EVALUATION REPORT

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

A Confidential Report Prepared for the Accrediting Commission
for Community and Junior Colleges

This report represents the findings of the evaluation team that visited
Diablo Valley College on October 13, 2008 through October 16, 2008

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Team Chair

Diablo Valley College
Team Roster
October 13-16, 2008

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Summary of Evaluation Report

Institution: Diablo Valley College

Date of Visit: October 13-16, 2008

Team Chair: Dr. Joan E. Smith
                      President, Columbia College

A nine member accreditation team visited Diablo Valley College from October 13-16, 2008, for the purposes of determining the extent to which the college meets the standards set forth by the accrediting commission. Diablo Valley College, located in the central region of Contra Costa County, is the largest of three colleges in the Contra Costa Community College District.

In preparation for the team visit, the team read the self study, the catalog, and other supporting documents provided on a flash drive as evidence, as well as the report from the previous team visit. Each member was asked to write a preliminary review of the standard to which he or she was assigned. The team met at a local hotel near the college on Monday afternoon to review evaluations of the self study and to organize the site visit. Several team members visited the district office earlier that day to assist with their Standard assignments. For two and a half days, the team held on-campus meetings with individuals and groups, conducted interviews of administrators, faculty, support staff, and students, examined files, reports and documents, observed classes and facilities, attended on-campus meetings, campus-wide meetings, met a great number of individuals at Diablo Valley College, attended a district-wide meeting, and met with district-wide personnel—including board members and the district's chancellor. In addition, three open sessions were held to avail the team to any member of the college community for any reason. During the above time period the team collectively met either individually or in groups with over 200 college faculty, classified staff, students, administrators, and governing board members. The team found that Diablo Valley College should be commended in several areas:

COMMENDATIONS

Commendation 1: The Student Support Services is commended for developing an ongoing, systematic, continuous quality improvement SLO process that has been updated annually for the last three years resulting in improved student learning as documented by evidence.

Commendation 2: The team commends the Associated Students of Diablo Valley College and the college student life program for having many student clubs that represent the diversity of the campus and for providing diversity training for students at interclub meetings.

Commendation 3: The Joint-Use Agreement in force at the San Ramon Educational Center involving the Contra Costa County Library System and the City of San Ramon is a commendable example of a collaboration serving the best interests of Diablo Valley College's students and the community.

District Commendations

Commendation 4: The district has achieved an admirable financial recovery which allowed the restoration of employee salaries and the creation of a prudent reserve.

Commendation 5: The district has successfully passed two capital construction bonds, in 2002 and 2006, totaling $406.5 million.

Commendation 6: The district has undertaken tangible efforts to share information and communicate on an ongoing basis with the district and college community through the Chancellor's Highlights, rotating campus office hours, the District Governance Council and other strategies.

Commendation 7: The district has launched a partnership with Chevron to improve energy efficiency at the colleges.

In general, the self study report contained most of the elements required by the Commission. Although the team appreciated the report's attractive format with convenient tabs, the organization and writing style of the report created some challenges for the visiting team in understanding the activities upon which the college was reporting and in determining the college's level of compliance with the standards. The structure, content and format of the study, in sum, did not serve the college well. The team found that the college did not appear well prepared for the site visitation. More specifically, the supporting documentation was not readily accessible in the team room and often difficult to obtain both on campus and via the intranet. Further, the college provided a flash drive in advance of the visit which was to contain all the evidence needed to review the self study. While the team appreciated the proactive thinking of the college in providing the evidence beforehand, once again, the information needed was not available via the flash drive.

Nevertheless, the team was able to complete its tasks, and noted the following as recommendations to meet Commission Standards.

RECOMMENDATIONS

Recommendation 1: The team recommends that the college clarify the decision making roles of constituent groups in the establishment of the campus organizational structure and implement a participatory process to advance the mission and goals of the institution. (Standards: IA3, IB1, IB2, IVA1, IVA2a, IVA3, IVB2b)

Recommendation 2: The team recommends that the college must develop and implement college wide planning that is tied to the Strategic Plan, mission, and resource allocation that:

- Integrates all aspects of planning, evaluation, and resource allocation (Standards: IB3, IB4, IIA1, IIA2, IIB1, IIB, 4, IIC2, IIIA.6, IIIC2, IIID1a, IIID2g, IIID3, IVA5, IV2b);
- Is well defined, widely disseminated and discussed through reflective college wide dialogue (Standards: IB4, IB5, IIID4, IVA2a); and
- Includes faculty, staff, students and administration from the Diablo Valley College's main campus and its San Ramon Campus (Standards: IB4, IIA1, IIB1, IIC1c, IIIA, IIIB,IIIC, IIID, IVA.1, IVA2, and IVA3).

Recommendation 3: The team recommends that Diablo Valley College fully implement Recommendation 1 in the 2002, Accreditation Evaluation Report which states: "Implementation of a uniform process of program review which includes direct evidence of student learning and is used to inform and influence planning and resource allocation and leads to improvements in programs and services." (Standards: IB3, IB4, IIA1, IIA2, IIB1, IIB4, IIIA6, IIC2, IIID1a, IV A5, IV2b)

Recommendation 4: The team recommends that the college accelerate its Student Learning Outcomes (SLO) and assessment cycle in the instruction area to fully demonstrate proficiency by 2012 as stated in the ACCJC rubric for SLOs. (Standards: IIA, IIA1a) The team further recommends that Student Learning Outcomes should be incorporated into the college mission statement. (Standard: IA)

Recommendation 5: The team recommends that Diablo Valley College develop a new technology master plan that reflects current and future needs which is integrated into college wide planning and resource allocation including the evaluation and support of instructional, student services and administration functions for the college and off-campus sites. (Standards: IIC1d, IIIc1c, IIIc1d, IIIc2)

Recommendation 6: The team recommends that Diablo Valley College fully implement recommendation 2 from the 2002 Accreditation Evaluation Report which states, "Improvement of the existing curriculum process to include a timely, systematic review and efficient procedures for course and program approval with adequate technology and staff support." Furthermore, the team recommends that the curriculum process be fully integrated with the program review process. (Standards: IIA2a, IIA2e)

Recommendation 7: The team recommends that the college further improve communication to increase collaboration across organizational structures by promoting transparent decision making, honest dialogue and widespread dissemination of internal college documents. (Standards: III B2b, IIIC, IIIC2, IIID1a, IIID1d, IVA1, IVA2, IVA2b).

District Recommendations

Recommendation 8: In order to improve its resource allocation process, the district should expedite development of a financial allocation model including the following (Standards: IIIC1, IIID1a, IIID2a, IIID3, IV3C):
      a. The model as a whole;

b. Funding for adjunct faculty in a way that will support the district and college intentions to increase student enrollment;
c. Technology funding.

Recommendation 9: In order to meet the standard, the district should establish a written code of professional ethics which includes managers. (Standard: IIIA1d)

Recommendation 10: In order to meet the standard, the district should integrate student learning outcomes into the evaluation process for those who have a direct responsibility for student progress toward achieving student learning outcomes. (Standard: IIIA1c)

Recommendation 11: In order to meet standards, the district should develop a policy and implement procedures for evaluating the effectiveness of the district's administrative organization, the delineation of responsibilities of the district and the colleges, and the governance and decision making structures. The results should be widely communicated and used as a basis for improvement. (Standards: IVA, IVA1, IVA2, IVA3, IVB3, IVB3a, IVB3b, IVB3e, IVB3f, IVB3g)

ACCREDITATION EVALUATION REPORT FOR

DIABLO VALLEY COLLEGE
OCTOBER 13-16, 2008

Introduction

Diablo Valley College is the college of choice for many students from the private and public high schools in the nearby Martinez, Mt. Diablo, San Ramon, and Acalanes school districts. Its student body represents communities throughout the Bay Area. In recent years, Diablo Valley College has also drawn a significant number of international students who have been attracted by the school's reputation. The college possesses one of the highest transfer rates to the University of California and the California State University systems among California's community colleges. Diablo Valley College is one of three publicly supported community colleges that comprise the Contra Costa Community College District. These colleges are strategically located in the eastern (Los Medanos College), central (Diablo Valley College), and western (Contra Costa College) parts of the county. Access to any of the colleges is open to all residents; however, the county has been traditionally divided into three service areas—one for each of the three colleges in the district.

Diablo Valley College's last comprehensive accreditation visitation was in March 2002. Accreditation was reaffirmed by the Commission at its June 2002 meeting with a requirement that the college submit a progress report in March 2003 to be followed by a site visitation. The progress report was submitted on April 1, 2003, addressing the noted recommendations and the team visited on April 10, 2003. The report was accepted by the Commission at its June 2003 meeting. In addition, Diablo Valley College submitted its mid-term report as required by the Commission in March 2005 which was accepted by the Commission's meeting in June 2005. Further, all annual reports since the last comprehensive visit in 2002 have also been submitted.

Since the last comprehensive visit in 2002, Diablo Valley College experienced a "breach in security of its student academic records and transcripts" in 2006-2007. As such, in May 2007, ACCJC requested the college provide information regarding this breach. The college responded by preparing a written report on May 31, 2007 and the report was accepted by the Commission in June 2007 with the requirement that a special team visit be conducted before August 1, 2007 to focus on the college's ongoing investigation and resolution of the unauthorized grade changes. The special team visited July 30, 2007, and made nine recommendations. ACCJC accepted the special team visit report at its January 2008 meeting with the requirement that the college complete a follow-up report by March 15, 2008, describing the institution's resolution of recommendations. The report was submitted March 15, 2008 and a follow-up visit occurred April 4, 2008. The Commission took action at its June 30, 2008 meeting and issued a Warning to Diablo Valley College. On September 19, 2008, a second Special Team visit occurred, and the outcome of that visitation will be reviewed at the January 2009 Commission meeting.

A careful review of the self study document revealed that the self study contained most of the elements required by the Commission. The self study format consisted of a brief Descriptive Summary of the standard, followed by a Self-Evaluation of each item in the standard. Included in the Self-Evaluation was a description of how the college was meeting that standard. The sections of the standard dealing with the planning agendas were extremely brief or were noted in most cases as; "*The college is in compliance with this standard.*" Oftentimes things were stated as having been in compliance but the visiting team on many occasions could not find evidence that supported these assertions. The self study as a whole could have greatly benefited from concrete examples and evidence given to support statements.

The team found that all previous recommendations of the 2002 visiting team were reviewed and reported in the self study as having been met; however, upon exploration, none of the prior recommendations had been fully met by the time of the visit. The October 2008 team report contains two recommendations based on two prior recommendations stated in the Commission's Action letter dated January 2003. The October 2008 team noted that the institution needs to fully implement the 2002 Recommendation 1 and Recommendation 2. In addition, the team developed several of its own recommendations and noted a number of commendations.

The team highlighted a few excellent programs and services at the college and district worthy of special notice.

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THEMES

DIALOGUE: Ongoing and self-reflective dialogue is currently taking place in some areas of the college through such mechanisms as the Leadership Council, the Planning Council, and Faculty Senate. The completion of the Strategic Plan (2006) and the Educational Master Plan (2007) was accomplished through a campus wide process that provided many opportunities for input by the campus and surrounding communities. Although the college has been through a difficult period recently in terms of campus climate, the dialogue has become increasingly collegial since the arrival of the new president in fall 2007. The communication about continuous improvement of student learning and institutional processes is beginning to occur; but, evidence and interviews suggest that the majority of campus dialogue remains focused on issues of trust and participation rather than institutional effectiveness. This type of dialogue is hindering the college's ability and efforts to make strategic decisions and to plan effectively for the future.

INSTITUTIONAL INTEGRITY: The theme of institutional integrity states that the college demonstrates honesty and truthfulness in the manner in which it represents itself to all stakeholders internal and external, including the Commission. A careful review of the self study document indicated that the sections of the standard dealing with the planning agendas were extremely brief or were noted in most cases as; *"The college is in compliance with this standard."* Oftentimes things were stated as having been in compliance but the visiting team on many occasions could not find evidence that supported these assertions Planning Agendas and future improvements are important to include in the self study to document intentions for continuous, ongoing evaluation and compliance with the standards. The self study as a whole could have greatly benefited from concrete examples and evidence given to support statements. For the most part; however, the college publications were complete, accurate, and honest.

