a purpose of identifying ongoing performance, satisfaction and support issues.

Standard III.D.1.a. and Standard I.B.3. For continuous improvement and to guide future planning and decision-making, prior to the start of the next program review cycle, the College will evaluate the effectiveness of using program reviews to address resource requests for College wide plans.

District Standard IV.B.3.b. The College's and District Office technology units will assess and address areas for improvement by soliciting feedback from various college constituencies on an ongoing basis.

Actionable Improvement Plan 1

Standard II.A.2.h. For continuous improvement, the DVC Curriculum Committee will identify disciplines with courses for which contact hours and course units are not, or may not be, consistent with the Carnegie Unit formula. The committee will work with those disciplines to align contact hours with the Carnegie Unit formula. The college will ensure, subject to negotiations, that all courses that are clearly not in compliance will be brought into compliance by the end of the 2015-2016 academic year.

Courses which were out-of-compliance can be divided into three categories:

1) Those with a mathematical error in the course outline of record, which have been corrected as the College follows its five year schedule of Course Outline of Record update and revision. For an example, CNT 148 was corrected in this manner (1-7).

2) Those with additional hours per week included since students engage in learning activities in lieu of homework which are labeled as PCAH (*Program and Course Approval Handbook*) on the spreadsheet of classes. An example in this category is Art 153: Wheel Thrown Ceramic Art and Pottery. Since students in this course work with ceramics equipment that is available on campus, these students will complete student learning hours under the supervision of the faculty in lieu of homework in the classroom (8).

3) Those that were subject to negotiations between the United Faculty Union and the College since the issue was determining faculty teaching load and pay. Negotiations to resolve this set of classes were completed in fall 2016 and were formalized with a side letter agreement between the District and the faculty union (9).

The college has completed this Actionable Improvement Plan.

Evidence in this section

1. Units to hours course audit spreadsheet, 2012-2013
Units to hours course audit spreadsheet, 2016-2017
2. Curriculum Committee minutes, November 4, 2013
3. Units-to-hours worksheet, July 2014
4. Curriculum Committee Minutes, May 11, 2015, example CNT 148 course outline revision
5. DVC Procedure 4001.03, Unit and Enrollment Guidelines
6. DVC Procedure 4001.07, Course Update Compliance
7. 2016-2017 Spreadsheet of course outlines to be reviewed
8. Program and Course Approval Handbook, 5th Edition, pages 80-84
9. Side letter agreement with the United Faculty, January 2017

Actionable Improvement Plan 2

Standard II.A.2.e. For continuous improvement, prior to the end of the fall 2014 semester, the College will institutionalize a process for multi-disciplinary programs (e.g. learning communities, distance education, Puente, Umoja, etc.) to submit program reviews, be validated, and prioritized for participation in the resource allocation process.

In 2014-2015, to continually improve the Program Review and Resource Allocation Process, a Program Review Task Force led by the Academic Senate reviewed and revised the program review templates and processes. The goals of the revision were to provide better alignment of timelines and processes, to improve the consistency and quality of the information provided to the Integration Council (now the Program Review Committee), and to develop a sustainable model for program review.

The recommendations of the Program Review Task Force were incorporated into the 2015-2016 process. In 2015, three learning communities submitted program reviews which were validated and prioritized in the resource allocation process (1-3). The Program Review Committee took suggestions for improvement after the cycle in spring 2016 and improvements in the process were made during summer 2016 (4-16). Regular evaluation of the process by the Program Review Committee is ongoing.

The College has completed this Actionable Improvement Plan and continues to improve the program review process.

