



## **Midterm Report**

Submitted by

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

to

Accrediting Commission for Community and Junior Colleges

October 15, 2024

## Certification

To: Accrediting Commission for Community and Junior Colleges

From: Susan Lamb  
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This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:



Mojdeh Mehdizadeh, Chancellor, Contra Costa Community College District

9-11-2024

Date



Rebecca Barrett, Governing Board President, Contra Costa Community College District

9-11-2024

Date



Susan Lamb, College President, Diablo Valley College

8/23/24

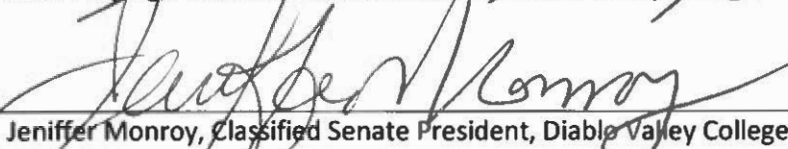
Date



John Freytag, Academic Senate President, Diablo Valley College

5/15/24

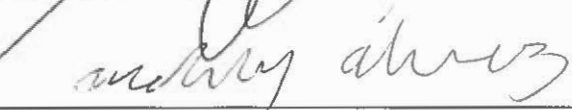
Date



Jeniffer Monroy, Classified Senate President, Diablo Valley College

5/15/24

Date



Ashley Alvarez, Associated Students President, Diablo Valley College

5/15/24

Date

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## A. Reflections on Continuous Improvement Since Last Comprehensive Review

### A1. Improvements and Innovations

**Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.**

Since the last comprehensive peer review, Diablo Valley College has made significant strides in several areas related to equitable student outcomes, educational quality, and mission fulfillment. With the college's mission as the foundation, the institution's Educational Master Plan (EMP), Student Equity Plan (SEP), and Guided Pathways framework serve as the key drivers of institutional transformation and continuous improvement.

Becoming an equity-minded institution and achieving equitable success for all students throughout the four stages of the student journey, from connection to entry to through and out is reflected in both institutional structures and the college culture: the Student Equity and Success (SES) Committee remains one of the college's four governance committees ([A-1](#)); equity-focused administrative positions are reflected in job descriptions and titles ([A-2](#)); new equity-focused programs such as Ethnic Studies have been launched ([A-3](#), [A-4](#)); and existing equity programs focused on serving disproportionately impacted students (e.g., learning communities for historically marginalized populations) continue to be supported ([A-5](#)). Equity is central to the work taking place at the college and is a dominant thread in the EMP, SEP, and Guided Pathways work.

Both the EMP and SEP assert with an equity mindset, improvements in the College's culture and structure will create the ideal conditions for student success ([A-6](#)). To create these ideal structures, the college has reimagined its educational and student services approach to respond to changing student needs and improve student progress from college entry to successful completion.

- Adoption of a one-year scheduling model and development of a schedule comprised of a mixture of in-person, online, and hybrid courses to accommodate multi-modal learning options, providing students with greater flexibility in how they access educational content ([A-7](#), [A-8](#)).
- Investment in professional development and new technologies to equitably serve students both in and out of the classroom in multiple modalities including ongoing development of our foundational courses in online and hybrid pedagogy, development of a peer online mentorship program in advanced course design, continued participation and collaboration with the CVC Consortium as a teaching college, and expansion and development of online accessibility initiatives and software ([A-9](#), [A-10](#), [A-11](#)).
- Collaboration with the District Office, the District DE Committee, and other colleges within the district on the writing of the 2022-2027 Distance Education Strategic Plan ([A-12](#))
- Institutionalization of programs to address the basic needs of students – technology loan program (Chromebook laptops, hotspots, calculators, and more), student telehealth, food pantry, transportation assistance, lowering textbook costs through ZTC and OER initiatives ([A-13](#), [A-14](#), [A-15](#), [A-16](#))

- Implementation of eLumen to streamline student learning outcomes (SLO) assessment and capture disaggregated SLO data ([A-17](#))
- Reimagination and improvement of the college’s program review and resource allocation process ([A-18](#), [A-19](#), [A-20](#), [A-21](#))
- Launching of a new student relationship management platform to effectively communicate with prospective students; onboard new students; and retain current students ([A-22](#), [A-23](#)).

The Guided Pathways work at Diablo Valley College has at its core the goal of making structural and cultural changes to the college to directly target student equity and access ([A-24](#)). With equity as the primary goal and guided pathways as its tool, the college has realigned its instructional units along interest area pathways and prioritized centralized support structures ([A-25](#), [A-26](#)). The college has centered student resources through the establishment of interest area and pathways-based student centers, providing a wide range of services, including tutoring, student/instructor office hours, academic advising, career counseling, and social support network ([A-27](#), [A-28](#), [A-29](#)). These centers bring together instruction and student services and are important hubs for academic and personal support. In Fall 2023 and Spring 2024, 24% of active students visited one or more student centers in-person ([A-30](#), [A-31](#)).