STUDENT LEARNING OUTCOMES: The visiting team noted that the college would be well served to be more vigilant in addressing this theme campus-wide. The SLO task force was only given "official status" by the Faculty Senate in 2008, ending a four year process to obtain such status. Further, the degree of engagement at the college is imbalanced. The Student Support Services area was commended by the team for developing an ongoing, systematic, continuous improvement SLO process that has been updated annually for the last three years resulting in improved student learning. Whereas, the team recommended that the

college accelerate its SLO and assessment cycle in the instructional area to fully demonstrate proficiency by 2012 as stated in the ACCJC rubric for SLO's. Thus, the college will have to develop a plan to engage all appropriate individuals, establish a timeline, and implement an assessment and improvement process. (See Commendation 1 and Recommendation 4)

PLANNING, EVALUATION, AND IMPROVEMENT: The visiting team noted that the college must develop and implement college wide planning that is tied to the Strategic Plan and that integrates all aspects of planning, evaluation and resource allocation. Further, the college wide plan must be widely disseminated and discussed through reflective college-wide dialogue. The theme of evaluation, planning and improvement also applies to the decision making process and its relationship to the organization and the governance process. The team found that the college needs to not only clarify the decision making roles of the constituent groups in the establishment of the campus organizational structure but also needs to follow a participatory process that advances the mission and goals of the institution. Currently, the president chairs or co-chairs the Leadership Council, the Planning Council, and the Budget Review Committee. The president acknowledged in interviews, validated by other Diablo Valley College staff, that the process is not linked (perhaps except through her) and that the limited budget decisions made at Diablo Valley College are without an integrated planning process. (See Recommendation 1 and Recommendation 2)

ORGANIZATION: It appears that the new president is making good attempts of communicating with faculty, staff and students. Nevertheless, college dialogue is stymied by the ongoing after effects of the law suit and the change in the dean structure and centralized tutoring center. In 2007, the law suit was settled after four years of litigation. Diablo Valley College has a great deal of work to do to gain the confidence and trust of its constituency groups. The ordeal that the college experienced over the past several years is beginning to be overcome. However, the lingering effects need to be addressed so that they do not impact the future effectiveness of the college and student learning. The team noted that the college improve communication that increases collaboration across organizational structures by promoting transparent decision making, honest dialogue and widespread dissemination of internal college documents. The current campus climate indicated that some progress is being made; however, further efforts must be made on the part of the key leaders at Diablo Valley College to move beyond the past "institutional memories" to forge a successful future. (See Recommendation 7)

INSTITUTIONAL COMMITMENTS: There is no specific language in the mission statement that focuses on an institutional commitment to student learning, per se; rather the mission statement clearly defines transfer and other aspects of the overall mission. The team noted that student learning outcomes should be incorporated into the college mission statement. The college president indicated that the college would be re-visiting its mission statement in the upcoming year and stated that the college is committed to supporting student learning and student success. Students interviewed on the campus expressed their satisfaction with many aspects of their Diablo Valley College experience (See Recommendation 4)

Responses to Recommendations of the Previous Evaluation Team

The college was given five general recommendations by the team that visited in March 2002. The report does indicate how each recommendation was given specific attention to address and rectify the issues cited. The 2008 team conscientiously reviewed the recommendations from the previous team. The college clearly made efforts to address the previous recommendations in many instances; however, resolution to the previous recommendations is not complete for each.

Recommendation 1

Implementation of a uniform process of program review which includes direct evidence of student learning and is used to inform and influence planning and resource allocation and leads to improvements in programs and services.

The college asserts and has shown it implemented a program review template as of 2003 and during the following five years, 30 instructional programs have participated in the process. Specifically, Diablo Valley College states that "major changes from the old [program review] process included: (1) the consolidation of similar programs into a comprehensive program review report to reduce duplication; (2) addition of the Instructional Program Review Committee (IPRC) to review reports and make recommendations to the college [planning council]; and (3) a focus on evaluation rather than data collection" (Diablo Valley College self study, p.8). During this period Student Services also participated in program review with a slightly revised template to meet their needs. Administrative units did not participate in program review, although plans to expand program review across all units were shown for implementation by March 2009. The previous recommendation also requires using direct evidence of student learning to inform and influence planning and resource allocation which lead to improvements in programs and services. Diablo Valley College asserts it has met this recommendation in full. The team findings agree that Diablo Valley College has implemented program review templates in 2003 and that all programs participated; however, the team was unable to find evidence which supports that Diablo Valley College's program review is directly involved in planning and resource allocation, nor are student learning outcomes (SLOs) used effectively in this process.

The recommendation was not met fully.

Recommendation 2

Improvement of the existing curriculum process to include a timely, systematic review and efficient procedures for course and program approval with adequate technology and staff support.

The curriculum process has been improved, but the rate of curriculum review and update with the new online web process has only marginally increased the process rate. Pilot studies are underway in the spring and fall of 2008, which seems to be a late response to a

recommendation made in 2002. Additionally, it was stated in the self study that, "…Diablo Valley College still has several hundred courses for which the process has not resulted in the rewrites/revisions required by Title 5." This statement, while not applicable to the Standard specifically, verifies that progress is incomplete on the recommendation and indicates that the marginal increase in "timely review" has not resulted in Title V compliance either. Further, technology is not integrated with institutional planning. The institution does not systematically assess the effective use of technology resources or use the results of evaluation as the basis for improvement. The instructional equipment allocation process appears to be effective, albeit detached from program review and integrated planning. In general, the team found that technology supports learning, teaching, college-wide communication, research and operational systems. However, this occurs without the guidance of a college technology master plan that is responsive to program reviews and that guides resource allocations.

This recommendation has not been met.

Recommendation 3

Ensuring the accuracy of student records and GPA's including a review of automated and manual processes and training for staff.

The college has developed a process to move student records from the legacy system to Datatel, the current student administrative system on an as needed basis. Many of the student records have been moved to the current Datatel system so that having to move individual student records occurs no more than three times per month when a student with an old college record reapplies to the college. The process to move legacy student records to Datatel is described in R-17, IIB-139 Admissions and Records Procedural Manual 2005. The manual provides step by step instructions on how to move records from the legacy system to the current Datatel system. It appears that the college is utilizing this process.

In addition, the college has now made the decision to move all the (approximately) 300,000 student records from the legacy system to Datatel to ensure that complete student records will reside in one database. This will take somewhere between three to five years according to the Interim Dean of Outreach, Enrollment Management and Matriculation. The college will have met this recommendation once all the legacy student records are moved to the current Datatel system.

This recommendation has been substantially met.

Recommendation 4

Accepting responsibility for ensuring that constituent agendas become secondary to collaborative efforts in order to more effectively establish college goals.

Immediately following the Commission's recommendation, cited above, the college invited ASCCC (Statewide Academic Senate) and CCLC (Community College League of

California) representatives to visit the college in February 2003 to offer recommendations regarding climate and communication. Open forums were conducted; a task force created a matrix that was accepted. Regular meetings between executive management and leadership from both faculty and classified senates were begun. Administrative leadership became more democratic and collegial after these efforts. Then, beginning in fall 2007 with a new president, efforts to establish a collegial process, once again became the focus of the college. In spite of these efforts, the college is still emerging from years of strife and animosity between faculty and administration including the creation of full-time division deans in the 2001-2002 academic year—and legal process, which ended in March 2007. Additional stress was caused by financial difficulties at the state and district level and retirement incentives that led to a reduction of faculty and staff from 2002-2003 to the present, although there has been an increase in positions hired since the nadir. Salary cuts in 2004, since restored, would have far from a salutary effect on morale. (Source: EMP p.180) It appears with new senior administration and vacant or interim positions filled; or in the process of being filled, there is a more open, collaborative and stable administrative team and faculty willing to engage and participate through a collegial consultation process. This is a hopeful and encouraging sign for the college. The college is strongly encouraged to build upon this base.

In sum, the Leadership Council continues to provide campus-wide representation. Evidence provided; however, suggests that determining college-wide goals is still in the development phase six years later.

This recommendation has not been met.

Recommendation 5

Clarifying the role of constituent groups in the establishment of the campus organizational structure and other decision-making processes in order to improve the campus climate and more effectively serve students.

The team noted that the college did not have the internal processes in place to effectively and fully address this recommendation during the time between the site visitations in 2002 and 2008. Efforts to address this recommendation have been initiated, but ultimately, the most serious issue of the administrative organizational structure was decided by the California Superior Court and upheld on appeal. Legal resolution that included not accepting the initial ruling and resorting to the appeal process (where the initial ruling was upheld); a process that began formally in January 2003 and ended in March 2007 superseded reorganization attempts.

A reorganization task force was convened in fall of 2006. The task force did succeed in increasing dialogue but did not succeed in reaching a consensus on "division organization." An Instructional Council was created in fall 2007, which meets twice a month. There have been workshops and opportunities for dialogue. Those participating within the current structure agree that changes need to be made in the number, function and the reporting status of planning committees. There is evidence that under the new president's leadership the campus addressed the hiring and replacement of a significant number of staff in 2007-2008.

The president has also recommended some new titles, reporting lines and responsibilities among the managerial staff. These efforts are all recent attempts to improve the climate and effectiveness of the organizational structure.—based on a recommendation that was made six years ago. Not enough time has passed to see if these efforts will be sustainable; or, to determine their effectiveness. The college needs to continue to review and self-evaluate its organizational structure on a regular and formal basis.

This recommendation has not been met fully and needs continuous development and evaluation.

Eligibility Requirements

1. AUTHORITY: The visiting team confirmed that Diablo Valley College receives State approval of its programs/services and is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association for Schools and Colleges. The college is authorized to operate as an educational institution and to offer undergraduate education.

2. MISSION: Diablo Valley College's educational mission as a community college is published in its catalog and on the college's website. The self study stated that, " The college's mission statement defines institutional commitment to achieving student learning, enhancing student success, and supporting the economic development of the region." However, the visiting team noted that there is no specific language in the mission statement that focuses on an institutional commitment to student learning, per se; rather the mission statement clearly defines transfer and other aspects of the overall mission.

3. GOVERNING BOARD: The visiting team confirmed that Diablo Valley College has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. Its membership is sufficient in size and composition to fulfill all board responsibilities.

4. CHIEF EXECUTIVE OFFICER: The visiting team confirmed that Diablo Valley College has a chief executive officer who is appointed by the governing board and whose primary responsibility is to the institution.

5. ADMINISTRATIVE CAPACITY: The visiting team confirmed that Diablo Valley College has an administrative staff that supports the necessary services for an institution of its size, mission and purpose.

6. OPERATING STATUS: The visiting team confirmed that Diablo Valley College is operational with students actively pursuing its degree programs.

7. DEGREES: The visiting team confirmed that Diablo Valley College offers 24 Associate of Arts and Associate of Science degrees and 76 certificate programs. A substantial percentage of students are enrolled in courses that are required for a certificate or degree program, and/or required for transfer to a four-year university.

8. EDUCATIONAL PROGRAMS: The visiting team confirmed that Diablo Valley College's principle degree programs are congruent with its mission, are based on recognized higher education fields of study, and are of sufficient content and length.

9. ACADEMIC CREDIT: The visiting team confirmed that Diablo Valley College awards academic credits based on generally accepted practices in degree granting institutions of higher education.

10. STUDENT LEARNING AND ACHIEVEMENT: The visiting team confirmed that Diablo Valley College defines and publishes the programs of study leading to an associate degree, certificate, and program of study leading to transfer. Program expected learning and achievement outcomes, however, have yet to be developed and published.

11. GENERAL EDUCATION: The visiting team confirmed that Diablo Valley College defines and publishes specific requirements for incorporating into its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry.

12. ACADEMIC FREEDOM: The visiting team confirmed that Diablo Valley College faculty and students are free to examine and test knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

13. FACULTY: The visiting team confirmed that Diablo Valley College employs full-time faculty that is sufficient in size and experience to support the college's educational programs.

14. STUDENT SERVICES: The visiting team confirmed that Diablo Valley College provides appropriate student services and develops programs consistent with supporting student learning and development within the context of a California Community College, the mission of the college, and the nature of the student population.

15. ADMISSIONS: The visiting team confirmed that Diablo Valley College's admissions policies are consistent with its mission.

16. INFORMATION AND LEARNING RESOURCES: The visiting team confirmed that Diablo Valley College provides specific, long-term access to sufficient information and learning resources and services to support its mission and instructional programs regardless of where they are or in what format.

17. FINANCIAL RESOURCES: The visiting team confirmed that Diablo Valley College documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services to improve institutional effectiveness and to assure financial stability.

18. FINANCIAL ACCOUNTABILITY: The visiting team confirmed that Diablo Valley College's financial management is evaluated through an annual audit conducted by an independent certified public accounting firm.

19. INSTRUCTIONAL PLANNING AND EVALUATION: The visiting team confirmed that Diablo Valley College has a documented Educational Master Plan, Facilities Master Plan and technology master plan. However, planning processes and outcomes need to be consistent, integrated, evaluated, and updated. Technology planning is not integrated with institutional planning. The institution does not systematically assess the effective use of technology resources or use the results of evaluation as the basis for improvement. Diablo Valley College completed their last technology master plan in 2001. The plan was comprehensive and included implementation timelines over a three year period through 2004. Since that time, there has been no comprehensive and integrated effort to guide the development and implementation of technology resources over the last four years.

20. PUBLIC INFORMATION: The visiting team confirmed that Diablo Valley College publishes in its catalog, class schedule, and other informational publications concerning the college's mission, objectives, admission requirements and procedures, rules and regulations affecting students, degrees requirements, et cetera.

21. RELATIONS WITH THE ACCREDITING COMMISSION: The team confirmed that Diablo Valley College adheres to the eligibility requirements, standards and policies of the ACCJC, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accreditation status in a timely manner, and agrees to disclose information required by ACCJC to carry out its accrediting responsibilities.

Evaluation of the College by Standard Using ACCJC Standards and Making Team Recommendations

Standard I: Institutional Mission and Effectiveness

General Observations

In this section on Standard I, the self study provides a description of the college's activities related to its vision and mission statements. In the area of improving institutional effectiveness, the college has been undergoing a great deal of change by an administrative reorganization and a reluctance by the entire college community to embrace this change. This has led to problems in effectively communicating planning information to all groups at the college. The college president has indicated that she will be working with all the constituent groups with respect to the new integrated planning document/process. While there may be broad based support for this effort, it is too early to determine if the integrated planning process will improve the institution's effectiveness. At the time of the visit, many college staff interviewed were unaware of the integrated planning process. The college institutional research website has been improved with a new data warehouse. The Office of Institutional Research provides many reports to constituents with excellent summary information about the college history, mission, student populations served, service area demographics, and its educational programs—including online and traditional delivery strategies.