Evidence in this section

1. 2015 Program Review example, MESA
2. 2015 Program Review example, UMOJA
3. 2015 Program Review example, PUENTE
4. Program Review Committee minutes, August 19, 2016
5. Program Review Committee goals and calendar 2016
6. Program Review Committee charge, outcomes, and processes 2016
7. Program Review Committee membership
8. *2016-2017 Program Review Handbook*
9. Program Review ranking workflow
10. Program Review glossary
11. Program Review themes 2016
12. Program Review 2016 final rankings, professional development example
13. Program Review 2016 final rankings, example Umoja request Hardware C10
14. Distance Education Program Review 2016
15. Email from T. Wieden, Program Review Resource Allocations, December 13, 2017
16. DVC Procedure 1016.01, Program Review

Actionable Improvement Plan 3

Standard III.B.1.a. For continuous improvement, the College will improve its facility evaluation process to be implemented in spring 2015. The results of the facility evaluation process will be widely disseminated and discussed.

A comprehensive evaluation of facilities was completed in fall 2015 (1-3). Revisions to Facilities Planning Procedure 6001.03 recommended by the College Council in fall 2015 and accepted by the college president clarified reporting structures and processes for facilities issues (4-6). A campus wide survey of employees on facilities satisfaction in fall 2016 found most employees satisfied with the facilities they use. Results from this were widely disseminated (7-10). Work order requests are published on a shared drive and are accessible to all employees (11). Regular facilities evaluations are continuing.

The college has completed this Actionable Improvement Plan and continues to evaluate facilities on an ongoing basis.

Evidence in this section

1. Results of facilities inspections, Fall 2014-Spring 2015
2. Facilities update report from J. Nahlen, May 11, 2015
3. College Council minutes, May 11, 2015, report from J. Nahlen, item 6
4. College Council minutes, October 21, 2015, revisions to procedure 6001.03, item 4
5. College Council minutes, October 21, 2015, facilities evaluation process, item 6
6. DVC Procedure 6001.03, Facilities Planning
7. Campus facilities survey results, December 2016
8. Presentation of facilities survey results to College Council, February 1, 2017
9. College Council minutes, February 1, 2017, item 6
10. Email from J. Nahlen, Facility satisfaction survey, March 1, 2017
11. Facilities Satisfaction Survey summary from J. Nahlen email, March 1, 2017
12. Sample work order requests, August 2016, from U Drive, PHC

Actionable Improvement Plan 4

Standard III.B.2.b. For continuous improvement, in preparation for work to update the Facilities Master Plan, the College will develop and use a transparent process to evaluate procedures used for planning, maintaining, and assessing the effective use of facilities to identify satisfaction and support issues.

Transparency in facilities maintenance and evaluation has increased with the implementation of an online work order system. Work order requests and completion information are publicly available to all employees (1-3). Assessment of the use of facilities is monitored through a room utilization software program, 25Live. Use of this software began in fall 2016 (4).

To assess the quality of facilities and to identify user satisfaction, a survey of all employees was conducted in fall 2016. Employees reported general satisfaction with the state of the facilities and grounds on campus. Results from the survey were widely disseminated (5-9).

Planning for future facilities growth and change is being done through the Measure E capital facilities bond program, which is funding new campus buildings and improvements to existing structures (10-15). Open forums have solicited campus feedback to the planned improvements. Procedure 6001.03, Facilities Planning was updated in fall 2015 by the College Council and was accepted by the college president (16-17).

The College has completed this Actionable Improvement Plan and continues to assess the planning for and effective use of facilities on an ongoing basis.

Evidence in this section

1. Sample work order requests, August 2016, from U Drive, PHC
2. Sample work order requests August 2016, from U drive, SRC
3. Screenshot, work order system
4. Email from A. Doty, Maintenance and operations, April 11, 2017
5. Sample 25Live utilization report
6. Campus facilities survey results, December 2016
7. Presentation of facilities survey results to College Council, February 1, 2017
8. College Council minutes, February 1, 2017, item 6
9. Email from J. Nahlen, Facility satisfaction survey, March 1, 2017
10. Measure E flex activity registration, January 20, 2016
Measure E flex activity description, January 20, 2016
11. Measure E Planning presentation to Governing Board, April 27, 2016
12. Measure E Executive Steering Committee minutes, September 14, 2015
13. Measure E Executive Steering Committee minutes, April 13, 2016
14. Measure E Executive Steering Committee minutes, September 19, 2016
15. College Council minutes, October 14, 2015, Measure E, item 6
16. College Council minutes, October 21, 2015, revisions to Procedure 6001.03, item 4
17. DVC Procedure 6001.03, Facilities Planning