## **A1. Section Evidence**

- A-1 [Student Equity and Success Committee Charge](#)
- A-2 [Vice President of Equity and Instruction Job Listing](#)
- A-3 [District Ethnic Studies Update](#)
- A-4 [Inaugural DVC Ethnic Studies Summit](#)
- A-5 [Learning Communities List](#)
- A-6 [Educational Master Plan Description of Equity-Minded Conditions](#)
- A-7 [Email from VPEI to Deans and Department Chairs about Year-Long Schedule Benefits](#)
- A-8 [Associated Students of DVC Meeting Minutes Showing Endorsement of the Year-Long Schedule](#)
- A-9 [Becoming and Effective Online Educator Training Description](#)
- A-10 [SP24 Professional Development Flex Week Distance Education Offerings](#)
- A-11 [California Virtual College Implementation Tracker](#)
- A-12 [Districtwide Distance Education Strategic Plan](#)
- A-13 [Technology Loan Program Information](#)
- A-14 [Online Wellness and Mental Health Resources](#)
- A-15 [Food Pantry Information](#)
- A-16 [Zero Textbook Cost and Open Educational Resources](#)
- A-17 [eLumen Student Learning Outcomes Assessment Handbook](#)
- A-18 [Program Review Reimagined Proposal](#)
- A-19 [Program Review Reimagined Taskforce Notes \(4-9-24\)](#)
- A-20 [College Council Agenda with Program Review Reimagined Agenda Item \(5-15-24\)](#)
- A-21 [College Council Program Review Reimagined Update Presentation \(5-15-24\)](#)
- A-22 [TargetX Implementation Updates \(1-8-24\)](#)
- A-23 [TargetX Steering Committee Meeting Notes \(2-5-24\)](#)
- A-24 [Guided Pathways Phase 2 Workplan](#)
- A-25 [List of Interest Areas & Degrees and Certificates](#)
- A-26 [Arts, Communication, and Language Interest Area Pathways Description and Programs Listing](#)

- A-27 [Student Centers Webpage](#)
- A-28 [Arts, Communication, and Language Student Center – In-Person Services](#)
- A-29 [Arts, Communication, and Language Student Center – Online Services](#)
- A-30 [2023-24 Student Center Traffic Data Presentation to Joint Deans](#)
- A-31 [SP24 Student Center Offboarding Retreat](#)

## **A2. Response to Recommendations**

**Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.**

Per the action letter provided by the Accrediting Commission for Community and Junior Colleges dated January 27, 2022, “The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 12-14, 2022, reviewed the Follow-Up Report and related evidentiary materials submitted by the College. The Commission also considered the Peer Review Team Follow-Up Report prepared by the follow-up team that visited the institution on November 2-3, 2021. The purpose of this review was to determine whether the College has addressed the deficiencies identified by the peer review team during the fall 2020 comprehensive visit and demonstrated compliance with the Standards cited in the Commission’s February 1, 2021, Action Letter. Upon consideration of the information noted above, the Commission acted to Reaffirm Accreditation for the remainder of the cycle. The Commission finds that the College has addressed the compliance requirements, corrected deficiencies, and meets Standards III.A.5, IV.C.3, IV.C.7, IV.C.11, and IV.C.12.” ([A-32](#)).

### **A2. Section Evidence**

- A-32 [ACCJC Action Letter Reaffirmation of Accreditation \(1-27-22\)](#)

## **A3. Continuous Improvement and Transformation**

**How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?**

The integration of the college’s EMP, SEP, and Guided Pathways work has transformed the ways in which the college is equitably meeting its mission of inspiring, educating, and empowering students to transform their lives and their communities. Becoming an equity-minded institution has challenged the college to deepen its practices for continuous improvement to meet the varied and changing needs of its student body ([A-33](#)).

Within the spirit of continuous improvement, historical practices have been reimagined, improved upon, or replaced by more student-centered and equitable practices. The one-year scheduling model, which allows students to view available courses for the entire academic year, has required a rethinking of the timing and way courses are scheduled to decrease students’ time to completion. Program review, which is central to innovation, resource allocation, and program planning and evaluation, is being paused from 2023-2025. The program review reimagination initiative embodies the college’s commitment to evolution, continuous improvement, and excellence. The process endeavors to create a dynamic,

responsive, and student-centric evaluation framework aligned with the college's overarching vision and mission. Through collaborative efforts, stakeholder engagement, and adherence to best practices, a Program Review Reimagined Taskforce is proposing a new process to more meaningfully evaluate programs and reposition program review in relation to college systems such as learning assessment, enrollment management, and resource allocation ([A-34](#), [A-35](#), [A-36](#)).

The four pillars of Guided Pathways, which are central to the college's EMP, have led the institution to examine how students choose, enter, stay on, and complete their pathways ([A-37](#), [A-38](#)). Feedback gathered through student, employee, and community surveys and focus groups informed the redesign of the college website to improve the ways in which information is presented and communicated ([A-39](#), [A-40](#), [A-41](#)). Implementation of a new customer relationship management system has allowed the college to become more proactive when engaging with prospective and new students and to develop new retention strategies ([A-22](#), [A-23](#)).

Through Guided Pathways, the college is also continuously improving how students connect with and enter the college, get through their programs, and complete their goals. Realigning instructional divisions, reprioritizing financial and physical resources, and centering both instructional support and student services within Interest Area Student Centers has created new opportunities for students to engage with the institution, its programs, and their peers ([A-25](#), [A-26](#), [A-27](#), [A-28](#), [A-29](#)). These Student Centers coupled with the institutionalization of basic needs supports, such as the technology loan program, a campus food pantry, and student telehealth, means the college can better address students' academic and non-academic needs, and maximize their potential for success ([A-13](#), [A-14](#), [A-15](#), [A-16](#)).

Each of these improvements and transformations has been driven by the goal of achieving equitable student success and meeting the changing needs of students. Data to evaluate student learning outcomes and programs can be disaggregated to better identify equity gaps ([A-42](#), [A-43](#)). Student experience surveys and course and survey preference surveys have highlighted the changing needs of students and required the college to rethink old ways of delivering instruction and services ([A-44](#), [A-45](#)). Multi-modal instruction and service delivery and the advancement of digital equity has been central to this transformation and has become part of the institution's assessment and evaluation of its practices and professional development themes ([A-46](#), [A-47](#)).