Findings and Evidence

Standard IA: Institutional Mission

Diablo Valley College has a mission statement that was approved by the governing board in 2007. The statement defines its broad educational purpose by focusing on the transfer, workforce, economic development and pre-collegiate preparation missions of the community colleges in addition to supporting lifelong learning, maintaining a physical environment that is safe and conducive to learning and operating with high standards of fiscal and administrative accountability. The intended student population is defined as "individuals who show interest in and ability to benefit from a college education."

There is no specific language in the mission statement that focuses on an institutional commitment to student learning per se; rather, the mission statement clearly defines transfer and other aspects of the overall mission. (IA1)

The current mission statement is published in the college Strategic Plan 2006-2007, the Educational Master Plan, the college catalog and on the Diablo Valley College website. (IA2)

The self study states the college reviews the mission statement on a regular basis according to a board approved process developed by the college's governance and decision-making process in 2008. However, the last review occurred in 2006 and led to the addition of four

paragraphs to the mission statement. A new process to review and revise the mission was approved by the Leadership Council in spring 2008 and the process document should be added to the college procedures manual. The college plans to review the mission statement in 2008-2009.

The college currently uses a Communication and Decision Making Matrix to document the process of decision-making. (IA3) However, it was noted on more than one occasion in interviews that this matrix is not widely used. The Standards require that the institution's mission be central in planning. The Strategic Plan (2006) links aspects of the mission to college planning through the new Integrated Planning document adopted in September 2008. However, the program review template does not contain a mechanism to link program objectives to the college mission or the Strategic Plan. Instead, senior managers are evaluated on the basis of the strategic directions and accomplishment of goals tied to these strategic directions in 2007-08. As a consequence, the focus appears to be on management performance rather than integrated planning. The college's own Integrated Planning document states that "to integrate the program review process more effectively with Strategic Planning, the existing [program review] template should be redesigned." (IA4)

Standard IB: Institutional Effectiveness

The Diablo Valley College self study states that all 30 instructional programs have completed the program review as of May 2008. Evidence in the Instructional Program Review Committee (IPRC) Summary Reports for June 2004, 2004-2005, 2005-2006, October 2007, July 2007, February 2007 and a draft IPRC summary report for May 2008 indicates that 29 instructional programs have completed program review. The Administration of Justice program review was completed in 2004 although it was not included in the IPRC review.

Student support services conducted a separate and somewhat different program review cycle every three years beginning 2004. This program review started with an intense full review for all 17 units followed by a rotation of four or five departments to be completed every three years in succession. In the past four years Diablo Valley College Student Services completed two full cycles of program review. They are now ready to present findings to the Planning Council in fall 2008. The college Planning Council does not use program review to inform and influence the college Budget Oversight committee and other resource allocations, again noting an absence of integrated planning.

The college president chairs or co-chairs the Leadership Council, the Planning Council, and the Budget Review Committee. The president acknowledged in interviews, validated by other Diablo Valley College staff, that the process is not linked (perhaps except through her) and that the limited budget decisions made at Diablo Valley College are without an integrated planning process. However, it is clear that more decisions are being made based on data, as shown in the "Box 2A" Committee (Diablo Valley College's name for the faculty hiring priorities committee). Information gathered in interviews suggest that recent changes in faculty hiring procedures are more collegial and transparent, although there is much concern over having a budget for college planning that allows hiring faculty as the college determines, rather than as currently funded through a district process that is annual, untimely

and is not understood or transparent to Diablo Valley College staff. This prohibits the college from planning across multiple years for faculty hiring. When asked about links between planning and budget, the common response was to state that the district was responsible for Diablo Valley College's limited information about the college budget, or for having such a small, unrestricted budget which to allocate – that planning and resource allocation exercises do not seem worth it. In fact, in regard to faculty hiring, it seems the funding formula is complicated, dual (one old and one new) and highly negotiated through contract.

The team noted an excellent process in Student Services for incorporating Student Learning Outcomes as part of its program review. The department has reviewed several unit or program level reports using annual data provided by the Research Office, including student surveys and other assessments to identify ways to improve student support services and student success overall. However, the team was unable to find similar "use of results" for student learning outcomes within the academic program reviews in the existing program review template.

The self study identifies changes in program review and documents institutional effectiveness practices that use research and data on student achievement, including the assessment of student learning to improve programs and the institution overall. Course level SLOs are identified in 122 courses (out of over 1,200 total) with data used to "close the loop" in only 12 courses (Diablo Valley College Self Study). According to evidence and interviews, 192 courses (19%) have identified and/or assessed SLOs while 21 out of 101 programs have also identified and/or assessed SLOs. Additionally, only 44 (23%) courses and five (5) programs have proceeded to analysis of data and/or use of results for improvement. Some general education outcomes have been measured as institutional learning outcomes, although a very small sample of students participated. The team believes that the College needs to develop a schedule to complete SLOs, assessment, and use of assessment data to meet the Commission's 2012 timeline for completion of the SLO rubric.

There are stated obstacles referenced in the self study. For example, the belief that students need incentives to participate in assessments voluntarily, outside of the classroom (p. 28). The majority of SLO evidence is in the Student Services area, which have excellent examples of closing the loop, however there seems to be very little evidence (direct or indirect) on SLO assessments at the course level. The self study states that Diablo Valley College has begun the process of assessing course SLOs although the college is not as far along as it had hoped.

Another challenge is how the college can plan effectively on an annual basis with the existing program review cycle that provides only a five or six year rotation of instructional programs to participate. The importance of having a planning process that culls together program review with annual unit plan data for all units (administrative, student support, and instruction) is lacking. The new Integrated Planning document may lead to the creation of processes that will address this issue; however, it has not been implemented at this point in time.

Ongoing and self-reflective dialogue currently is taking place in some areas of the college through such mechanisms as the Leadership Council, the Planning Council, and Faculty Senate. The completion of the Strategic Plan (2006) and the Educational Master Plan (2007) was accomplished through a campus-wide process that provided many opportunities for input by the campus and surrounding communities. Although the college has been through a difficult period recently in terms of campus climate, the dialogue has become increasingly collegial since the arrival of the new president in fall 2007. The communication about continuous improvement of student learning and institutional processes is beginning to occur, but evidence and interviews suggest that the majority of campus dialogue remains focused on issues of trust and participation rather than institutional effectiveness. (IB1)

With the publication of the 2006-2011 Strategic Plan, the college has stated strategic directions that will be the focus of goal setting for the next five years. The new Integrated Planning document seems to be intended as the vehicle for stating goals in measurable terms and for tracking progress toward institutional goals, but this new integrated process has not been implemented. Evidence and interviews during the site visit confirm that faculty and staff have not had adequate exposure to the document to understand or apply the model. The Integrated Planning document itself states that 62% of respondents to a faculty/staff survey "did not understand the process" (page 2). (IB2)

The college asserts that it has a long history of using program review, curriculum review, faculty evaluation, student and staff surveys, performance indicators, etc., to improve institutional effectiveness despite a 2002 recommendation focused on improvements needed in integrated planning and program review.

There appears to have been an effort to affect a "paradigm shift" from a culture of evidence to a culture of evaluation, spearheaded by the Office of Research, Planning and Student Outcomes. As this new Integrated Planning process has not yet been implemented, there is insufficient evidence that the institution is assessing its progress in an ongoing and systematic cycle of evaluation at the level of sustainable, continuous quality improvement as required by the ACCJC rubric for planning. (IB3)

The college is clearly in transition and is moving toward taking goals from program review documents (which will be tied to the Strategic Plan) into action plans that will include timelines, persons responsible, and resource requests. A system of tracking the action plans is also included in the proposed integrated planning process. It is unclear how this process will be implemented and how quickly the college will be able to achieve the level of sustainable continuous quality improvement. (IB4) In addition, once the Integrated Planning Model is implemented, it must be evaluated for its effectiveness.

The institution communicates assessment results and performance indicators regarding the quality of its programs and services in a variety of ways including the research website, SLO newsletters, and other written reports. Reports are circulated among committee members and shared with the larger college community however; this aspect of dissemination is ineffective and needs to include more widespread dialogue and communication targeted to appropriate constituencies, especially the public, students and stakeholders. (IB5)

While the institution has begun to formulate an integrated model to synthesize its planning and resource allocation processes, this is only in the beginning stages of implementation and has not been put into practice. Regarding program review, the college has completed a six year cycle (for instruction) and plans to evaluate the process in the upcoming year. Therefore, there has been no opportunity to evaluate the effectiveness of the process or modify the planning cycle. (IB6)

The college assesses instructional programs, student support services, the library and other learning support services through assessment of student learning and program review. The team found evidence to validate that the college meets this standard, although current revisions to the process suggest the need to institutionalize a "culture of evaluation" as described in the self study. (IB7)

Conclusions

Diablo Valley College has a mission statement, philosophy, and values statements that are well written, and comprehensive. The college asserts it meets all of the above requirements and has no planning agenda in the self study for this standard. The visiting team would agree that Diablo Valley College is in compliance with most of Standard I.A; however, planning agendas and future improvements are important to include in the self study to document intentions for continuous, ongoing evaluation and compliance with the standard. The current mission statement does not have any specific wording to address achieving student learning.

The college clearly made efforts to address the previous recommendations from 2002 by implementing a systematic program review process in 2003 for instructional programs. The adapted model for Student Services is excellent, especially their use of SLOs to "close the loop" in some cases. However, the team was unable to validate that (a) results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making, (b) there is effective dialogue about the results throughout the institution, and (c) clear and consistent links to planning and resource allocations exist. Finally, the team did not find evidence that program review results and student learning outcomes are clearly and consistently linked to institutional planning and resource allocation.

Based on these findings, Diablo Valley College was noted to be at the development stage of implementation on the ACCJC rubric for program review. The team also noted that Diablo Valley College is at the development stage of institutional effectiveness for planning. This is below the expected level of achieving sustainable continuous quality improvement for integrated planning, and given the previous recommendation from 2002, this deserves serious attention on the part of the college. Finally, the college was noted to be at the development stage of the ACCJC rubric for Student Learning Outcomes.

Diablo Valley College meets the standard with regard to establishing programs and services aligned to meet the needs of its student population and the standard concerning governing board approval and institutional review. The college does not meet the standard that the mission is central to planning and decision making because the planning process remains

incomplete. While the intent certainly exists, the actual linkages between planning, budget, and resource allocation has not been fully developed.

The college does not meet the standard related to institutional effectiveness. While the college is attempting to incorporate research, planning, and evaluation into assessing institutional quality, it is in the early stages of this process. Recommendations related to planning set forth by the previous team have not been fully addressed. The college indicated several items it will be implementing in the future related to planning, this is unfortunate, when the need was cited in 2002 by the previous team. Work in the area of research and planning has been done, but after six years, it remains an incomplete process. The college must fully complete the integrated planning process—including, planning, research, and resource allocation.

The Diablo Valley College Institutional Research website should be commended as it has been improved with online reports and a query page for end users to get information from a new data warehouse. The research office provides many reports to Diablo Valley College constituents. The office provides excellent summary information about the college history, mission, student populations served, service area demographics, and Diablo Valley College educational programs including online and traditional delivery strategies.

RECOMMENDATIONS

Recommendation 1: The team recommends that the college clarify the decision making roles of constituent groups in the establishment of the campus organizational structure and implement a participatory process to advance the mission and goals of the institution. (Standards: IA3, IB1, IB2, IVA1, IVA2a, IVA3, IVB2b)

Recommendation 2: The team recommends that the college must develop and implement college wide planning that is tied to the Strategic Plan, mission, and resource allocation that:
- Integrates all aspects of planning, evaluation, and resource allocation (Standards: IB3, IB4, IIA1, IIA2, IIB1, IIB, 4, IIC2, IIIA.6, IIIC2, IIID1a, IIID2g, IIID3, IVA5, IV2b);
- Is well defined, widely disseminated and discussed through reflective college wide dialogue (Standards: IB4, IB5, IIID4, IVA2a); and
- Includes faculty, staff, students and administration from the Diablo Valley College's main campus and its San Ramon Campus (Standards: IB4, IIA1, IIB1, IIC1c, IIIA, IIIB,IIIC, IIID, IVA.1, IVA2, and IVA3).

Recommendation 3: The team recommends that Diablo Valley College fully implement Recommendation 1 in the 2002, Accreditation Evaluation Report which states: "Implementation of a uniform process of program review which includes direct evidence of student learning and is used to inform and influence planning and resource allocation and leads to improvements in programs and services." (Standards: IB3, IB4, IIA1, IIA2, IIB1, IIB4, IIIA6, IIC2, IIID1a, IV A5, IV2b)

Recommendation 4: The team recommends that the college accelerate its Student Learning Outcomes (SLO) and assessment cycle in the instruction area to fully demonstrate proficiency by 2012 as stated in the ACCJC rubric for SLOs. (Standards: IIA, IIA1a) The team further recommends that Student Learning Outcomes should be incorporated into the college mission statement. (Standard: IA)

Standard II: Student Learning Programs and Services

Standard IIA: Instructional Programs

General Observations

The Diablo Valley College Self Study addresses each component of Standard II.A, which is a comprehensive and critical area for any learning institution. However, the descriptive summaries are redundant restatements of the standard and self-evaluations are primarily descriptive with little emphasis on analysis. The self study has some internal inconsistencies and possible errors. For example, the report states that 3% of students, measured by WSCH, are in pre-collegiate math and English, but gives no date for this; refers to the Academic Master Plan, but gives no citation information (such as page number) as to where to find this information in the plan. The report continues and reports that Basic Skills WSCH is 2.8%, but enrollment has increased from 4.8% to 6.5% from 2001 to 2005. Again, there is no year cited for the WSCH measurement and there is no analysis of this trend, nor is there any more current information, although ARCC data are available for 2006 – 2007, as such more current enrollment data for basic skills students could have been incorporated into the self study. As a result, the team had difficulty determining what is accurate and what is inaccurate.