Actionable Improvement Plan 5

Standard III.C.1.c. For continuous improvement, prior to the start of the next program review cycle, the College will develop a clear statement describing the computer replacement cycle that also explains why requests for computer replacements no longer need to appear in program reviews. (Budget Committee, Integration Council and College Council)

The *2014-2016 Technology Master Plan* called for establishment of a computer replacement cycle. Following recommendations from the Budget Committee and the College Council, beginning in November 2014 a separate budget allocation was dedicated to replacements (1-18). Program review instructions now state that there is no need to include replacement office and lab computers in requests (19). The cycle has been used since 2015-2016 and its use will be ongoing.

The college has completed this Actionable Improvement Plan.

Evidence in this section

1. *2014-2016 Technology Master Plan*, page 17
2. Budget Committee minutes, May 9, 2014, item 4
3. Budget Committee minutes, October 3, 2014, item 10
4. Budget Committee minutes, October 10, 2014, item 6
5. Budget Committee minutes, October 24, 2014, item 6
6. Budget Committee minutes, November 14, 2014, item 5
7. Budget Committee minutes, November 21, 2014, items 5-6
8. Faculty Senate minutes, November 11, 2014, item 7
9. Governance at a Glance, December 11, 2014
10. College Council minutes, November 17, 2014, item 8
11. College Council minutes, November 24, 2014, item 9
12. College Council minutes, December 8, 2014, item 9
13. College Council Recommendations to the College President on the 2014-2015 Annual Budget Plan, December 8, 2014, page 5
14. College Council Recommendations Flow Chart, December 8, 2014
15. Email from P. Garcia, President's Decision, January 23, 2015
16. Email from P. Garcia, President's Decision on Technology, January 27, 2015
17. Computer inventory spreadsheet, August 2016
18. 2016-2017 Computer refresh schedule
19. 2016 Physics program review section E2, technology needs

Actionable Improvement Plan 6

Standard III.C.2. For continuous improvement, the College will conduct an evaluation of recently implemented/upgraded technology including the new learning management system (D2L), migration to Microsoft email services for all employees and students, backbone/infrastructure upgrades, the new voice over internet protocol (VOIP) phones, and realignment of District versus College responsibilities in the area of technology with a purpose of identifying ongoing performance, satisfaction, and support issues.

In spring 2016, a survey was completed of recently implemented and upgraded technology. In response to the survey, the Information Technology Department has made many improvements in performance, satisfaction, and support issues (1-5). Since the *2014 Self-Evaluation Report* was completed, the College changed learning management systems from Desire 2 Learn to Canvas. In fall 2016, a survey was done of students who used the Canvas learning management system to identify support issues they had with the program. The results of the survey were widely distributed and recommendations were made to faculty on how to improve their use of the learning management system to improve student success (6-10).

The College offers a variety of professional development opportunities for employees to improve their utilization of technology (11-13). Information about technological changes is shared with the College community (14-20).

The College has completed this Actionable Improvement Plan.