### **A3. Section Evidence**

- A-13 [Technology Loan Program Information](#)
- A-14 [Online Wellness and Mental Health Resources](#)
- A-15 [Food Pantry Information](#)
- A-16 [Zero Textbook Cost and Open Educational Resources](#)
- A-22 [TargetX Implementation Updates \(1-8-24\)](#)
- A-23 [TargetX Steering Committee Meeting Notes \(2-5-24\)](#)
- A-25 [List of Interest Areas & Degrees and Certificates](#)
- A-26 [Arts, Communication, and Language Interest Area Pathways Description and Programs Listing](#)
- A-27 [Student Centers Webpage](#)
- A-28 [Arts, Communication, and Language Student Center – In-Person Services](#)
- A-29 [Arts, Communication, and Language Student Center – Online Services](#)
- A-33 [Student Equity Plan Commitments to Support Target Populations](#)

- A-34 [Program Review Reimagined Listening Tour – Associated Students of DVC \(3-26-24\)](#)
- A-35 [Budget Committee Agenda with Program Review Reimagined Agenda Topic \(3-12-24\)](#)
- A-36 [Program Review Reimagined Listening Tour – Budget Committee \(3-12-24\)](#)
- A-37 [Educational Master Plan – Guided Pathways Pillars](#)
- A-38 [22-23 Guided Pathways Webpages Project Updates](#)
- A-39 [Website Redesign Employee Survey Email](#)
- A-40 [DVC Website Survey Questions to Current Students](#)
- A-41 [2024 Quarter 2 Website Redesign Progress Report](#)
- A-42 [Open Educational Resources and Zero Textbook Cost Disaggregated Success Dashboard](#)
- A-43 [Disaggregated Degrees and Certificates Dashboard](#)
- A-44 [SU22 and FA22 Student Modality Preferences Report](#)
- A-45 [SP23 Student Preferences Survey Outcomes Presentation to Deans and Department Chairs](#)
- A-46 [Digital Equity and Distance Education Instructional Guidebook](#)
- A-47 [Digital Equity and Distance Education Online Equity Guidance](#)

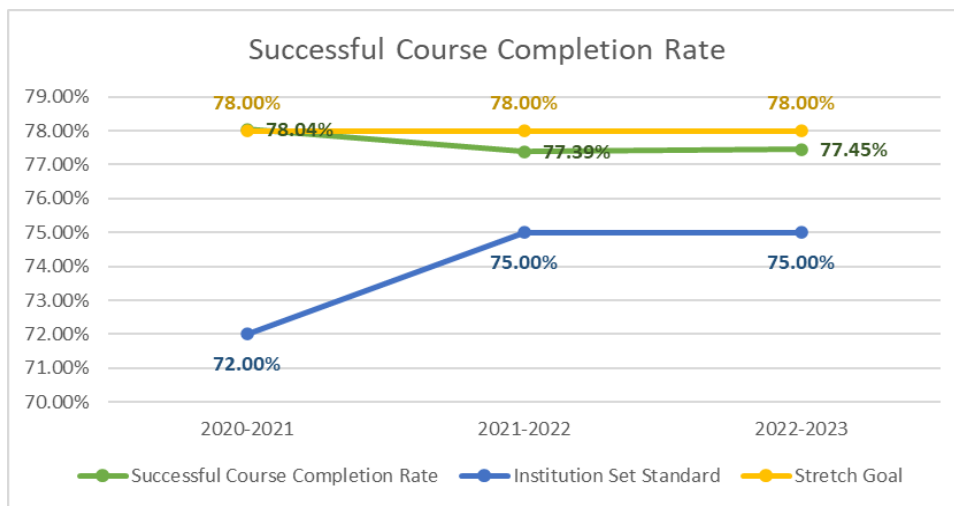


## B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

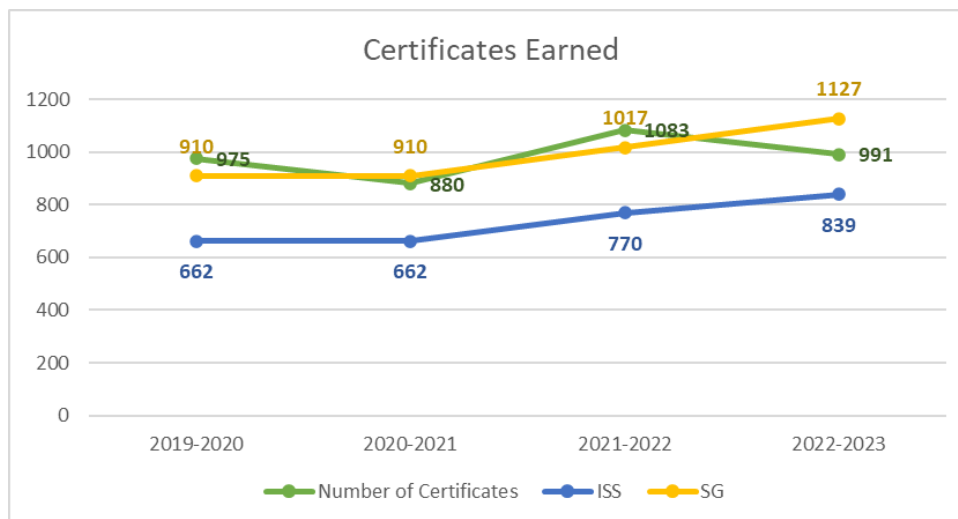
### B1. Student Achievement Metrics

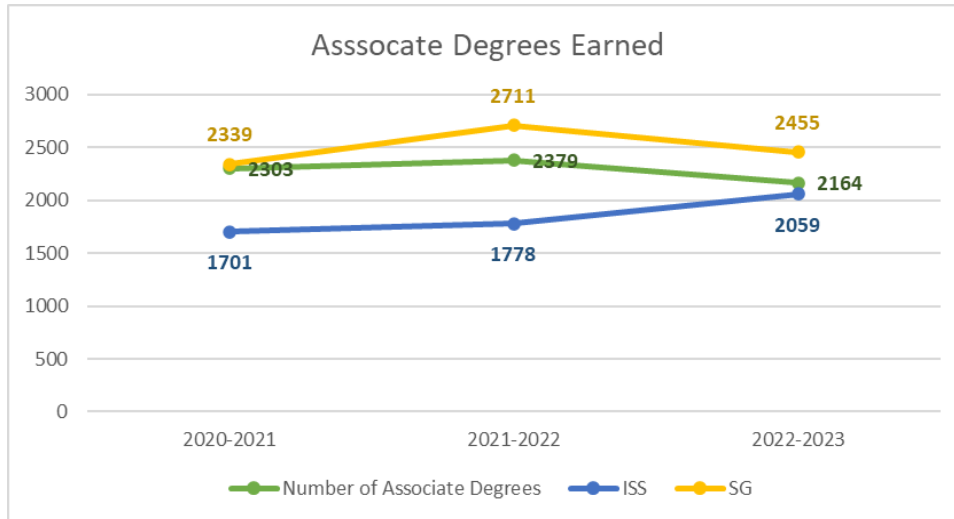
Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.