The college has a comprehensive curriculum and has completed a revised six year program review cycle. Two versions of Board policy CCCCD Procedure 4008 are given as evidence (IIA – 66 and IIA – 67). Each version indicates that the college will establish a specific program review. One version (IIA – 66) states that each academic and student service program must undergo program review within no less than five years. This is contradictory with the college's local process of a six year program review cycle for instructional programs. Furthermore, each version of the policy states that any program that does not meet its locally determined program review requirements will be terminated within one year. There is no evidence that any programs have been terminated. In fact, there is a draft program discontinuance policy created by the Work Force Development committee in 2005 – 2006 that still has not been approved by the Academic Senate.

The college has also begun to identify SLOs for courses. Highly enrolled courses were targeted to first have SLOs developed. However, the self study states that as of March 2008, 122 courses had developed SLOs; yet, the evidence cites 166 courses and yet again, 694 courses in May of 2008 with SLOs. This is another example of the internal inconsistencies of the self-report. This is also an example of what appears to be confusion at the college as to what constitutes an outcome as opposed to an objective. The college has moved to revise all course outlines with course objectives that are measurable. However, the course outlines do not include the SLOs. The team had difficulty determining which number was accurate.

Whereas SLOs are not explicitly part of the curriculum process they are part of the revised program review process, however, assessment of these outcomes is, yet again, a separate process. The use of assessment has begun ~~but~~ only for 12 courses, 15 degrees and 2 certificates. The report states that, "…a number of departments have made considerable progress in the entire SLO cycle…" however, the departments themselves are not stated. The evidence shows only two departments (math and English) and one class per department has

started assessment. Further, how the results of this assessment were used to make changes for improvement is not included, thus the "entire SLO cycle" is not described by the evidence.

The curriculum process has been changed with the introduction of a web-based course submission and approval process. The increase in efficiency of this system is marginal, and not all courses have been revised as per Title V regulations; and this fact was noted in the college's self study. While Title V regulations are not applicable to this Standard specifically, this verifies the fact that progress has not yet been made on the recommendation made in 2002. This is of concern since Recommendation 2 from the 2002 Commission action letter asked for improvement in the curriculum process to include a more timely, systematic and efficient procedure for course and program approval. The self study further noted that a significant number (more than 200) courses have not be revised in more than six years. This would suggest that the new web based system, while being an improvement, did not fully result in a more timely, systematic and efficient process, despite six years of implementation and the evidence that improvements are being planned.

Findings and Evidence

In general, the college is in compliance with the majority of the components of Standard II. However, there are a number of areas where the college is in "partial" compliance, which the college often self-identifies. There are ten planning agendas proposed by the college to work toward meeting the various requirements of Standard II.A. However, there are nineteen planning agendas in the College Improvement Plan which are not included in the self study. The College Improvement Plan activities are all relevant to the standard and their non-inclusion in the self study raises a question of the college's intent vis-à-vis the accreditation process and continuous quality improvement.

The college offers a comprehensive instructional program which leads to certificates, degrees and transfer to other institutions. The college needs to clarify program outcomes, needs to systematically assess all programs and use results in improved teaching and learning strategies. (IIA)

According to the Educational Master Plan (EMP) of 2007 -2017, there are 100 certificate and degree programs. Forty-nine (49) of these programs had one or more completers during the 2007 – 2008 year. No longitudinal data were provided to ascertain if this was a normal rate of completion, but based only on this one year, 50% of all programs had no completers which should be reflected in program reviews and in plans for improvement. (IIA, IIA1, IIA1a, IIA2a, IIA2b, IIA2e, IIA2f) and reaffirms the importance of program review on a regular basis where data are used to influence the planning process.

The mission statement is very comprehensive; therefore, all instructional programs can be found to address and meet this broad mission. With respect to integrity, the coordination and integration of SLOs and their assessment need to be embedded elements of the instructional program. The college has "awareness" of the SLO process and has moved into the "development" phase. Given the large number of instructional programs and course

inventory, the college needs to develop specific timelines for completion of all course, program, and institutional SLOs, as well as the alignment/mapping of these three levels of outcomes. The college needs to develop and execute a comprehensive assessment plan of all SLOs. To accomplish this and provide evidence that the "proficiency" level of SLOs has been reached by 2012, the college needs to accelerate instructional processes of completing the full SLO/assessment cycle. (IIA1, IIA1a, IIA1c, IIA2b, IIA2e, IIA2f, IIA2i, IIA3)

The college had developed plans for SLO implementation at the course, program and institutional level, but there is no evidence of institutional level SLOs. However, there is evidence of general education goals for students as articulated by faculty as well as "reasons for general education objectives." The college should be encouraged to continue thoughtful conversation as to what it considers to be program outcomes as distinct from institutional outcomes. (IIA2a, IIA2b, IIA2f, IIA3, IIA3a, IIA3b, II.A3c)

The five column SLO model has been developed and used by both the instructional courses/programs and student services programs. Approximately 21% of all instructional programs have SLOs and at least one assessment strategy identified. Five programs have actually moved into assessment. Given that the total number of programs is 101, the college has 75 programs (equal to 75%) that have not yet reached the development phase of SLOs. With only 21% of programs having developed learning outcomes, the college is not awarding degrees or certificates in any consistent manner based on student achievement of program learning outcomes. Additionally, the college identifies the predominant program for student achievement and completion to be general education, which is not identified as one of the twenty-six programs with outcomes established. (IIA1c, IIA2a, IIA2e, IIA2f, IIA2i)

The college is in the process of improving processes for evaluation of SLOs and their assessment. For example, the college is planning to include assessment of SLOs in the program review process. There is evidence that the college discusses continuous improvement. However, there is also evidence that the college has difficulty in coming to a consensus decision in these discussions and this creates delays. For example, it took four years for the SLO Task Force's recommendation to establish a standing committee to coordinate and oversee assessment of SLOs to be approved by the Faculty Senate. (IIA1c)

Catalog and syllabi do not include course or program SLOs. The catalog does include statements that address goals or learning outcomes for general education areas, so there is partial compliance. The college recognized in its planning agenda that it must develop a plan to provide all students in all sections with a syllabus that includes learning outcomes. Furthermore, the college recognized it should publish all program outcomes within the catalog. (IIA6)

The institution awards credit based on higher education norms, but SLOs and their assessment is not embedded into the process. Therefore, the college is in partial compliance but needs to assure that all courses have stated learning outcomes and that credit is based on the achievement of these. (IIA2h)

The college maintains high-quality instruction by assuring that faculty are qualified as per state-mandated minimum qualifications. Furthermore, faculty are hired and evaluated according to established processes and participate in on-going professional development via FLEX activities. (IIA2c)

Instructional depth, rigor, sequencing and time to completion were not specifically addressed in the self study. High transfer rates and an above average completion rate (as measured by ARCC data and in comparison with Diablo Valley College's peer group of colleges) suggest that depth, rigor, sequencing and time to completion are adequate. (IIA2c)

With respect to locations, the San Ramon Campus is functioning well, albeit in a relatively non-integrated manner with the main Pleasant Hill campus. For example, there is an operational disconnection with the main campus in terms of curriculum processes, SLO and program review processes, and student services that support the instructional program such as tutoring. However, there is no evidence that the quality of the instructional program has been jeopardized. (IIA1, IIA1a)

The college has identified one area for improvement: faculty curriculum involvement for faculty at satellite campuses, specifically, the San Ramon Campus. The evidence provided, from a Faculty Senates Coordinating Council (of the three colleges in the district), is dated September 27, 2007. Therefore, one year has gone by with no additional evidence to suggest any plans for improvement in this area. (IIA1a) This may be related to the lack of integrated planning with program review as its core or it could be that there are other priorities. Regardless, the team could not determine when this item will be implemented.

The team suggests that the college develop and implement a collaborative process that includes the faculty, staff, students and administration at the San Ramon Campus. This process needs to include improvement in San Ramon's organizational effectiveness, integrate San Ramon planning with the main campus which takes into account resource allocation, technology planning, program review, curriculum representation, participation in hiring and evaluation. Furthermore, the college should assure that San Ramon students are represented on Associated Students of Diablo Valley College leadership without having to travel to the Diablo Valley College main campus. (IIA1a)

There has been a rapid development of online/hybrid courses. The development of these distance delivery courses is department-specific; there is no central coordination via a committee or planning structure or any centralized administrative structure. The quality and integrity of these courses are assured by the faculty evaluation process. Distance delivery courses are evaluated in the same manner as any other course with any other delivery mode. This allows faculty members to select which courses and sections will be evaluated which does not guarantee that all delivery modes will undergo regular review. (IIA1, IIA1b, IIA.2.a, II.A2d, IIA2e). When SLOs are developed for these courses, care must be provided to assure that the assessment of SLOs are identical for hybrid and classroom delivery instructional modes.

There are multiple delivery systems used: traditional in-classroom, hybrid, online, self-paced and others. Learning communities seem to not be working well due to a cited lack of student interest. However, there is a renewed interest in learning communities via the Umoja and basic skills courses with planning and funding coordinated by the basic skills co-coordinators and committee. (IIA1b)

The college assures the quality and improvement of instructional courses and programs via faculty evaluations. The college has a long-standing reputation as a transfer institution and is consistently in the top 10 transfer institutions in the state. However, the college should incorporate program review results, especially assessment analysis, into ongoing discussions of instructional quality. (IIA2)

The institution does not regularly assess student progress towards achieving outcomes as not all courses and program have outcomes developed, and of those that do, not all have begun assessment. The college needs to greatly accelerate outcome development for all courses and programs as well as identifying and implementing assessment strategies. (IIA2b, IIA2d)

The college acknowledges in the planning agenda for this standard that integrated planning and resource allocation based on program review is not occurring. In fact, the college has experienced a highly disconnected set of processes that have not promoted any type of campus-wide integration. As such the college is not in compliance with standard II.A.2.f.

The college has piloted the use of a nationally normed examination for one math course and one English course as a first step in assessing general education program courses. The use of a nationally normed assessment for general education is ambitious and indeed the college was not able to assess the 600 students originally planned, but rather assessed approximately 60. The validity of the test results have been called into question, given the reduced sample size. (IIA2g)

The self study and evidence presented also suggest that basic skills planning, support and course offerings need to be enhanced. Recent improvements have been made. For example, a "Foundations for College Success" plan was developed by a 07 – 08 taskforce and adopted in spring of 2008 with specific goals for the fall 2008 semester. Progress on these goals has been made with the appointment of two faculty co-coordinators in fall 2008 and the formation of a basic skills initiative committee. The college needs to ensure that basic skills courses are properly coded for data purposes and that basic skills data, support strategies, and course offerings are enhanced to provide greater student success in pre-collegiate courses. (IIA1a) The newness of these efforts allows for thoughtful dialogue to identify student learning outcomes, assessment, and data analysis for continuous improvements: benchmarks should be developed soon to contribute to longitudinal analysis.

The Web Curriculum System (WCS), which was first implemented in 2002, is a vast improvement from the previous all hard copy curriculum process. A new version of WCS is in a beta-testing version, and was launched for general use during the spring 2008 semester. In discussions with faculty it was confirmed that there was no link between program review processes and goals and Curriculum Committee processes and goals. (IIA2a)

At this time, there are no formal linkages between the Curriculum Committee, the Instructional Program Review Committee, the Workforce Development Committee and the SLO committee. This has meant that career technical education program reviews were done completely separately from other instructional program reviews. Also, there was no link from program review goals, which include updating and revising curriculum. Furthermore, the SLO committee was separate from program review coordination. SLO coordination was the sole purview of the Institutional Research Office. Under new leadership, the college president and vice presidents agree that processes, and the committees and chairs that guide those processes, must be linked and collaborate on recognized areas of mutual interest. (IIA2a)

Diablo Valley College has a large number of career technical education programs developed as certificates and some associate degree majors. Career technical education programs are reviewed locally, regionally and receive system approval. Furthermore, these programs undergo biennial review. They all have advisory committees that are to meet each semester. However, only 16 committees provided evidence of having met recently. Not having all programs meeting regularly with advisory committees impairs the college's ability to ensure that students meet employment needs. (IIA5)

The college does not track student success rates for external licensure or certification exams. This is stated as a goal for the Office of Institutional Research; however, there is no evidence that this goal has been achieved in a systematic manner. This further impairs the college's ability to meet the standard that students are prepared for these examinations. (IIA5)

The general education pattern must have comprehensive learning outcomes to meet the standard. There are published goals which state the faculty's rationale for particular pattern of general education that Diablo Valley College currently requires. These goals are considered by the faculty to be the learning outcomes of general education. (IIA3a, IIA3b, IIA3c) Therefore, the college does meet the standard, even with noted concerns about internal process in the self study. Three action plans in the College Improvement Plan address the college's goals to continue to improve and refine the general education process. (IIA3)

The college makes available transfer policies and articulation agreements which are appropriate to the college's mission. Furthermore, the counseling and admissions and enrollment staff seem to be well-qualified, well-trained and efficient in meeting their professional responsibilities. (IIA6a)

The college represents itself accurately to prospective and current students in its catalog, schedule, website and other publications. The catalog is updated each year with addendums added when appropriate. (IIA6c)

The college recognizes in the College Improvement Plan that whereas information is accurate it needs to improve the internal process of sharing information between the Curriculum Committee, the Counseling Department and the Admissions Office. (IIA6c)

The college does assure academic integrity using policies on academic freedom and academic honesty. Academic freedom is recognized as both a faculty and student right and responsibility. Board policy supports academic freedom as relates to unlawful discrimination and harassment. (IIA7)

The dean of student life, in working with faculty and students, has made strides in educating students and faculty alike as to methods to prevent and address academic dishonesty. The college recognizes in the College Improvement Plan that communicating expectations and consequences concerning academic dishonesty may be improved with improved communication processes. (IIA7)

Conclusions

The team was able to validate that Diablo Valley College offers high quality instructional programs leading to degrees, certificates, employment or transfer to other higher education institutions. There is however, a disjointed effort at implementing SLOs despite the self study's reported effort to this end—it took the Academic Senate four years of discussion to formally adopt the process. Further, the team verified that instructional programs are not systematically assessed, there has not been a consistent process for program review to be conducted, and such review is not clearly linked to institutional planning and resource allocation.