Evidence in this section

1. 2016 Technology survey results
2. Improvements in technology and communication in response to 2016 survey
3. IT Report to Deans and Department Chairs, August 10, 2016
Deans and Department Chairs meeting notes, August 10, 2016 item 1
4. College Council minutes, November 2, 2016, item 7
5. PowerPoint of IT Report to College Council, November 2, 2016
6. Student Canvas satisfaction survey results, December 2016
7. Student Canvas satisfaction survey summary, January 16, 2017
8. Email from B. Opsata, Canvas student satisfaction survey, January 16, 2017
9. Distance Education Committee minutes, February 7, 2017, item 6
10. Student handout for checking grades in Canvas, January 2017
11. Flex activity description on phone configurations, August 13, 2013
12. Flex activity on use of new VOIP phones, Augusts 14, 2013
13. Flex activity description samples on improving use of technology, January 19, 2016
14. Email from C. Knox, Help make the website excellent for our students, April 27, 2015
15. Email from C. Knox, Next steps to improve the website, January 1, 2016
16. Email from C. Knox, Technology news and highlights, September 1, 2016
17. Email from S. Warriar, Technology improvements, December 14, 2016
18. Email from S. Warriar, Wi-Fi Upgrades, January 10, 2017
19. Email from C. Knox, New website look, January 19, 2017
20. Email from R. Westlake, Wi-Fi Heat Mapping, January 31, 2017

Actionable Improvement Plan 7

Standard III.D.1.a. and Standard I.B.3. For continuous improvement and to guide future planning and decision-making, prior to the start of the next program review cycle, the College will evaluate the effectiveness of using program reviews to address resource requests for College wide plans.

In 2014-2015, to continually improve the Program Review and Resource Allocation Process, a Program Review Task Force led by the Academic Senate, reviewed and revised the program review templates and processes. The goals of the revision were to provide better alignment of timelines and processes, to improve the consistency and quality of the information provided to the Integration Council (now the Program Review Committee), and to develop a sustainable model for program review.

Revisions to the templates used for reviews incorporate the College's Strategic Plan goals and objectives and all units (instructional, student service, and administrative) are required to connect resource requests to the goals, values, and objectives from the college wide plan. Work to continuously improve the process is ongoing (1-14).

The college has completed this Actionable Improvement Plan and continues to improve the program review process.

Evidence in this section

1. 2016-2017 Program Review Handbook
2. 2015-2016 Program Review Rubric
3. Program Review Committee minutes, August 19, 2016
4. 2016 Program Review final ranking explanation
5. 2016 Program Review final rankings equipment
6. 2016 Program Review final rankings furniture
7. 2016 Program Review final rankings supplies
8. 2016 Program Review final rankings ongoing
9. Program Review ranking workflow
10. Program Review glossary
11. Program Review themes 2016
12. Program Review Committee charge, outcomes and processes 2016
13. Program Review Committee membership
14. Email from T. Wieden, Program review resource allocation, December 13, 2016

District Actionable Improvement Plan 1

Standard IV.B.3.b. The College's and District Office technology units will assess and address areas for improvement by soliciting feedback from various College constituencies on an ongoing basis.

The District Information Technology (IT) Department worked with the technology units at all three colleges to solicit feedback from various constituencies on technology-related needs through an all employee technology survey in spring 2016. Survey topics included information security, campus wi-fi for students, faculty and staff email access, and help-desk availability. Based on the survey responses, prioritized improvements were first made to wi-fi coverage and the student search portal. Responses also included requests for more frequent technology updates (1-7). In order to address the feedback, joint District and college IT presentations were given in fall 2016 at each of the campuses, along with the development of a new technology newsletter which will be distributed every semester (8-17). The District IT webpage was also updated and shared as an important resource for technology-related informational instructions to help support users.

In addition to the employee survey, a 2016 student survey was conducted on the District's adopted learning management system, Canvas. Results of the survey were shared with faculty to improve student usability and success. For example, students indicated difficulty understanding the gradebook in Canvas, so an informational document with instructions was created and distributed to faculty and students (18-24).

In fall 2016, the District embarked on a strategic planning process focused on providing equitable access to innovative and high-quality online learning opportunities and student support services. Feedback was solicited districtwide to identify strategic priorities for distance education through a districtwide strategic planning event on September 16, 2016, an online survey, and distance education and academic senate committee meetings. Improving technology infrastructure and support was an identified need and was adopted as one of the five strategic goals with associated objectives and timelines (25-28). The District Distance Education Strategic Plan 2017-2022 was presented to the Governing Board of the Contra Costa Community College District in December 2016 (29).