As evidenced in the graphs below, the College consistently surpasses its institution set minimum standards in the areas of successful course completion, associate degree and certificate attainment, and transfers to four-year institutions ([B-1](#), [B-2](#), [B-3](#)).

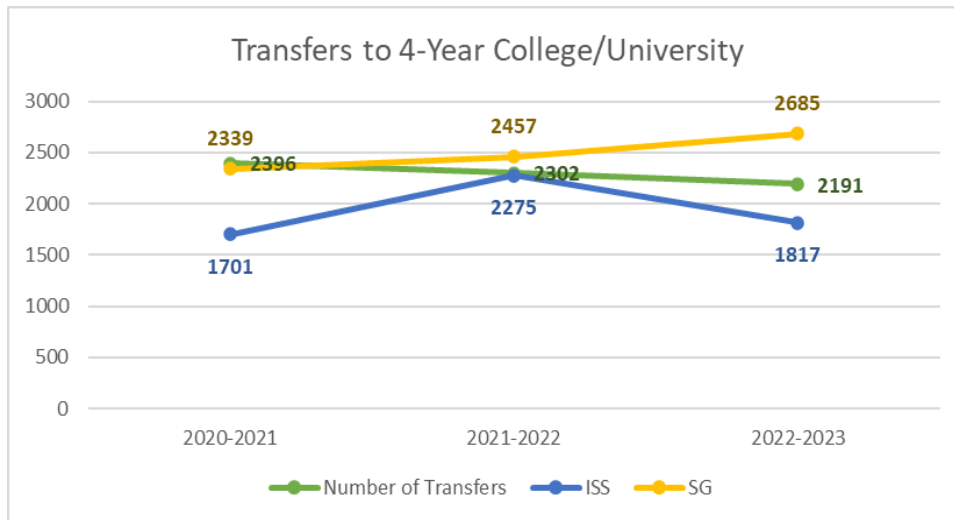


The college's successful course completion rate has exceeded or been on par with its stretch goal for the last three academic years.

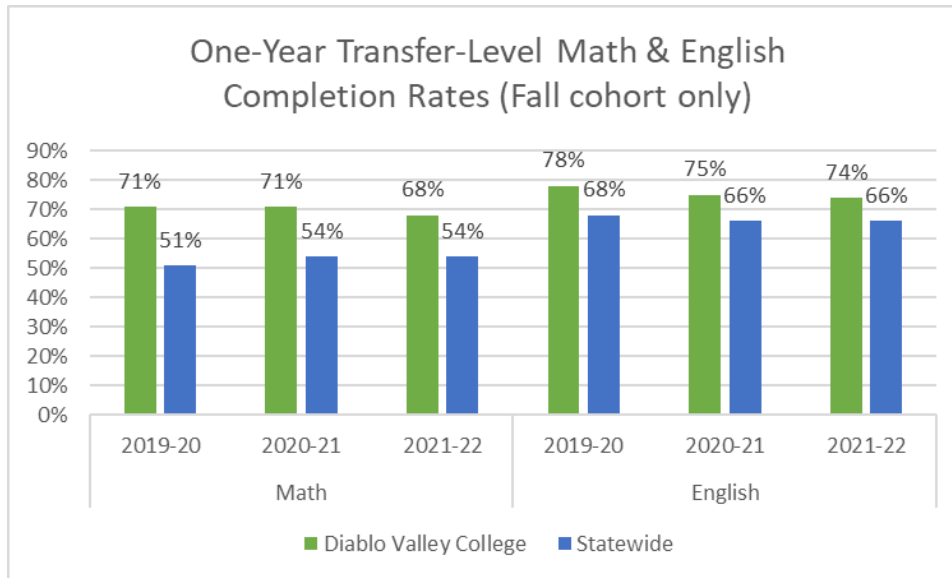




Over the past three years, the college has met the institution set standards for both associate degree and certificate attainment. In 2021-2022, the college exceeded its stretch goal in certificate attainment for the first time. The college was named a 2021 Equity Champion of Higher Education for exemplary work in awarding Associate Degrees for Transfer (ADT) to Black and Latinx students on our campus 2021 Equity Champion of Higher Education Award, an honor given by the Campaign for College Opportunity to recognize California Community Colleges and California State University (CSU) campuses for their success in conferring the Associate Degree for Transfer (ADT) to Black and Latinx students at higher rates than other colleges (B-4).



The college has met its institution set standard in the category of transfer for the last three years. In 2020-21, the college exceeded its stretch goal for number of transfers.



The college has exceeded the state average in completion of transfer-level math and English. For the Fall 2021 cohort of students, the one-year transfer-level completion rate in English was 74%, compared to 66% statewide (B-5, B-6). In math, DVC's one-year completion rate was 68%, compared to 54% statewide (B-7, B-8).

### B1. Section Evidence

- B-1 [2022 ACCJC Annual Report](#)
- B-2 [2023 ACCJC Annual Report](#)
- B-3 [2024 ACCJC Annual Report](#)
- B-4 [2021 Champions of Higher Education for Excellence in Transfer Award](#)
- B-5 [Diablo Valley College Transfer Level English Throughput Outcomes](#)
- B-6 [Statewide Transfer Level English Throughput Outcomes](#)
- B-7 [Diablo Valley College Transfer Level Math Throughput Outcomes](#)
- B-8 [Statewide Transfer Level Math Throughput Outcomes](#)

### B2. Equitable Student Achievement Outcomes

**When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?**

As part of the college's regular program review process, instructional departments and student services programs are provided achievement data disaggregated for student subpopulations to identify any equity gaps (B-9, B-10). New Tableau dashboards, including Program Review, Awards, and Course Outcomes, allow the college, instructional departments, and student services areas to disaggregate outcome data such as course success and completion by course modality and student characteristics (e.g., race/ethnicity, gender, and age) and identify areas for improvement (B-9, B-10, A-42, B-11).