Standard IIB: Student Support Services

General Observations

The college provides a comprehensive program of student support services that meet the diverse needs of the student population. There are a number of programs in place that assist students to pursue their various educational goals. Some of these programs also provide support to assist students with retention and success. These services include but are not limited to CalWORKS, Counseling, Career and Employment Services, Disability Support Services, Educational Talent Search (TRIO), Financial Aid, International Student Admissions and Services, Transfer Center, Outreach/Relations with Schools, Student Life, Admissions and Records, Assessment and Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE). Some of these services are also provided at the San Ramon Educational Campus.

Student support services were viewed very positively by students who were interviewed during the visit. During the visit, meetings were held with students who indicated that they felt welcomed on campus by the staff they interacted with during the admissions, assessment, counseling and registration process. Students also indicated that student support programs were provided on multiple days and times making scheduling of services very convenient. Students also indicated that the admissions, orientation, assessment, financial aid, counseling and registration processes went very smoothly and that their needs were fully met.

Student support services have done an exemplary job in completing comprehensive program reviews beginning in 2004 and providing updates on an annual basis. Student learning outcomes were noted and are evaluated annually and updated as necessary to measure the effectiveness of Student Support Services operations. Student Support Services programs are modified based on the evaluations of the student learning outcomes to improve service. The college is second highest in all transfers to the University of California system and sixth overall for transfers to the California State University system.

Of particular note is the very active student life program at the Diablo Valley College campus. There are over 69 students on the Associated Students Diablo Valley College board and 64 active student clubs. Many activities sponsored by student groups, take place weekly on the campus providing for an environment that actively engages student participation in college life.

Findings and Evidence

Student Support Services are evaluated through the college program review process. Additionally, the program review recommendations are reviewed and updated annually through college processes, federal and/or state-mandated reviews. All Student Support Services have completed at least one comprehensive program review with annual updates since 2004. One-third of the Student Support Services will complete comprehensive program reviews every three years beginning in spring 2008. Counseling, CalWORKS, transfer center and student life program reviews completed their 2nd comprehensive program review in spring 2008. The completed program reviews and recommendations are being presented to the Planning Council in fall 2008 for review. It is not clear to either the student service staff that completed program reviews or to the student services management team what will happen to the recommendations from the program reviews once they are reported to the Planning Council. There does not appear to be a process in place to forward the recommendations that require budget resources to a budget committee. There appears to be confusion on how to implement recommendations made as a result of the program review process. The team noted that the college's program review process must be tied to the budget allocation process**. (IIB, IIB1, IIB3c, IIB3, IIB4)**

The primary college documents and sources of information include the catalog, class schedule, college website and other printed brochures. The catalog is published annually with updates in both hard copy and on the college website. The college published a college addendum that included many degrees that are pending Chancellor Office approval. Many of these degrees were not approved by the Chancellor's Office and further work is required by the college in order to gain approval. The college should continue working with the Chancellor's Office to gain approval for transfer degrees that are listed but not yet approved in the addendum. General college information regarding admissions, fees, policies, program information, transfer information and graduation requirements are easily found in the catalog. A map identifying the location of the main campus and all the branch campuses is found in both the catalog and schedule of courses. All the documents are comprehensive and useful as a reference tool. The website was easy to maneuver in and find information within two or three clicks. (IIB2)

The college has identified the matriculation process as the tool used to both assess student need and then refer students to appropriate services to meet their need. The college also uses General Counseling, EOPS, CalWORKS and Disabled Student Services Programs to help students identify needs and provide appropriate support. The college administered the ACT Student Opinion Survey, a nationally normed community college instrument, in 2000, 2002, 2004 and 2007. In addition, the Research Office generates an annual fact book with an excellent review of pertinent local data that is very useful in both short and long range planning. Both the ACT survey and the fact book provide excellent data for planning purposes on both the present and future needs of students. (IIB3) However, the team could not find evidence that these data are used for institutional improvement.

The college also uses the program review process to research and identify learning support needs of its student population; however, it is not always clear that identified student needs are met. The student life program review presented compelling evidence that Diablo Valley College needed a Health Service Program to meet the needs of its students but at some point a decision was made not to follow this recommendation. There does not appear to be any evidence or documentation that provides the basis for this decision. (IIB3) It is appropriate that the College establish its own priorities; in this instance, it was difficult to ascertain the rationale.

The college just completed a program review for Counseling Services which included a review of the progress made on SLO's from the previous year's annual update. This comprehensive 56 page program review included a thorough analysis of student learning as a result of counseling interventions and modifications made in services to improve services. Several recommendations were made to the Planning Council to further improve services but require an infusion of staff and/or other budget resources. It is not clear whether the necessary resources will be made available to counseling services for implementation of improvement strategies. (IIB3c)

The San Ramon Campus offers full services by admissions and records, assessment, counseling, Disability Support Services, and outreach/relations with schools. EOPS/CARE, Financial Aid, Career and Employment Services, CalWORKS and Transfer Center services are provided on a very limited basis through scheduled visits or not at all at the San Ramon Campus. The Campus recently hired a Senior Academic/Student Services Manager whose job will be to provide oversight for Student Services functions at the San Ramon Campus and to also increase the number of student clubs and student participation in college life activities. The San Ramon Campus currently has two clubs and the main Diablo Valley College campus has 69 clubs. The San Ramon Campus also hired a full-time counselor who is qualified to provide services to DSS students and to general students. Students at the San Ramon Center cannot participate in student government unless they are willing to drive to Diablo Valley College. (IIB3a)

There does not appear to be a process for the San Ramon Executive Dean to secure more student service operations at the center through consultation with Diablo Valley College student service managers. In addition, San Ramon Center full-time faculty are sometimes left

out of the department decisions made by their Diablo Valley College counterparts. The San Ramon Center is considered to be a Division even though many full-time faculty from various disciplines and many student service operations are offered at the center. San Ramon faculty are not guaranteed to be involved in discipline specific curriculum discussions, departmental meetings, or other meetings held at the main Diablo Valley College campus. Student service lead staff tries to attend the departmental meetings of their Diablo Valley College counterparts at the Diablo Valley College campus but time and travel can make this difficult. The college needs to develop a method to ensure that San Ramon Campus students are represented on Associated Students of Diablo Valley College leadership without having to travel to the Diablo Valley College campus to participate. (IIB3a) Students attending the San Ramon Campus should have the same access to comprehensive reliable services that students at Diablo Valley College have available. (IIB3a)

Student Support Services has demonstrated a strong commitment to provide convenient access to services. Almost all Student Support Services are located in one building, the Student Services Center, allowing easy access to all services in one location. Special programs are offered by various Student Support Service programs to meet special needs of students such as the annual conference that EOPS/CARE and CalWORKs held jointly to empower parents who are also college students or providing college going techniques to Foster Youth. Some Student Support services are provided during the evening hours and on Saturdays at the beginning of the semester. (IIB3a)

The college has increased the number of online course offerings which has resulted in an increase in the number of students taking online classes who need access to online services. The college has implemented several online services for students including a comprehensive website with information about programs, policies, course offerings, online admissions application, college forms, registration, financial aid, transcripts, grades, student accounts, online master calendar, career and employment services, online registration for campus events, and late registration. (IIB3a) However, counseling services cannot be conducted online and are simply informational.

The college provides a number of opportunities to participate in the governance process of the college on the Diablo Valley College campus. The Associated Students of Diablo Valley College (ASDVC) is a very active large organization with 69 students on the board. ASDVC has a petition model for participating on the board which requires 250 valid student signatures on a petition. Student board members must agree to participate on one of the colleges committees. The ASDVC President makes all committee appointments and requires reports as a standing agenda item from committee members at each ASDVC meeting. This ensures students are very engaged in the college governance process. Students are represented on all major college committees including the Planning Council and Leadership Council which make college budget and planning decisions. The college hosts Brown Bag Lectures each fall on relevant Constitutional topics, workshops on the election process and Constitution Day to promote and encourage civic responsibility. (IIB3b)

The college supports a Puente Program, a transfer program for Hispanics and a Umoja Program with a focus on African-American students. The college's student clubs represent

the interests of the diverse student body including a Latino Student Union, International Club, Queer-Straight Alliance, Black Student Union, Chinese Music Association, Korean Culture Club, Muslim Student Club and Persian Student Association as an example. The ACT survey results indicate that students are satisfied with racial harmony on campus. The college data indicates that the percentage of representation in the faculty as compared to the changing student population is falling behind and efforts need to be made to remedy this situation. The college has indicated it plans to re-establish a College Diversity Committee and should be strongly encouraged to follow through on this effort. (IIB3d)

The college initiated the process to revise the English placement test to include multiple measures in spring 2008. The self study indicated that the Dean of Outreach, Enrollment, and Matriculation was working with the English Department faculty to develop multiple measures prior to spring 2009 registration. The college has begun the process to develop additional English Placement test prompts as they had only one. The College has begun the process to include the use of multiple measures in the assessment process as planned and needs to complete the validation process for effectiveness for the English placement test per their own self study in time for the spring 2009 registration. (IIB3e)

The college had a major breach in security access to the student grading system where grades of 54 students had been changed by unauthorized individuals. This resulted in a Warning from the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. The college completed a report by August 30, 2008 addressing the deficiencies and describing the corrective actions. The college has limited grade change capability to two individuals. The steps to make a grade change include the student requesting the change from an instructor. If the instructor agrees a grade change should take place, the instructor completes a grade change form, signs the form and submits the form to his/her Dean. The Dean must review the grade change, sign it and submit it to the Director of Admissions and Records. The Director of Admission and Records then signs the form and gives it to one of the two staff who changes the grade in the Datatel system. All the grade change paperwork is then placed into a binder. Once a month, a grade change report is given to the Director of Admissions and Records for all grade changes that took place that month. The Director of Admissions and Records must then verify each grade change against the paperwork that is filed in the grade change binder. This process ensures that only authorized grade changes take place. (IIB3f)

Conclusions

The college meets and in many ways exceeds many of the standards regarding student support services. The college has an impressive array of high quality services that meet the needs of students at the main campus and those students taking online courses. The services are student-centered and focused on assisting students to reach their potential by achieving their stated educational goals. Interviews with individual students and groups of students clearly document high student satisfaction with student support services.

The college should take great pride in the efforts and accomplishments of the student services staff to complete one cycle of the program review process and to annually update the recommendations.

However, there is little documented evidence that the college engages in a systematic way to use the program review results to influence the budget allocation process.

The college has indicated its plans to re-establish a College Diversity Committee and should be strongly encouraged to follow through on this effort (IIB3d)

There were two commendations noted during the site visitation by the team. First, the Student Support Services is commended for developing an ongoing, systematic, continuous quality improvement SLO process that has been updated annually for the last three years resulting in improved student learning as documented by evidence. Second, the team commends ASDVC and the college student life program for having many student clubs that represent the diversity of the campus and for providing diversity training for students at interclub meetings.

Standard IIC: Library and Learning Support Services

General Observations

Diablo Valley College provides support for the instructional programs through the college library, tutoring services, and various computer labs on campus. The Diablo Valley College Library supports the instructional program through its collection of books, periodicals, video and audio recordings, and electronic databases. (IIC1) Long-term Library staff conduct weekly meetings (notes of which were provided) during which results of collection analysis are reviewed, discussed, and acted upon. The Dean of Library and Learning Resources and many campus librarians also met with numerous faculty to assess the analysis that had been conducted in order to decide upon the "weeding out," "enhancement/purchase," or "conversion to e-resources" of discipline-specific, degree-specific materials (sample analyses of which were produced). The Diablo Valley College Library also has a Joint-Use Agreement with Contra Costa County and the City of San Ramon (a copy of which was produced). This document is an excellent example of a successfully-employed joint-use agreement per Standard II.C.1.e. As to providing adequate tutoring services on the San Ramon Campus per Standard II.C.1.c, no evidence of commensurate services at the San Ramon Campus were produced as compared to Diablo Valley College's campus. As to adequate maintenance of Library and computer labs and tutorial services equipment per Standard II.C.1.d, the statements in the self study report conflict with statements made by the staff members interviewed. The self study report indicates that the institution struggles to provide effective maintenance for its library and lab computers. The lack of staff and inadequate training was specifically noted (p. 176). Further cited was, "Equipment maintenance remains unpredictable in terms of available staff and their skill level…" (p. 177). These sentiments were confirmed by library staff. However, after team interviews with IT staff, the interpretation of services provided by IT for computer labs and for media services was deemed "superior," and supported by a satisfaction survey tracked by the "Footprint" software. Conversely, library staff produced documentation of a survey of lab coordinators as a focused study expressing dissatisfaction with technology support staffing and level of expertise. Also, documents both supporting and contradicting what was said in the self study report were produced. The out-of-date technology master plan seems to be part of what is at issue with regard to this Standard. Concerning the evaluation of SLOs as well as the use of the results of such evaluations to direct program improvement, the course-level SLOs were indeed identified, assessed, and used. Program SLOs for the Library and Support Services as well as the Tutoring Advisory Committee's SLOs regarding tutoring have been identified. Program SLOs for Tutoring have been assessed and have gone through one cycle of modification, whereas Library Program SLOs have not yet been assessed. Therefore, the results of Library Program SLOs could not be used for program or institutional improvement.