The District IT Department participates in standing districtwide committees to solicit feedback and address areas for improvement (30-34). Immediate requests are submitted through an online work order system called SysAid. IT departments at the colleges and the District Office use this system to prioritize repair activities (35-37).

The District and the College have completed this Actionable Improvement Plan and work is ongoing to solicit feedback from College constituencies. The clear delineation of District responsibility for the solicitation of feedback has been codified into the District-College Functional Map in the Technology and Leadership Reporting section (38).

Evidence in this section

1. 2016 District Technology Survey – Brentwood Center
2. 2016 District Technology Survey – Contra Costa College

3. District Technology Survey-District Office (DO)
4. 2016 District Technology Survey-Diablo Valley College (DVC)
5. 2016 District Technology Survey-Los Medanos College (LMC)
6. 2016 District Technology Survey-San Ramon Center
7. IT Improvements in Technology and Communication in Response to Survey
8. IT Report to DVC Deans and Department Chairs, August 10, 2016
9. DVC College Council minutes, item 7, November 2, 2016
10. PowerPoint of IT Report to DVC College Council, November 2, 2016
11. Email to DVC, Technology News and Highlights, September 1, 2016
12. Email to CCC, Fall 2016 Technology Newsletter, August 26, 2016
13. LMC fall 2016 Technology Newsletter, August 2016
14. IT Report to Chancellor's Cabinet, August 23, 2016
15. IT Report to CCC College Council, November 10, 2016
16. IT Report to LMC Management Council, November 16, 2016
17. IT Report to Chancellor's Cabinet, February 7, 2017
18. Fall 2016 End-of-term Canvas Student Satisfaction Survey
19. Student Canvas Satisfaction Survey Summary, January 16, 2017
20. Email to DVC, Canvas Student Satisfaction Survey, January 16, 2017
21. Email to CCC, Canvas Student Satisfaction Survey, February 9, 2017
22. LMC information for faculty to improve Canvas utilization, webpage screenshot, spring 2017
23. DVC Distance Education Committee Minutes, February 7, 2017
24. Student Informational Handout: Checking Grades in Canvas, January 2017
25. Districtwide Distance Education Strategic Planning Session Registration List, September 16, 2016
26. Districtwide Distance Education Strategic Planning Session Feedback, September 16, 2016
27. Districtwide Distance Education Online Survey Feedback, October 2016
28. Contra Costa Community College District *Distance Education Plan 2017-2022*
29. Contra Costa Community College District Governing Board Minutes, December 14, 2016
30. Districtwide Admissions & Records Committee Agenda, January 7, 2016
31. Districtwide Purchasing Committee Agenda, January 28, 2016
32. Districtwide Process Expert Team Committee Agenda, July 13, 2016
33. Districtwide Financial Aid Committee Agenda, August 18, 2016
34. 25Live Training Materials, June 20, 2016
35. SysAid Service Report District Office, October 1-December 31, 2016
36. SysAid Service Report CCC, October 1-December 31, 2016
37. SysAid Service Report DVC, October 1-December 31, 2016
38. *District-College Functional Map*, Technology Leadership and Reporting section

ACCJC Midterm Report Data Reporting Form

ANNUAL REPORT DATA INSTITUTION-SET STANDARDS

STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	72%	72%	72%
Stretch Goal	n/a	n/a	n/a
Actual Performance	74.2%	74.5%	74.5%
Difference between Standard and Performance	2.2%	2.5%	2.5%
Difference between Stretch Goal and Performance	n/a	n/a	n/a
Analysis of the data:	<ul style="list-style-type: none"> • The college is performing slightly above the minimum institution set standard in course completion. • The college did not have stretch goals established in these years. 		

DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	573	573	573
Stretch Goal	n/a	n/a	n/a
Actual Performance	1150	1163	1470
Difference between Standard and Performance	577	590	897
Difference between Stretch Goal and Performance	n/a	n/a	n/a
Analysis of the data:	<ul style="list-style-type: none"> • The college is performing well above the institution set standard in degree completions. • The growth in degree completion is caused by an increase in Associate Degrees for Transfer that are being offered by the college. • The college did not have stretch goals established in these years. 		

CERTIFICATE COMPLETION

(Students who received one or more certificate may only be counted once.)

Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	561	561	561
Stretch Goal	n/a	n/a	n/a
Actual Performance	1189	964	945
Difference between Standard and Performance	628	403	384
Difference between Stretch Goal and Performance	n/a	n/a	n/a

Analysis of the data:

- The college is performing well above the minimum institution set standards in certificate completion.
- The college did not have stretch goals established in these years.

TRANSFER

Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	1674	1674	1674
Stretch Goal	n/a	n/a	n/a
Actual Performance	2275	2271	2291
Difference between Standard and Performance	601	597	617
Difference between Stretch Goal and Performance	n/a	n/a	n/a

Analysis of the data:

- The college is consistently transferring students above the institution set standards.
- The college did not have stretch goals established in these years.

STUDENT LEARNING OUTCOMES ASSESSMENT

	Reporting Year		
	2014	2015	2016
Number of Courses	1335	1294	1092
Number of Courses Assessed	1335	1294	1092
Number of Programs	197	188	209
Number of Programs Assessed	197	188	189
Number of Institutional Outcomes	5	5	5
Number of Outcomes Assessed	5	5	5

Analysis of the data:

- The college is consistently assessing 100% of courses, programs, and institutional outcomes.
- For 2016, there is a lag in program assessment data in between total active programs and programs which have done assessments, since the program data was not due until the end of 2016-2017, which is before this Midterm Report was due.

LICENSURE PASS RATE

(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		2014	2015	2016	2014	2015	2016		2014	2015	2016
Dental Hygiene	69.12%	100	100	100	30.88	30.88	30.88	n/a	n/a	n/a	n/a
Dental Assisting	69.12%	37	100	81.25	-32.1	30.88	12.13	n/a	n/a	n/a	n/a

JOB PLACEMENT RATE

(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		2014	2015	2016	2014	2015	2016		2014	2015	2016
See attached spreadsheet											

ANNUAL FISCAL REPORT DATA

Category	Reporting Year		
	2014	2015	2016
<u>General Fund Performance</u>			
Revenue	195,269,491	209,489,811	247,397,837
Expenditures	196,634,827	212,683,836	237,808,199
Expenditures for Salaries and Benefits	159,496,128	168,982,154	185,334,831
Surplus/Deficit	(1,365,336)	(3,194,025)	9,589,638
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	- .70%	-1.52%	3.88%
Reserve (Primary Reserve Ratio)	29.22%	29.79%	30.14%

Analysis of the data:

- The past three fiscal years has seen substantial revenue growth at the District, mostly through increased ongoing and restricted allocations from the state. District and college staff continually monitor reserve levels, expenditure and revenue line items, and budget to actual comparisons in order to spot any trends that may be of concern.
- Regular reports are given to executive leadership at the District and college level, as well as to the Governing Board.
- The strong financial position of the District is further noted by external rating agencies; Standard & Poors has given the District a credit rating of "AA" which is the third highest rating available and considered "high grade". Further, Moody's has given the District a rating of "Aa1" which is the second highest rating available and is also considered "high grade".
- With strong reserves and an escalating primary reserve ratio, the District is in a solid financial position.