As noted in the above section, the college has met its institution set standards and exceeded in some years its stretch goal. However, the college recognizes student outcomes are not equitable across all

student groups and departments. For example, it was previously noted DVC is among the statewide leaders in one-year completion rates for transfer-level math and English. However, examination of disaggregated data show equity gaps exist ([B-12](#), [B-13](#)).

Student Demographics	Math	English
Female	2%	1%
Male	-1%	1%
African American	-23%	-9%
Hispanic	-10%	-12%
Pacific Islander		
Two or more races	-2%	-2%
Age: 35+	-4%	3%
DSS	-9%	1%
EOPS	5%	19%
1st Gen Student	-17%	-10%

Note: Equity gaps highlighted in cells with red font and vertical line shading indicate large equity gaps which are statistically significant. Equity gaps were suppressed for Pacific Islander students due to their numbers being lower than 10. Equity gaps were calculated using the California Community College Chancellor’s Office PPG-1 methodology (PPG-1). The PPG-1 method compares the outcomes of a disaggregated subgroup and the reference group - all OTHER students (e.g., compares the persistence rate of Hispanic students to the persistence rate of all non-Hispanic students).

Disaggregating outcomes by race/ethnicity and other student group characteristics have formed the basis for collegewide equity efforts. Analysis of state-provided student equity data and local data indicate the most persistent, inequitable outcomes are occurring for Black/African American and former and current foster youth students ([B-14](#), [B-15](#)).

For the 2022-2025 Student Equity Plan, the college is focusing on improving the outcomes of these two most disproportionately impacted student groups. The college has set a goal of improving outcome rates by 2% annually over a 3-year period for the following five metrics ([B-16](#), p. 2-4).

1. Successful enrollment
2. Completion of transfer-level math and English
3. Persistence from first primary term to secondary term
4. Transfer rates to four-year institutions
5. Completion of degrees and certificates

## B2. Section Evidence

- A-42 [Open Educational Resources and Zero Textbook Cost Disaggregated Success Dashboard](#)
- B-9 [Kinesiology Instructional Program Review Disaggregated Course Success Dashboard](#)
- B-10 [CalWORKs Student Services Program Review Disaggregated Student Outcomes Dashboard](#)
- B-11 [Course Success and Completion Outcomes Summary Dashboard](#)
- B-12 [Transfer Level English Throughput Outcomes Showing Disproportionately Impacted Student Groups](#)

- B-13 [Transfer Level Math Throughput Outcomes Showing Disproportionately Impacted Student Groups](#)
- B-14 [FA22 All College Day Equity Data Presentation](#)
- B-15 [2022-25 Student Equity Plan Disproportionately Impacted Students Summary Table – Writing Kick-Off](#)
- B-16 [2022-25 DVC Student Equity Plan](#)

### **B3. Institutional Response to Patterns and Trends**

**What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?**

To close equity gaps for the two most disproportionately impacted (DI) student groups (Black/African American students and former and current foster youth), the college has adopted a three-year cycle of inquiry process:

Year 1: Discovery phase - Utilizing a blend of quantitative and qualitative data, the college documented the experiences of our DI student groups to aid understanding about the specific educational support and guidance these students need to be successful ([B-17](#), [B-18](#)). The college performed a literature review of existing research about effective supports for these student populations and developed a toolkit and student equity resource page on the website ([B-19](#)). The college examined quantitative data such as state-provided and local data disaggregated for these student groups and collected qualitative data about the lived experiences of these students at the college through student focus groups and study sessions with the existing college programs supporting these two groups ([B-20](#), [B-21](#), [B-22](#)).

Year 2: Action phase - Each instructional department was provided an equity data guide consisting of department-level course success rates and equity gaps for instructional departments and retention rates for student services units ([B-23](#), [B-24](#)). Each data guide also included the department or unit's "actionable number" (the number of additional successful enrollments needed to increase course success by 2%) ([B-25](#)). Divisions engaged in dialogue about these disaggregated data and identified at least one intervention to implement to decrease equity gaps. Dialogue continued throughout the year during division meetings, mid-semester equity retreats, and spring semester All College Day activities ([B-26](#), [B-27](#), [B-28](#), [B-29](#)).

Year 3: Evaluation and scaling phase - The final year is focused on celebrating success, identifying effective practices, and institutionalizing the lessons learned throughout the SEP cycle of inquiry. Throughout the process formative and summative evaluations of SEP-related work and outcomes will be conducted and reported out on in division meetings and governance body updates.

Although the student equity plan is focused on increasing equitable outcomes for these two specific groups, it is understood these equity-minded changes in institutional practices and culture will serve to advance equity for other disproportionately impacted groups. The adoption of a cycle of inquiry approach has set forth a model for engaging in data and student-informed, solution-focused activities. Rather than jumping to action, the inquiry model asks the institution to engage in meaningful data-informed

discussions with colleagues and students first, to test theories and models, and identify and invest in those which have measurable impact ([B-16, p. 8-9](#)).

The college recognizes outcomes are not equitable for multiple student groups and continues to invest in work designed to close gaps for other disproportionately impacted groups, including but not limited to the following new programs and advancements:

- The college earned designation as an eligible Hispanic-Serving Institution and is partnering with a community-based organization to increase enrollment of Latinx students ([B-30, B-31](#)).
- New grant funding was awarded to implement culturally-responsive services for Asian American Native Hawaiian and Pacific Islander students ([B-32, B-33](#)).