Findings and Evidence

The Library has five full-time librarians and a number of part-time librarians, sufficient to serve the needs of the students (IIC1a). The first of the "Strategic Directions" in Diablo Valley College's Strategic Plan for 2006-2011 is to become a "Learning College." This supports the college mission that explicitly states, "The college provides . . . support services to meet the diverse needs and abilities of students." In order to achieve this mission and to

move in the direction clearly stated in the Strategic Plan to become more of a learning college, the institution selects and maintains educational equipment and materials to support student learning. The Librarians and Dean of Library and Learning Resources rely on appropriate expertise of discipline faculty to determine which materials to purchase, which to "weed out," and which to shift into an electronic format (e-books, e-resources, etc.). A copy of a document entitled "Faculty Contact Spring 2007" was produced indicating contacts with full-time faculty to be 204 and part-time faculty contacts to be 100 during Spring of 2007; II.C.1.a.

Pertaining to the quantity, quality, depth, and variety of the library collection, the institution uses a variety of methods to make its assessments. It tracks the usage of materials (number of full-text articles retrieved; number of searches; number of e-books used; number of print volumes and periodicals used; number of visitors to the Library; the use of group study rooms; the number of PC hours logged; the number of questions answered by Reference Librarians; the number of Library Workshops given; the number of students completing such Library Workshops; as well as a detailed survey of Faculty and Staff regarding services offered by the Library and the sufficiency of the Library's collection (2007) to which 84.4% responded positively). In addition, surveys of student satisfaction with Library services taken in 2004 and 2006 revealed a 90% and 89% satisfaction rate, respectively. In a 2007 student survey, the Library was cited as the number one service accessed by students, followed by the computer services at number two, and tutorial services at number four. (All of the above-mentioned tracking documents were produced along with all of the above-mentioned survey results; IIC1a.)

The institution validates that it has sufficient depth and variety of materials to meet the needs of its students, through regular meetings with the Librarians/Dean of Library and Learning Resources, with discipline faculty to review student use of Library materials by each discipline to decide which materials to acquire, which to "weed out," and which to convert to e-books/e-resources. This correlation of usage data and dialogue with discipline faculty assures that the institution is carefully and continuously assessing the quality, depth, and variety of its materials based on students' apparent needs. (IIC1a)

The team noted that the institution has made some progress in developing student learning outcomes, measuring them, and using the results of measurement to plan and implement institutional improvements both at the course level and at the program level such as:
- Assessment of whether workshops are helping students learning basic information skills (two cycles of assessment);
- A Faculty Survey on whether faculty and staff believe workshops made a positive difference in student performance (2006: 4.34/5; and 2007: 4.39/5);
- A Faculty Survey on whether students are more likely to use the library on their own (4.53), use the catalog (4.23), use electronic databases (4.72), whether or not students are more prepared to complete assignments after completing the library workshop (4.59);
- A Student Survey in which students state that their confidence levels in searching the library catalog increased from 64% in 2006 to 77% in 2007;

- A Student Survey in which students state that their confidence levels in searching databases increased from 58% in 2006 to 86% in 2007; and
- Meetings of the Tutoring Advisory Committee (TAC) minutes of which reflect discussion of program-level SLOs (2007-2008) (IIC1a).

In fall of 2003, Diablo Valley College implemented a new graduation requirement on information competency. To satisfy the requirement, students must successfully complete a one-unit library course or test out of the requirement. (IIC1b)

The Library Workshops are also offered to cover both general use of the Library and subject-specific research skills. In 2006-07, Librarians taught 145 such workshops, a 6.5% increase from the previous year. (A document entitled "Library Workshops Taught by Discipline" was produced.) The Library tracks the number of requests for these workshops as well as conducting two assessment instruments to track student learning resulting from these workshops. The results of two cycles of such assessments indicate that students are successfully acquiring the information skills they need to succeed in college work. The team verified the SLO Assessment documentation. Finally, the Library also uses faculty survey data to assess instructor perception of student learning in the Library Workshops wherein in Spring of 2006 faculty rated satisfaction at 4.34 out of 5 and in Spring of 2007 at 4.39 out of 5. A college-wide Faculty and Staff Survey of 2007 found similar perceptions regarding student learning in Library Workshops. That self-same survey did, however, also indicate that students lack sufficient ability to critically assess information with regard to social, legal, or ethical issues, suggesting that completion of the one-unit library course would be even more effective than workshops alone in meeting students' educational needs with regard to library skills. In addition, to facilitate student access to library skills information, "Searchpath," a six-module Web-based curriculum is also available. (IIC1b)

Reference Services were also tracked with over 20,000 reference encounters noted annually. To assess such contacts, the Library conducted a series of student surveys. The results were commendable in 2007, with 94% learning something new from the librarian interaction, 77% experiencing an increase in confidence in searching the catalog (up from 64% in 2006), and 86% noting an increase in confidence level in searching databases (up from 58% in 2006). (IIC1b)

The institution provides students and personnel responsible for student learning programs and services adequate access to the Library because there is on-line Web access. With regard to other learning services, the main campus offers access to thirty-two different labs as well as tutoring in at least thirty-one different disciplines for at least 5,000 students each semester. The same breadth and depth is not evident, however, at the San Ramon Campus. There are only four staffed tutorial/labs covering four different disciplines, with a minimal number of peer tutors available on the San Ramon Campus. (IIC1c) There is no evidence to evaluate tutoring service support on the San Ramon Campus.

The self study report indicates that the institution struggles to provide effective maintenance for its library and lab computers. The lack of regular staff and the inadequacy of training was noted (p. 176). The self study further noted that, "Equipment maintenance remains

unpredictable in terms of available staff and their skill level." (p. 177) Library staff interviewed confirmed this information. However, it is clear that the information contained in the self study report is not universally supported by the IT department. Specifically, the IT Director's interpretation of services provided by IT for computer labs and for media services was superior, according to a satisfaction survey tracked by the "Footprint" software, actually 4 out of 5, with 5 being "very satisfied." The IT Director also explained that he was on sabbatical when the self study report was written and finalized. Along the same lines, the Dean of Library and Learning Resources produced documentation of a survey of lab coordinators as a focused study expressing dissatisfaction with tech support staffing and level of expertise. This differing view could be a result of an outdated Technology Plan. The dissatisfaction of certain labs with the quality and speed of computer repair seems to remain a point of disagreement. (IIC1d)

For the past two years, the San Ramon Campus has been working diligently with the bureaucracies affiliated with the City of San Ramon and Contra Costa County, as well as its own internal processes, to solidify the joint-use library agreement. The cooperative efforts have resulted in students having access to all of the materials contained in the 25-library system of the County as well as a spotless County Library (maintained by the City's employees). Representatives from the three constituency groups meet once a month to fine-tune their working relationship. This is a stellar example of three distinct entities coming together to work for the good of the community and students, with patience and dedication required to navigate three sets of lawyers and three sets of boards. (IIC1e)

The institution has engaged in institutional dialogue about student learning and student achievement as well as about institutional processes for evaluation and plans for improvement and there is some evidence of a culture and practice that supports continuous improvement with regard to this standard through meetings and the committee structure at the college.

Conclusion

The challenge with regard to student learning and information competency comes with the demographic shift being experienced by Diablo Valley College. The self study report stated that the introductory tours, sessions, Basic Skills Workbook, and half-unit course on Fundamental Library and Research Skills are all underutilized by the people who need it most, namely—basic skills students. (IIC1c) This challenge is most likely exacerbated by a shortage of personnel, most evident by the recent resignation of the Tutoring Services Coordinator. (IIC1b)

The Dean of Library and Learning Resources and the Librarians have tracked data regarding use of Library materials and used resultant analysis of the data to closely monitor Library materials and support services. (IIC1a) Further, the breadth and depth of tutoring support services is not comparable at the San Ramon Campus, and the institution should be encouraged to ensure "access to the library and other learning support services, regardless of their location or means of delivery." (IIC1c)

There is a definite lack of understanding of the status of the campus technology master plan and its purpose. The fact that it has not been updated in years could account for the varied perceptions. (IIC1d) The team noted that the institution needs to improve its channels of communication around this issue or the development of a new technology master plan would simply not occur.

The college should be commended for its Joint-Use Agreement in force at the San Ramon Campus involving the Contra Costa Library System and the City of San Ramon. This is an excellent example of a collaboration serving the best interests of Diablo Valley College's students and the community.

RECOMMENDATIONS

See recommendation 2.

See recommendation 3.

See recommendation 4.

Recommendation 5: The team recommends that Diablo Valley College develop a new technology master plan that reflects current and future needs which is integrated into college wide planning and resource allocation including the evaluation and support of instructional, student services and administration functions for the college and off-campus sites. (Standards: IIC1d, IIIc1c, IIIc1d, IIIc2)

Recommendation 6: The team recommends that Diablo Valley College fully implement recommendation 2 from the 2002 Accreditation Evaluation Report which states, "Improvement of the existing curriculum process to include a timely, systematic review and efficient procedures for course and program approval with adequate technology and staff support." Furthermore, the team recommends that the curriculum process be fully integrated with the program review process. (Standards: IIA2a, IIA2e)

Standard III: Resources

Standard IIIA: Human Resources

General Observations

The college is emerging from years of strife and animosity between faculty and administration including the creation of full-time division deans in the 2001-2002 academic year and legal process, which ended in March 2007. Additional stress was caused by financial difficulties at the state and district level and retirement incentives that lead to a reduction in faculty and staff from 2002-2003 to the present, although there has been an increase in positions hired since the nadir. Salary cuts in 2004 since restored would have far from a salutary effect on morale. (Source EMP p. 180) It appears with new senior administration and vacant or interim positions filled or in the process of being filled there is a more open, collaborative and stable administrative team and faculty willing to engage and participate through the shared governance process. This is a hopeful and encouraging sign for the college. The college is strongly encouraged to build upon this base and move swiftly to achieve sustainable systems in program review, planning and by 2012 Student Learning Outcomes.

Findings and Evidence

The self study raised strong concerns of a lack of full-time faculty and staff based on the accreditation survey (III.A.1.) The self study also indicates that there are enough faculty members and staff to meet the minimum to operate the college (III.A.2). It was inferred in the self study and confirmed in interviews that, while adequate, the faculty and staff are stretched thin and the college would be better served by increasing their numbers. The college cited statewide and the Bay Area 10 colleges' rankings to support its position. While there is no planning agenda or on-going resources, the College Improvement Plan draft of February 2007 states that the goal of the college is to seek to hire more full-time faculty and classified staff, make salaries more competitive and workload more equitable. It was obvious throughout this Standard in the self study that the college chose not to do planning agenda items; rather, it chose its own process through the College Improvement Plan.

Interviews with the Box 2A Committee indicate a healthy, trusting process for prioritizing faculty position requests. The committee disseminates results of its decision with an explanation. The committee is assessing the process and is open for revision. This is all noteworthy of praise. (IIIA1a) As is required by The Commission, the Box 2A committee should systematically incorporate college wide planning processes such as program review in its decision making.

The self study makes note in III.A.1.b that administration and faculty think the evaluation "…process is too cumbersome and time consuming and does not address concerns regarding unsatisfactory faculty." However there is little analysis or context of the statement; nor a sense of any union/district agenda to address this issue in collective bargaining or in the faculty senate and no mention in the planning agenda. Indeed accreditation survey questions #61 and #68 (evidence IIIA-21 &22) indicate that the majority of employees strongly agree

or agree that the evaluation process is effective (there appears to be no break out between faculty, classified staff and administrators to the questions so it is possible that the faculty could be dissatisfied with faculty evaluations but the results are masked in the survey). The College Improvement Plan states one plan is to revise the evaluation process for part-time faculty. The revisions have been negotiated in the last collective bargaining session and are currently up for ratification. Based on interviews, improving the full-time faculty evaluation process is contemplated by the administration and union in the next collective bargaining cycle. Classified staff do not have periodic evaluations after reaching the top salary step. The college and the staff would be better served if there were formal periodic evaluations to provide feedback and serve as another basis for dialogue.

The college discusses its commitment to diversity in the Strategic Plan and Educational Master Plan (III.A.4). The college plans to reestablish the Diversity Committee and update the committee's mission (II.B.3.d). The Educational Master Plan indicates from 2001 to 2006 the percentage of the "non-white" student population increased from 33.7% to 39.6%. Ideally the faculty percentage of "non-white" faculty would increase as well; instead it decreased (slightly) from 23.3% to 23.1%. The college has begun to include dialogue about the importance of diversity in the faculty hiring process. The college is encouraged to implement similar processes for administration and classified staff and to continue to develop and implement additional measures. The college must create action plans that support the Strategic Plan and Educational Master Plan goals of hiring faculty, staff and administration to better reflect the composition of the student body. Given the largely homogenous composition of the administration, faculty, and staff, expanded and systematic efforts to infuse cultural competency into the college is especially important.