Other Post Employment Benefits

Actuarial Accrued Liability (AAL) for OPEB	198,489,326	221,603,131	221,603,131
Funded Ratio (Actuarial Value of Plan Assets/AAL)	23%	31%	31%
Annual Required Contribution (ARC)	16,564,389	17,198,348	17,198,348
Amount of Contribution to ARC	17,234,197	17,977,436	16,878,284

Analysis of the data:

- While the District has a substantial OPEB liability, it has taken aggressive steps in the past decade to buy down this liability.
- At this juncture, the unfunded portion of the liability is at an all-time low with an irrevocable trust having a current market value of \$89.4 million.
- The District has identified sufficient funds to continue making its ARC payment for at least the next four years.
- The District has negotiated substantially reduced retiree health benefits for new hires, stunting the long-term growth of this liability.

Enrollment

Actual Full-Time Equivalent Enrollment (FTES)

32,388

26,850

32,807

Analysis of the data:

- The FTES differential between 2015 versus 2014 and 2016 is due to a strategic decision by the District to shift reportable FTES from its summer session. This creates an impression of a substantial year-over-year drop; however, this shift of summer FTES was done to maximize available revenue from the state and is a common practice within the California community college system.
- Measured purely within an academic year, the District's FTES has been stable for several years, with enrollment variances of less than 1% when measured against a five-year average.

Financial Aid

USED Official Cohort Student Loan Default Rate (FSLD - 3 year rate)

15%

12%

11%

Analysis of the data:

- The default rate has been going down over the last three years.
- The college Financial Aid Office has increased its offerings of educational opportunities for students to learn about student loads and repayment requirements over these three years.