### **B3. Section Evidence**

- B-16 [2022-25 DVC Student Equity Plan](#)
- B-17 [SP23 Student Equity Plan Focus Group Summary Report](#)
- B-18 [SP23 Focus Group Findings – Summary Presentation](#)
- B-19 [Student Equity Plan Toolkit – Resources for Supporting Our Black & African American and Foster Youth Students](#)
- B-20 [Student Equity Plan Disaggregated Data Dashboard](#)
- B-21 [SU23 Student Equity and Success Committee Foster Youth Students Study Session](#)
- B-22 [SU23 Student Equity and Success Committee Black & African American Students Study Session](#)
- B-23 [Student Equity Plan Year of Action – Business Department Data Discussion Guide](#)
- B-24 [Student Equity Plan Year of Action – Student Services Division Data Discussion Guide](#)
- B-25 [Deans and Department Chairs Student Equity Plan Year of Action Presentation](#)
- B-26 [Year of Action Student Services Commitments](#)
- B-27 [FA23 All College Day Student Equity Plan Kick-Off Presentation](#)
- B-28 [FA23 Mid-Semester Student Equity Retreat Campus Invitation](#)
- B-29 [SP24 Student Equity and Success Committee Equity Town Hall Presentations](#)
- B-30 [2024 Title III HSI Grant Eligibility Matrix](#)
- B-31 [2023-24 DVC & ULV MOU to Increase LatinX Student Enrollment and Success](#)
- B-32 [FA24 AANHPI Reassignment Learning Community Co-Coordinator](#)
- B-33 [Asian Pacific Islander Desi American Graduation Flyer 2024](#)

## C. Reflections on Assessments of Student Learning

### C1. Learning Outcomes Assessment

**Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?**

Student learning assessment is conducted at all levels, including courses, programs, and institutional levels, both formally through processes such as program review and SLO assessment and more informally within individual departments and programs ([C-1](#)).

To assess Course Student Learning Outcomes (CSLO), faculty collaborate with the Student Learning Outcomes Assessment Committee (SLOAC). The SLOAC coordinates efforts and provides resources for developing, implementing, and assessing learning outcomes ([C-2](#), [C-3](#)). The college has implemented a comprehensive learning outcomes assessment process utilizing a new curriculum management system ([C-4](#)). Faculty have been onboarded through online trainings and in-person workshops ([C-5](#), [C-6](#)).

Within the college's new SLO assessment system, CSLOs can be mapped to broader Program Learning Outcomes (PLOs). In Spring 2024, the SLOAC worked with department chairs to complete CSLO to Program Learning Outcome (PLO) curriculum mapping. This will allow assessment outcomes from individual course sections to be aggregated at the program level. Departments can use this information to further inform broad curricular changes to improve student learning ([C-7](#), [C-8](#), [C-9](#)).

The math department has been greatly impacted by new legislation introducing new requirements and mandates related to student math course taking and curriculum and has used CSLO assessment to improve and innovate the design and delivery of math instruction. Each semester, math faculty meet to review the compiled assessment data from the prior semester's courses. Patterns and trends are discussed and strategies to improve performance on these outcomes are brainstormed. Strategies are outlined in department action plans, which may also include plans to improve assessment questions or procedures. The previous cycle's action plans are also addressed to determine if improvements were made, and if so, those successful strategies are emphasized and highlighted within the new cycle's action plan ([C-10](#), [C-11](#)).

#### C1. Section Evidence

- C-1 [DVC Procedure 1018.01 Student Learning Outcomes and Assessment](#)
- C-2 [Student Learning Outcomes Assessment Committee Charge](#)
- C-3 [Student Learning Outcomes Assessment Committee Webpage with Resource Links](#)
- C-4 [eLumen SLO Assessment Process Guide](#)
- C-5 [Student Learning Outcomes Assessment Committee YouTube Channel](#)
- C-6 [SP22 Flex Week Schedule – eLumen SLO Assessment Workshop](#)
- C-7 [Course SLOs to Program SLOs Mapping Handout](#)
- C-8 [SP24 Course SLOs to Program SLOs Mapping Workshop](#)

- C-9 [ARTDM 136 SLO Assessment and Action Plan](#)
- C-10 [DVC Instructional Course SLO Action Plan – Statistics](#)
- C-11 [SP21 Flex Workshop – Statistics Course Success and Achievement Analysis](#)

## C2. Disaggregated Assessment Results

**How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?**

As stated in Section B, the examination and analysis of disaggregated student outcomes data is part of the college’s regular review processes. Data for program review is presented as both aggregated and disaggregated for different demographics and instructional modalities ([B-9](#), [B-10](#)). Data tools, such as Tableau dashboards and SQL reports, also allow for the analysis of disaggregated data to improve equitable student learning ([B-11](#)).

The college is developing a system to allow for the automated disaggregation of student learning assessment data based on different student demographics. Reports such as the following chart created by the Math department will become part of the regular practice of CSLO analysis. The chart is assessing student learning outcomes for a Fall 2023 Calculus II course. The SLO is assessing students’ ability to evaluate definite and indefinite integrals using a variety of integration formulas and techniques.

<b>Ethnicity</b>	<b>Meets expectations Count</b>	<b>Meets expectations Percent</b>	<b>Does not meet expectations Count</b>	<b>Does not meet expectations Percent</b>
Asian	64	78.0%	14	17.1%
Black	2	50.0%	1	25.0%
Filipino	7	53.8%	3	23.1%
Hispanic	10	66.7%	4	26.7%
Pacific Islander	1	50.0%	1	50.0%
White	42	76.4%	10	18.2%
(Unknown Value)	21	80.8%	3	11.5%
<b>All Students</b>	<b>147</b>	<b>74.6%</b>	<b>36</b>	<b>18.3%</b>

Cells with red font and vertical shading indicates the student groups whose rate of meeting the CSLO were lower than the course average. For this Calculus II SLO, Black, Filipino, Hispanic, and Pacific Islander students met the SLO expectation at a rate lower than the rate for all students.