The college states that the accreditation survey indicates that employees do not believe"…all constituency groups are given equal respect and consideration when considering new directions." (III.A.4.c). But there is no analysis or context provided within the substandard as to possible causes, nor is there a planning agenda to address this issue. It does appear based on interviews that there is a greater openness and more dialogue and a rebuilding of trust since the survey was administered last fall. The College Improvement Plan establishes an agenda item to plan to address the perception of disrespect among constituency groups. Mutual respect is required for improved communication and effective governance, as noted in Standard IV.

While the college has no planning agenda for professional development (IIIA5), the self study raises important issues. As stated in the College Improvement Plan, the college is to explore developing orientation programs for new classified staff and administrators, consider fully restoring reassign time for faculty to coordinate professional development activities, stabilize and if possible increase funding. The self study and College Improvement Plan states the need for presenters at professional development receive valuable feedback and evaluations from attendees. In addition to the College Improvement Plan planning items, the college is encouraged to consider expanded training and professional development for classified staff. The college is encouraged to continue to find ways to provide professional development opportunities for the San Ramon Campus without requiring travel on the part of San Ramon Campus faculty and staff and to provide a systematic process to provide

professional development for San Ramon Campus. The college is justifiably proud of the NEXUS program for new full-time and part-time faculty. In addition to the College Improvement Plan planning items, the college is encouraged to consider expanded professional development for classified staff.

The college cites the Strategic Plan and Educational Master Plan to support the warrant that its human resource planning is integrated with institutional planning and "…systematically accesses the effective use of its human resources and uses the results of the evaluation results as a basis for improvement." (IIIA6). Both of the documents have a broad discussion with the goals stated---however; actual processes or plans are not part of either document. Indeed the Educational Master Plan states: on page 238 that:

> "The majority of departments acknowledge the serious challenges facing the college as a result of full-time faculty and staff shortages. Filling the existing vacancies will take several years. The college will be successful in addressing this issue *when it develops an effective human resources plan* that establishes milestones for addressing all facets of human resources including, hiring, orientations, compensation packages, retirements, evaluations, and staff development, of work ethics. Departmental responses to this issue focused mainly on filling vacancies. Few units addressed the compensation and staff development issues, but none addressed personnel evaluations and ethical considerations."

However, the college *has not developed* a human resources plan nor appears to be in the process of creating a plan. (IIIA)

The self study cites the Educational Master Plan to offer a specific example of the link between planning and resource allocation cited in the self-evaluation in IIIA6 : "Diablo Valley College has had several examples of successful linkages between planning and budgeting, including…the program review results to the faculty hiring process." Those interviewed stated that although objective quantifiable criteria are used in addition to qualitative data in determining the priority for faculty positions, there is no direct link to program review. (IIIA) The reason stated as to why program reviews were not linked was that program reviews universally state requests for positions. Departments felt they have a shortage of full-time faculty since the financial crunch reduced their number; and therefore program reviews were not useful in prioritizing requests for faculty positions. Regardless of the rationale for not linking program reviews to the faculty hiring process, it is disappointing to note the contradiction between the statement in the self study and actual practice.

Conclusion

The link between planning and resource allocation must be established and practiced with respect to human resources. (IIIA) The college must build on the Strategic Plan and Educational Master Plan as well as finish the revision of the program review process it has just begun, and link these and other planning processes to resource allocation. Given the dearth of planning agenda item (identified under the College Improvement Plan); -- it is

critical that the college follow up on the College Improvement Plan with regard to human resources. However, it is important to note that it caused the visiting team to question the integrity of the self study when it was noted that not one planning agenda item was cited in the Standard III A section on Human Resources. Whereas, there were numerous planning agenda items noted in the College Improvement Plan under the category of Human Resources. Given the planning agendas for self improvement were listed in the College Improvement Plan (CIP), it was disappointing not to receive the CIP with the other materials in advance of the site visit. It should be further noted that the CIP contained a list of issues without the traditional planning elements such as timelines, or assignments of issues to committees, taskforces or individuals.

Standard IIIB: Physical Resources

General Observations

Many of the buildings on the Diablo Valley College campus date back to the original campus developed in the early 1950's or additions during the 1970's. However the grounds and facilities are well maintained by a staff of 18 people. In 2002 the CCCCD passed Measure A that provided resources for Diablo Valley College to renovate the library, science and advanced technology center. In 2006 the CCCCD passed a second bond, also named Measure A and will provide $68 million to support additional renovations and the addition of a new central quad including a new student and food services center.

Findings and Evidence

The facilities are well maintained but there is no evidence of a long-term scheduled maintenance plan for existing and new facilities. In addition, the team could not find evidence to suggest how state scheduled maintenance resources are distributed to campuses in a manner assuring that all locations will continue to be properly maintained and provide a quality learning environment. After the campus receives its annual scheduled maintenance allocation from the district, the college determines maintenance projects to be completed within that year. Current building assessments date back to 2000. (IIIB1a, IIIB1b)

The CCCCD passed Measure A in 2002 and 2006 to address long-range capital plans. However these resources only address a small percentage of needs at both Diablo Valley College and San Ramon Campus. The college has identified capital construction projects that qualify for state capital outlay funding; however, state resources may be constrained by its ability to pass and sell state bonds during the current economic climate. There is no evidence of discussion disclosed regarding potential future bond measures. (IIIB2a)

Physical resource planning is integrated with institutional planning through the Educational Master Plan and Facilities Master Plan. The Educational Master Plan served to inform the development of the Facilities Master Plan. It was unclear how the program review facilities requests informed the unit summaries referred to in the Education Master Plan but the plan development process spearheaded by the Planning Council did seem to be inclusive. The Facilities Master Plan was presented to the CCCCD Board of Trustees for information in

October 2007. However the Measure A bond list was developed before either plan was complete or there is no evidence regarding how the two will be reconciled. Currently, there is not a college shared governance group that is responsible for facilities planning and coordination. The study does not address how individual bond projects are developed in a collaborative college process that meets the needs of Diablo Valley College student teaching and learning. (IIIB2b)

Conclusion

The self study indicates that the "college relies primarily on the program review process to evaluate how effectively facilities are meeting the needs of programs and services" yet there is no ongoing college-wide process for evaluation and response in relation to facilities. In addition, administrative program reviews are not complete so there is no way to effectively determine whether there is adequate staffing to maintain minimum standards of support (e.g. custodial, plant operations, etc.).

The results of an internal survey conducted for accreditation indicted that a slight majority of respondents felt that their facility was adequate to meet their functionality. This also means that many did not feel that facilities were adequate yet there is not a college-wide facilities governance group to understand and address these issues.

In addition, given the unlikelihood of state capital outlay funding to augment bond resources, there is no evidence of college-wide dialogue concerning the realignment of construction and maintenance projects to current resource levels.

Standard IIIC: Technology Resources

General Observations

The college has a solid foundation in the provision of technology services at three sites with 36 computer labs and a variety of additional technology and associated support services. The accreditation survey shows a high level of satisfaction with technology and media services among students and faculty. However, there are two different surveys reporting different levels of satisfaction (See Standard II.C of this report). There is an Information Technology Committee that consists of a cross-functional group of faculty and staff. This group reports to the Executive Dean of Information Technology & Services.

Findings and Evidence

In general, technology supports learning, teaching, college-wide communication, research and operational systems. However, this happens without the guidance of a college technology master plan that is responsive to program reviews and that guides resource allocations. There are issues with web development, the ability to keep the web server operational for communication during black outs and/or emergency operations, and with the curriculum system software. (IIIC1) Survey data suggests an overall level of satisfaction of both

students and staff with technology services, professional support, facilities, hardware and software.

Collaboration between Diablo Valley College's staff development efforts and Technology Services supports the general effectiveness of the institution through a variety of quality training options for faculty, staff and students. However, to fully engage staff in the training available there is a need for further planning in this area. In addition, Technology Services has developed a web-based curriculum management while the district provides Web Advisor to faculty and students for general student services such as registration, class rosters, and grading. (IIIC1a, IIIC1b)

The instructional equipment allocation process was reported to the team as effective, albeit detached from program review and integrated planning. The process starts with the Budget Oversight Committee that distributes categorical one-time allocations for instructional equipment. Annual needs are submitted to the Campus Review Committee after each division determines and prioritizes its requests. This is followed up by a detailed process of prioritizing requests from departments that are voted upon by the Budget Review Committee. The Budget Review Committee process is inclusive and systematic and is generally perceived to be fair and effective. This distribution supports the effective utilization of technology resources and supports the development, maintenance, and enhancement of Diablo Valley College programs and services. This includes programs and services at the San Ramon Campus as well as increased distance and hybrid course offerings. (IIIC1c, IIIC1d)

Technology planning is not integrated with institutional planning. During the visit, the team could not verify that the institution systematically assess the effective use of technology resources or uses the results of evaluation as the basis for improvement. Diablo Valley College completed its last technology master plan in 2001. The plan was comprehensive and included implementation timelines over a three-year period through 2004. There was a progress report authored in November 2003. However since that time, there has been no comprehensive and integrated effort to guide the development and implementation of technology resources over the last four years. The Information Technology Committee is responsible for the oversight of the technology master plan; however, it has elected to extend the previous master plan rather than update based on current needs and program reviews. An assessment of the previous plan did occur in November 2004. (III.C.2) However, it does not appear that this "assessment" led to any improvements based on interviews with dissatisfied DVC staff.

Conclusion

While previously recognized goals may exist within the expired technology master plan, given the ever changing nature of technology and the resulting evolution of demand, the college would be best served by a comprehensive technology planning update. Information Technology and Services is a function that operates with limited human and fiscal resources. The Information Technology Committee should be an integrated component of the college's governance committee structure and should keep minutes that are available to the greater

college community. If Information technology Committee work were integrated with the governance structure, it might lead to an integrated planning process (IIIC)

Standard IIID: Financial Resources

General Observations

The college suffered a significant enrollment decline in 2002-03 and an associated decline in resources has resulted. In 2003-04 the CCCCD reduced Diablo Valley College's operating funds by 30%. In response Diablo Valley College reduced all operating funds by 10%. In the 2004-05 the consolidation of PFE (Program for Excellence) funds into the state-funding base reduced Diablo Valley College's allocated resources for tutoring by $187,951; however, the college absorbed all but $46,000 of the reduction. Also, in 2007-08 the CCCCD moved the operating budget from the district to the college.

Findings and Evidence

The team could not verify that planning is integrated with resource allocation or that the college mission and goals guide financial planning. Even though the strategic initiatives do speak to enhancing college resources there was no evidence to support the assertion. There does not appear to have been a college-wide process during which action plans have developed from the strategies. The college freely admits that financial resources' planning is not integrated with institutional planning. While instructional and student services program reviews may be completed data derived from those reviews are not used to guide allocation or reallocation decisions. Administrative program reviews are schedule for future completion. The Program Review Task Force has been discussing this issue. The team could not verify that there is any significant discussion within the Diablo Valley College Budget Oversight Committee on this topic. (IIID1a)

Guidelines and processes for financial planning and budget development exist at both the district and college level. The two processes are not integrated. There is not a formalized district budget-planning group; however, the District Shared Governance Committee has recently been designated as the District Budget Committee. There is no liaison to the district committee from the Campus Budget Oversight Committee but the college committee is small and focused only on the distribution of one-time funds. In addition, there is a Campus Review Committee that is focused on the distributing the equipment resources allocated by the Budget Oversight Committee. There have been additional resources developed through grants and partnerships to expand and support student learning. (IIID1a, IIID1b, IIID1d)

The district has augmented reserves to the 5% level and additional one-time resources received from the state during 2006-07 have been left as unrestricted reserves. There is a small college-wide contingency of $50,000 in the President's Office. There is one long-term lease obligation for the Walnut Creek Center with base rate established at $225,000 annually in 2003 and annual escalations of CPI. This lease runs through September 30, 2011 and is a district obligation. Non-current liabilities are primarily long-term debt on the 2002 Measure

A bonds ($112.8 million) and employee-compensated absences ($11.5 million). The CCCCD Financial Statements with Independent Auditors Report Year Ended June 30, 2007 indicate that there are adequate resources and plans to fund liabilities and future obligations. (IIID1c)

Diablo Valley College has identified a budget allocation process through Diablo Valley College Procedure 5018.01 –Budget Allocation Process, adopted May 17, 2004. The process identifies the committees involved in the budget process as the Budget Oversight Committee, Planning Council, and Budget Review Committee. The process does not define committee membership or refer to other documents for this information. Although the process states that budget decisions are linked to the planning process there the team could not verify evidence to support this contention. The process delineates specific steps that the Budget Oversight Committee will follow to allocate funds. Since there are no minutes for the Budget Oversight Committee and the information provided indicates that the Budget Oversight Committee does not meet on a regular basis it is difficult to assume that the process is followed or that all constituencies have input into the outcomes. (IIID1d)

The 2007-08 budget represents that 58.5% of the college's budget is dedicated to Instruction and Student Services so it may be inferred that Diablo Valley College financial documents reflect support of student learning. For the Year Ended June 30, 2007 there was one audit finding that required action by Diablo Valley College. During testing of actively enrolled students and of state apportionment system compliance the auditor found significant deficiencies in the sites' attendance systems related to drops being entered as of census date. The response to audit findings associated with Diablo Valley College are appropriate and have been corrected. (IIID2a)