Job Placement Rate

Program Name	CIP Code	Institution Set Standard			Actual Performance			Difference		
		2014	2015	2016	2014	2015	2016	2014	2015	2016
Accounting	52.03	0.6803	0.6912	0.6912	0.5588	0.625	0.4091	-0.1215	-0.0662	-0.2821
Addiction Counseling	51.15	0.6803	0.6912	0.6912	0.6538	0.7353	0.7553	-0.0265	0.0441	0.0641
Administration of Justice	43.01	0.6803	0.6912	0.6912	0.7097	0.7708	0.7708	0.0294	0.0796	0.0796
Animation & Game Design	10.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Apprenticeship: Plumbing	46.05	0.6803	0.6912	0.6912	1	1	1	0.3197	0.3088	0.3088
Architecture	15.01	0.6803	0.6912	0.6912	0.5	0.4091	0.22	-0.1803	-0.2821	-0.4712
Art Digital Media	50.01	0.6803	0.6912	0.6912	0.3	0.7	0.7	-0.3803	0.0088	0.0088
Broadcast Communication Arts	10.02	0.6803	n/a	0.6912	0.7043	n/a	0.75	0.024	n/a	0.0588
Business	52.01	0.6803	0.6912	0.6912	0.675	0.7692	0.4091	-0.0053	0.078	-0.2821
Civil Design Drafting Technology	15.13	0.6803	n/a	0.6912	1	n/a	0.3333	0.3197	n/a	-0.3579
Coaching	13.13	0.6803	n/a	0.6912	0.3333	n/a	0.5114	-0.347	n/a	-0.1798
Computer Architecture	11.02	0.6803	n/a	n/a	0.4419	n/a	n/a	-0.2384	n/a	n/a
Computer Information Systems	11.03	0.6803	0.6912	0.6912	0.7273	0.6154	0.6154	0.047	-0.0758	-0.0758
Computer Science	11.02	0.6803	0.6912	0.6912	n/a	0.4091	0.4921	n/a	-0.2821	-0.1991
Computer Technical Support	47.01	0.6803	n/a	0.6912	0.5833	n/a	0.5333	-0.097	n/a	-0.1579
Constructing & Building Inspection	46.04	0.6803	n/a	0.6912	0.5714	n/a	0.5455	-0.1089	n/a	-0.1457
Construction Management	46.04	0.6803	0.6912	0.6912	0.8333	0.7727	0.7727	0.153	0.0815	0.0815
Culinary Arts	12.05	0.6803	0.6912	0.6912	0.7105	0.8286	0.8286	0.0302	0.1374	0.1374
Dental Assisting	51.06	0.6803	0.6912	0.6912	0.7857	1	1	0.1054	0.3088	0.3088
Dental Hygiene	51.06	0.6803	0.6912	0.6912	0.9474	0.8636	0.8336	0.2671	0.1724	0.1424
Dental Lab Technology	51.06	0.6803	n/a	n/a	0.5882	n/a	n/a	-0.0921	n/a	n/a
Early Childhood Education	19.07	0.6803	0.6912	0.6912	0.6043	0.6624	0.6624	-0.076	-0.0288	-0.0288
Early Childhood Education Supervision	19.07	n/a	n/a	0.6912	n/a	n/a	0.875	n/a	n/a	0.1838
Electricity/Electronics Technology	47.01	0.6803	0.6912	0.6912	0.7857	0.8	0.8	0.1054	0.1088	0.1088
Energy Systems	15.05	n/a	n/a	0.6912	n/a	n/a	0.75	n/a	n/a	0.0588
Fitness Instruction/Personal Training	31.05	0.6803	0.6912	0.6912	0.5	0.6	0.6	-0.1803	-0.0912	-0.0912
Geographic Information Systems: GPS	45.07	0.6803	0.6912	0.6912	0.6	0.8471	0.8571	-0.0803	0.1559	0.1659
Graphic Design	50.04	n/a	n/a	0.6912	n/a	n/a	1	n/a	n/a	0.3088
Horticulture	1.06	0.6803	0.6912	0.6912	0.4444	0.5	0.5	-0.2359	-0.1912	-0.1912
Industrial Mftg & Engineering Tech	15.06	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Industrial Maintenance & Machinist	47.03	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Landscape Architecture and Design	4.06	0.6803	n/a	n/a	0	n/a	n/a	-0.6803	n/a	n/a
Library Technology	25.03	0.6803	n/a	0.6912	0.8	n/a	0.875	0.1197	n/a	0.1838
Management Studies	52.02	0.6803	0.6912	0.6912	1	0.875	0.875	0.3197	0.1838	0.1838
MS Windows System Administration	11.09	0.6803	n/a	0.6912	0.75	n/a	1	0.0697	n/a	0.3088
Music Industry Studies	50.09	0.6803	0.6912	0.6912	0.6818	0.5455	0.5455	0.0015	-0.1457	-0.1457
Office Professional	52.04	0.6803	n/a	0.6912	0.5	n/a	0.3333	-0.1803	n/a	-0.3579
Pre-Apprenticeship	46.04	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Real Estate	52.05	0.6803	0.6912	0.6912	0.5556	0.6875	0.6875	-0.1247	-0.0037	-0.0037
Restaurant Management	12.05	0.6803	0.6912	0.6912	0.7778	0.9167	0.8286	0.0975	0.2255	0.1374
Small Business Management	52.07	0.6803	n/a	n/a	1	n/a	n/a	0.3197	n/a	n/a
Special Education Paraeducator	13.15	0.6803	n/a	0.6912	0.6154	n/a	0.625	-0.0649	n/a	-0.0662
Sports Medicine/Athletic Training	51.09	0.6803	n/a	0.6912	1	n/a	0.75	0.3197	n/a	0.0588
Technical Theatre	50.05	0.6803	n/a	0.6912	0.5	n/a	1	-0.1803	n/a	0.3088
Wealth Management	52.08	0.6803	n/a	0.6912	0	n/a	1	-0.6803	n/a	0.3088

Notes:

Most programs have job placement rates well above the minimum set standards for placement.

This list is all programs, regardless of total number of completers.

Programs without data have just been created.

Programs that are both CTE and transfer programs may have lower placement rates since the students may be transfer focused.

The college did not have stretch goals during this reporting period.