Adoption of this new system has been a huge undertaking and the process for providing automated disaggregated data by instructional modality and certain student demographics at the course level is being developed. The college anticipates in the future our new SLO management system will allow datasets to be aggregated for the following student characteristics ([C-12](#)):

- Race/ethnicity



- California residency status
- Current or former foster youth status
- Veteran status

DVC's work in the CTE (Career Technical Education) CoLab (2021- 2025) provides an example for how the college approaches improving learning outcomes by analyzing data through an equity lens. The grant, led by the National Council for Workforce Education and the Urban Institute, seeks to address and reduce equity gaps in postsecondary career and technical education programs, specifically focusing on our Art Digital Media (ARTDM) Program. During the initial phase of the grant, DVC conducted a detailed data analysis to identify and address the challenges faced by disproportionately impacted demographics, which included evaluating disaggregated data by demographics and modality to understand the specific needs and barriers of Black, Filipino, and Latinx students in our ARTDM program ([C-13](#)).

In reviewing disaggregated data by race/ethnicity and modality, the college noted disparities in equitable attainment of course success. For example, the average success rate for African-American students in fully online ARTDM courses was 59% vs. 69% across all demographics in Fall 2021. The college also noted an increasing enrollment in online courses in ARTDM in African-American, Native-American, Hispanic, and Filipino students which is very exciting. However, course success rates differed by 6% in comparison to Asian and White peers (66% vs. 72%, Fall 2021) ([C-13](#), [C-14](#)).

## **C2. Section Evidence**

- B-9 [Kinesiology Instructional Program Review Disaggregated Course Success Dashboard](#)
- B-10 [CalWORKs Student Services Program Review Disaggregated Student Outcomes Dashboard](#)
- B-11 [Course Success and Completion Outcomes Summary Dashboard](#)
- C-12 [Email Regarding Developing Categories for Disaggregation in eLumen](#)
- C-13 [CTE CoLab Grant Phase I Poster Presentation](#)
- C-14 [CTE CoLab Grant Phase I Urban Institute Research Article](#)

## **C3. Institutional Response to Patterns and Trends**

**What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?**

CSLO assessment and comprehensive program review are conducted on a four-year schedule ([C-1](#)). 2023-24 marked the fourth cycle of CSLO assessment, which for the college will result in a complete assessment of all active courses. Faculty input assessment results for each course section and provide reflections, which are then aggregated and analyzed ([C-4, p. 23-25](#)). In 2024-25, Department Chairs will develop action plans at the course level based on this data. The completion of the four-year cycle will provide critical data regarding the state of the courses in the catalog and help streamline course offerings. The assessment process also provides insight into student demographics which, in turn, allows departments to make better decisions about what courses are offered and when.

As part of the Student Equity Plan Year of Action, in Fall 2023, the math department faculty received enrollment, completion and success rate data for the classes they taught over the past four fall semesters disaggregated by year, class, section, and ethnicity (C-15). Course and department level data were also provided for comparison. Faculty examined whether any equity disparities existed among different ethnic populations and how persistent these gaps were over time. Faculty were given questions on which to reflect and lead discussions on. In Spring 2024, the process for providing and examining disaggregated student outcomes data was expanded to the entire math & engineering division (C-16).

In relation to the disaggregated data patterns and trends observed through the CTE CoLab, a need for stronger online student support structures for the program and a stronger infrastructure of racial equity training to drive equity practices in faculty and administration was identified (C-17). Actions taken as a result of the findings included employing strategies such as directly engaging students through surveys and open house events, creating an “Equity Databook” that summarized those findings, and building a faculty training on racial equity that implemented the Equity Databook for further learning, the program aimed to enhance enrollment, support, and success rates among these student groups, demonstrating a commitment to equity-centered educational practices (C-18). An online program orientation for ARTDM was created to connect students to course information, certificate and degrees, technology and learning resources, and internship opportunities.

The department will be able to evaluate and assess student completion of the orientation and review this in connection to student outcomes. The department is also looking more deeply at the faculty onboarding processes to ensure training is aligned with equity goals. Steps include examining the adjunct onboarding process in CTE areas, reviewing the results of this onboarding review through feedback from the adjuncts who participate in the training, and continuing to build an equity-centered data framework. This framework will involve continuing to update the “Equity Data Book” (and its attention to disaggregated data by race/ethnicity/modality) for ARTDM as well as extending this work to other CE areas and considering other ways to evaluate data on other specific student populations (C-19, C-20).

### **C3. Section Evidence**

- C-1 [DVC Procedure 1018.01 Student Learning Outcomes and Assessment](#)
- C-4 [eLumen SLO Assessment Process Guide](#)
- C-15 [FA23 Email to Math Faculty for Disaggregated Data Analysis and Reflection](#)
- C-16 [SP24 Math and Engineering Division Meeting – Equity Data and Discussion](#)
- C-17 [SP22 ARTDM and FTVE Equity Data Book](#)
- C-18 [Equity Action Plan – Art Digital Media 2021-23](#)
- C-19 [Equity Action Plan – ARTDM & FTVE 2023-25](#)
- C-20 [How Can We Be More Student-Ready CTE CoLab CCCAOE Conference Presentation](#)

## **D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review**

### **D1. Upcoming Opportunities, Changes, and Factors**

**Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?**

The college expects the upcoming years to be a time of transition and change. Supporting the myriad needs of students to equitably promote student success will always remain the college's focus, but the college anticipates adaptation and innovation as keys to successfully navigating new challenges and responding to new legislative mandates and economic pressures and societal changes. To take advantage of new opportunities within the increasingly regulated, complex, and often uncertain landscape of higher education, the institution will play a dual role as both a change agent and change manager.