Financial information is provided and communicated to the Diablo Valley College Leadership Council and the Senates; however, there was no evidence to support that the dissemination of budget information throughout the institution occurs. There is minimal documentation detailing the college budget and it is strongly suggested that a website presence for financial information be developed. (IIID2b)

The Institution has sufficient cash flows per the CCCCD Financial Statements with Independent Auditors Report Year Ended June 30, 2007. (IIID2c)

There has been a void of permanent staff at the district level in the area of financial oversight. A contracted consultant currently fills the Chief Business Officer position and the Director of Fiscal Services is an interim position. Both are district positions. Effective oversight of finances is compromised under these conditions. The CCCCD Financial Statements with Independent Auditors Report Year Ended June 30, 2007 included seven findings and the CCCCD Financial Statements with Independent Auditors Report Year Ended June 30, 2006 included four findings. As of this writing in mid-October, the 2008-09 budget had yet to be loaded into the district-wide financial management system (IIID2d)

The district uses Datatel as its financial management system and it appears that it provides accurate information and has integrity. College administration recommends that all division offices track their own expenditures and not rely on the Datatel summary. This is due to the

lag between division financial commitments and actual encumbrances and transaction data appearing in the system. This process is recommended as a financial management tool rather than indicating a deficit in the system. (IIID2e)

There are two contractual agreements with external entities that are entered into by CCCCD on behalf of Diablo Valley College: the Memorandum of Understanding (MOU) regarding the operation of the Dougherty Station Library for SRC and a long-term facilities lease for the Walnut Creek Center. Both agreements are written to maintain the institutional integrity of Diablo Valley College. The two-year agreement with the County of Contra Costa provides for access of Diablo Valley College students at the San Ramon Campus to the Dougherty Station Library in San Ramon. The MOU provides for a shared cost model for librarian services with Diablo Valley College funding approximately 35% of the total cost. The MOU will continue until a Lease and Operating Agreement is executed by the parties. This agreement is an example of an effective collaboration between the college, district and local municipalities to serve students in an effective and efficient manner. (IIID2f)

Financial management processes are evaluated regularly through an annual audit process at the district level. Findings represent areas that do not meet compliance standards or practices that are inadequate. The CCCCD Financial Statements with Independent Auditors Report Year Ended June 30, 2007 included seven findings and the CCCCD Financial Statements with Independent Auditors Report Year Ended June 30, 2006 included four findings. The June 30, 2007 report noted significant deficiencies at the district with respect to common accounting practices. The district has indicated it concurs with the recommendations but it is strongly suggested that district procedures be comprehensively reviewed to ensure that all financial management processes are compliant and adequate on an ongoing basis. (IIID2g)

The Diablo Valley College base budget is rolled from year to year without a systematic assessment of the effectiveness of the allocated financial resources. There is a desire by Diablo Valley College to develop and implement a process that looks across all areas of the campus to align budgetary resources through program review and institutional planning and includes an assessment loop. The anticipated outcome of this process is a more relevant distribution of resources that align closely to the actual discretionary instructional costs of course delivery at the department level. (IIID3)

Conclusions

There is much evidence to suggest that financial resource planning is not integrated with institutional planning. At the time of writing there is acknowledgement by the president and through the notes of the Leadership Council that integration was desired but has not been acted upon. While there are sufficient financial resources to support student learning and associated support services there is a general lack of an informed shared governance structure and communications plan to support college-wide dialogue around fiscal resources.

There are two resource allocation committees and neither committee takes responsibility for review and assessment of Diablo Valley College's overall budget. It is highly suggested that

an overall fiscal resource review and allocation process be formalized and linked into the district process.

RECOMMENDATIONS

See recommendation 2.

See recommendation 3.

See recommendation 5.

Recommendation 7: The team recommends that the college further improve communication to increase collaboration across organizational structures by promoting transparent decision making, honest dialogue and widespread dissemination of internal college documents. (Standards: III B2b, IIIC, IIIC2, IIID1a, IIID1d, IVA1, IVA2, IVA2b).

District Recommendations

Recommendation 8: In order to improve its resource allocation process, the district should expedite development of a financial allocation model including the following (Standards: IIIC1, IIID1a, IIID2a, IIID3, IV3C):
      a. The model as a whole;
      b. Funding for adjunct faculty in a way that will support the district and college intentions to increase student enrollment;
      c. Technology funding.

Recommendation 9: In order to meet the standard, the district should establish a written code of professional ethics which includes managers. (Standard: IIIA1d)

Recommendation 10: In order to meet the standard, the district should integrate student learning outcomes into the evaluation process for those who have a direct responsibility for student progress toward achieving student learning outcomes. (Standard: IIIA1c)

Standard IV: Leadership and Governance

General Observations

With respect to basic decision making roles and processes on the Diablo Valley College campus, the college continues to demonstrate a commitment to collegial participatory practices. In addition, the policy oversight by the governing board and the formal governance structures appears sound. It further appears the new president has made numerous efforts to improve communication among all constituency groups. The president's memoranda outlining progress in hiring, facilities, accreditation, student services and other activities at the college are disseminated college wide. In addition, the president has expanded the president's cabinet to include the presidents of the classified and faculty senates. The president is commended for her attempts at initiating dialogue in one year of tenure.

College dialogue is still somewhat stymied; however, by the ongoing after effects of the law suit and the change in the dean structure and centralized tutoring center. In 2007, the law suit was finally settled after four years of litigation. In addition, the changes in the tutorial center eliminated faculty control of the center and placed operations under the direction of a full-time administrator. The tutorial center has undergone some changes that address the concerns of faculty with respect to "losing control" of the tutoring center activities.

The college has undergone substantial changes in personnel at virtually every level of the management structure over the past couple of years, and retirements and other administrative changes have had a significant impact on the Diablo Valley College campus.

Findings and Evidence

As noted in the self study, "Diablo Valley College is beginning to reclaim its status as a collegial institution." Administrators interviewed noted that there is a greater dissemination of information than there has been in the past. But it became evident to the visiting team that individual faculty and staff are not fully participating in the new committee structures. It was reported that individual initiative is not encouraged by the institution and faculty and staff have "varied levels of understanding" as to how ideas can be brought forward. (IVA1, IVA2)

Although this could be understandable given the changes in leadership; building of confidence among the college constituent groups after a difficult period of conflict, and the newness of the committee and planning processes, there still needs to be more integrated efforts to engage faculty and staff in more meaningful ways. (I.B.2, I.B3) However, this is not a new issue to the college, as it was noted in the 2003 Progress Report as an area needing improvement. Evidence suggested plans, structures, and procedures developed to energize faculty and staff in fully participating in the decision making aspects of the institution; however, they have not been acted upon, or are well known by those staff interviewed. In spite of the noted planning and reorganizational efforts, these plans have not been fully implemented and participation in planning activities was noted as minimal.

It should also be noted that the lack of participation of classified staff in shared governance was identified as an issue since the 2003 Progress Report. (I.B.4) Little progress has been

made on the issue over the last five years; as cited in the College Improvement Plan (2008) that managers should find ways to support the participation of classified staff on committees. There seems to be a lack of agreement on roles within the institution. As stated in the self study, "…whether all members have a substantive voice in decision making is still a question." A decision making matrix was developed, but faculty, administrators, and classified staff agreement was not obtained with respect to utilization of this form/process. Institutional barriers such as the difficulty of classified staff members to become active in college wide decision making groups within the organization is hindering full participation.

Further, the self study, in addition to staff interviews indicated that the role of the division dean is still not clearly defined. The controversy of division deans has also contributed to the progress of defining and implementing a collegial governance process that serves the institution. (IB1, IB4) Even though the college has a Diablo Valley College committee manual and a communication/decision making matrix there are still issues related to whether its members have a substantive voice and whether or not there is sufficient participation on Diablo Valley College committees. It also seems like the long standing issue regarding the roles of division deans is still a concern to many at Diablo Valley College.

The Diablo Valley College Planning Council has proposed a process for evaluation of administrative functions. The college has also taken steps to "formalize" its process of identifying methods of integrating planning functions. The institution must not continue to remain in the proposal or planning stages, but in the implementation and evaluation stages of these processes. (IVB2a, IVB2b) Throughout the self study the report refers to the college as having to establish "meaningful processes." What is even more compelling is that these concerns date back to the 2003 Progress Report. It is now five years since the Progress Report and the Planning Council and Leadership Council are still attempting to design an institutional planning process and decision making process that is effective. Accepted and well defined collegial processes— adopted by all constituent groups, with respect to planning and decision making need to be designed and implemented in order for the college to operate effectively—and collegially.

There were faculty and staff interviewed who believe that the new president should move to accomplish the above mentioned tasks immediately. They believe the college is ready to follow her direction, but need a leader that will "inspire" them to move ahead. Those interviewed stated the key issues were clear and noted them as; 1) funding, 2) reliability of data for decision making, 3) openness in the decision making process, and 4) committee participation that leads toward meaningful results and decisions.

The team noted that membership of the Leadership Council would like to improve the climate of the college by ensuring all members are valued; that layers of committees are eliminated; and that respect for individuals is promoted. This is a notable goal. However, the college must go beyond celebrating everyone's contribution; it is important that the college constituency groups know how to forward their recommendations and that their needs are being addressed in a timely manner. In this way, the college will encourage participation and demonstrate that all individuals are valued and respected. (IVA1, IVA2, IVA3)

The district budget officer indicates that the FTEF formula funding model is being reviewed and the campus financial vice president indicates that this is indeed the case. There is much work that needs to be done to ensure that the budget allocation is equitable, provides adequate resources, is tied to program review and understood by all campus constituents. Although budget allocation is addressed under the heading of another standard (III), the questions regarding budget allocation from the district and how it is determined and distributed must be addressed if the campus governance is to improve. Once all constituents trust the strategy to address the perceived inequity of the budget allocation model, the effectiveness of leadership and the governance process will increase dramatically. In addition, the linkage between district and campus planning must be clearly defined. The role of the District Governance Council and its relationship with campus governance committees needs further definition of purpose.

Conclusion

Diablo Valley College has a great deal of work to do to gain the confidence and trust of its constituency groups. The college turmoil with respect to organizational changes and law suits over the past several years is beginning to be overcome; however, there are still lingering effects that could cause obstacles that would impede the future effectiveness of the college and student learning. It is strongly suggested that everyone at the college begin to take proactive responsibility for the operations of the college and not allow past strained relationships among any number of groups—past administration, the district office, division deans, classified staff, faculty, etc. deter the college in moving forward. Although the fundamental organizational and committee structures are in place at Diablo Valley College, the past corrosive effects of the college climate could be a significant barrier to effective leadership and governance processes being implemented. If this shift does not fully occur, the institution will not be able to address Standard IV recommendations.

The chancellor and college presidents meet monthly with Academic Senate presidents on behalf of the Governing Board to discuss academic and professional matters and develop and review policies and procedures that ensure the quality, integrity, and improvement of student learning programs and services. Agreements reached in these meetings are reviewed and approved by the Governing Board. (IVB) In the self study, it was stated that over the past ten years, the district has made efforts to maintain current policies and procedures that address best practices in academic programs and student services. However, the self study further noted that funding allocations and distribution need to be reviewed. Diablo Valley College cited that the funding formulas for calculating the distribution of credit and non credit FTES allocations to the colleges have not been significantly reviewed or revised and are based upon dated and faulty assumptions. The self study cited, and the team also noted in interviews that Diablo Valley College wanted a more complete integration of Board planning with that of the colleges to ensure education quality and financial integrity. Final approval and responsibility for the educational programs and fiscal integrity of the district rest with the Governing Board, as found in Board Policy 1010, Code of Ethics of the Governing Board. It was also cited that the Board has the ultimate responsibility for curriculum, the educational master plan, facility planning, scheduled maintenance, and the five year construction plan supporting the district's educational plan.

The self study stated that the chancellor gives full responsibility and authority to the president to implement and administer delegated district policies. It also stated that the presidents serve at the pleasure of the chancellor and the Governing Board. In particular instances, such as the 2006-07 chancellor initiated college re-organization task force effort, the chancellor becomes more involved in campus issues. The college president does acknowledge the adequacy of a governance structure in place at the district level. Further, the president indicated that her evaluation process is quite extensive and is conducted on an annual basis.

With respect to the relationship between DVC and the district office, the self study indicates that faculty and staff question the data generated for planning. The self study planning agenda calls for the district and college to have "standardized sources or formulas for gathering data" to build confidence in the accuracy and relevance of all research and data for planning. Further, the data for the funding formula that the district uses for distribution of funds needs to be reviewed and accepted by the campuses. (See Recommendation 8.) In interviews, the chancellor, college president, and college vice presidents have stated that funding formulas are not reflective of the current needs of the colleges.

RECOMMENDATIONS

See recommendation 1.

See recommendation 2.

See recommendation 3.

See recommendation 7.

See recommendation 8.

District Recommendation

Recommendation 11: In order to meet standards, the district should develop a policy and implement procedures for evaluating the effectiveness of the district's administrative organization, the delineation of responsibilities of the district and the colleges, and the governance and decision making structures. The results should be widely communicated and used as a basis for improvement. (Standards: IVA, IVA1, IVA2, IVA3, IVB3, IVB3a, IVB3b, IVB3e, IVB3f, IVB3g)