As new initiatives and programs are mandated to address emerging needs and specific student populations, the college must respond. This typically involves developing new positions and/or restructuring staffing infrastructure, as well as managing budgets and adhering to unique reporting requirements. The California 23-24 Community College Budget Compendium includes over 50 unique categorical allocations ([D-1](#)). While many of these efforts align with our overarching goals to address equity gaps and strengthen our guided pathways, such as LGBTQ+ allocation, Ethnic Studies grant, Dream Resource Liaison funds, Basic Needs Center, Student Transfer Achievement Reform funds, they can have the unintended consequence of compartmentalizing and duplicating efforts, while increasing administrative workload.

The statewide implementation of the Student-Centered Funding Formula (SCFF) in 19-20 established a formula that, while continuing to rely on various categories of Full-Time Equivalent Student (FTES) measures for apportionment purposes, also incorporates 28 supplemental and success metrics into our district level funding. Soon, "Fundable Competency Units" (FCUs) will be rolling out as a mechanism to fund the Competency Based Educational options that CA Community Colleges are being encouraged to develop. These changes necessitate systemic shifts in our processes at every level ([D-2](#), [D-3](#)).

Improving the equitable rates of timely completion of transfer-level math and English has led to legislation mandating certain placement and curricular changes within the California community colleges. As the college begins to implement the most recent changes required by AB1705 (Equitable Placement Support and Completion), the impact on students and their success in English and mathematics is unknown. Concern has been expressed by faculty teaching in the STEM pathway about the potential loss of a Precalculus requirement and effects on student learning and persistence in STEM. Additionally, faculty are concerned that the loss of prerequisite coursework may disproportionately impact certain student groups. As the Math Department develops support courses for calculus and the English department adapts its transfer-level English curriculum, data will need to be collected on student outcomes and retention ([D-4](#), [D-5](#), [D-6](#)).

Over the next several years, the college's curriculum will be significantly impacted by two state assembly

bills – AB 928 & AB 1111. From Spring 2024 to Spring 2025, the college will be implementing the shift from CSU and UC general education patterns to CalGETC (California State University General Education Transfer Curriculum) as required by state law, AB 928. While the bill has the admirable goal of streamlining and enhancing the educational and transfer experiences for our students, the significant workload attached to this shift has caused the college to reprioritize its normal curricular work resulting in a pause on the creation of new courses, programs, and revisions, unless legally required among other significant changes. AB 1111, which requires implementation of a student-facing common course numbering (CCN) system, is also intended to streamline the experiences of students. The impact on the college is expected to be significant; however, the college is still waiting for further guidance to more clearly understand implementation expectations and impact on existing work ([D-7](#), [D-8](#)).

In addition to managing changes necessitated by new legislation, the college will act as its own change agent through the adoption of new processes and systems. The college has embarked on a transformative journey to reimagine its program review process. This reimagination has included an examination of the ideal purposes of program review and the current reality of the system in place. This initiative aims to revolutionize the college's systemic approach to program evaluation and responsive program innovation in alignment with new accreditation standards and an evolving educational landscape ([A-21](#)).

The college is improving its communication with and retention of prospective and current students through the revamping of the college website and implementation of a customer relationship management (CRM) system. With the goal of driving enrollment of new students and supporting retention of current students, the website is being revamped with the following objectives: a mobile-first approach; an easy, consistent and predictable user experience throughout the site; ADA compliance; prominent calls to action (request for information, apply, register for classes, etc.); and a demonstration of the college's commitment to diversity, equity, and inclusion. The vision is to excite prospective students about coming to DVC and feature immediately obvious ways to begin the process of becoming a student ([A-40](#), [A-41](#)).

The new customer relationship management (CRM) system will significantly enhance student recruitment, success, and retention, fostering a more streamlined and engaged interaction between students and the institution. The system will support the tracking and management of student interactions, allowing administrators to personalize communication based on individual student needs and preferences ([A-22](#)). This personalized approach can contribute to a stronger sense of connection, engagement, and satisfaction among students. The types of communications can include sending emails to share timely student supports and college events ([D-9](#), [D-10](#)). Moreover, the CRM system can automate routine communications, freeing staff to focus on more complex student queries and support services. Overall, the synergy of an improved college website and an advanced CRM system can transform the student experience by promoting accessibility, responsiveness, and personalized engagement.

By Fall 2025, the college expects to have completed the updating of its Educational Strategic Plan (ESP). This plan will center the ongoing work of the institution and deepen the integration of the college's

student equity plan with its guided pathways work, while keeping in mind new internal plans such as the District Facilities Master Plan and key external plans such as the Chancellor’s Office Vision 2030. The ESP will provide strategic directions and goals for the college for the next several years and serve as the guide for the institution's continued work ([D-11](#)).

### **D1. Section Evidence**

- A-21 [College Council Program Review Reimagined Update Presentation \(5-15-24\)](#)
- A-22 [TargetX Implementation Updates \(1-8-24\)](#)
- A-40 [DVC Website Survey Questions to Current Students](#)
- A-41 [2024 Quarter 2 Website Redesign Progress Report](#)
- D-1 [2023-24 California Community Colleges Compendium of Allocations and Resources](#)
- D-2 [2024-25 Budget Presentation to College Council](#)
- D-3 [Student-Centered Funding Formula Study Session Agenda](#)
- D-4 [FA24-SP25 Equitable Placement Student Completion \(AB 1705\) Collegewide Coordination Reassignment Application](#)
- D-5 [Equitable Placement Student Completion \(AB 1705\) Funding Plan](#)
- D-6 [Equitable Placement Student Completion \(AB 1705\) STEM Calculus Pathway Analysis](#)
- D-7 [SP24 Articulation Officer Legislation \(AB 928 and AB 1111\) Updates Presentation](#)
- D-8 [Curriculum Prioritization Email to Campus Community as a Result of Legislation \(AB 928 and AB 1111\)](#)
- D-9 [TargetX Student Communication to Applicants Who Have Not Registered](#)
- D-10 [TargetX Communication to Current Students Sharing FA24 Semester Success Tips and Resources](#)
- D-11 [Educational Strategic Plan Timeline Integrating Student Equity and Guided Pathways](#)