



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
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November 21, 2014

Dear Dr. Noldon:

The Accrediting Commission for Community and Junior Colleges has a policy of transmitting a draft of the External Evaluation Report to the Chief Executive Officer (CEO) of the visited institution and the district/system chief executive where appropriate, before the final External Evaluation Report is sent to the Commission. The College is thereby given an opportunity to review the report for correction of possible errors of fact. A copy of the draft report is also sent to the ACCJC President.

A draft of the External Evaluation Report for Contra Costa College, as developed by the visiting team and prepared by the Team Chair, is enclosed. **This copy should be considered confidential to the College and should not be given general distribution outside your immediate leadership team.**

If you believe that the report contains errors of fact, the institutional CEO is invited to call these to my attention by returning the report with recommended corrections to my email address below within one week. If a district or system is involved, the chief executive of the district/system should be consulted for comments before sending the response. If I do not hear from you by November 28, 2014, I shall assume that you have not found errors of fact and do not wish to respond.

It is the sincere hope of the Commission and the External Evaluation Team that the Report be accurate and definite.

Sincerely,

Sylvia Thomas, Chairperson of the External Evaluation Team
Interim Vice Chancellor Diversity and Human Resources
Associate Vice Chancellor Educational Services
Riverside Community College District

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Enclosure

Cc: Dr. Barbara A. Beno, President, ACCJC

EXTERNAL EVALUATION REPORT

**Contra Costa College
2600 Mission Bell Drive
San Pablo, CA 94806**

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

This report represents the findings of the External Evaluation Team that visited
Contra Costa College on October 6, 2014 through October 9, 2014.

Sylvia Thomas, Chair

LIST OF TEAM MEMBERS

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Summary of the Report

INSTITUTION: Contra Costa College
DATE OF VISIT: October 6, 2014 through October 9, 2014
TEAM CHAIR: Sylvia Thomas
Associate Vice Chancellor, Riverside Community College District

A team of twelve professional educators visited Contra Costa College (CCC) October 6 through October 9, 2014, for the purpose of reaffirmation of accreditation through evaluation of the College's performance relative to the Accreditation Standards and its compliance with Eligibility Requirements, federal regulations, and Commission policies, to make recommendations for quality assurance and increasing institutional effectiveness, and to submit recommendations to the Accrediting Commission regarding the College's accredited status. The team members prepared for the visit in advance by attending a team member training, then by reviewing the Institutional Self Evaluation Report of Educational Quality and Institutional Effectiveness and preparing a draft report of their conclusions regarding the College's response to the recommendations from the most recent educational quality and institutional effectiveness review, their initial impressions of assigned Standards, Eligibility Requirements, and policies, and their overall opinion of the Self Evaluation Report.

Since Contra Costa College is one of three colleges in the Contra Costa Community College District (CCCCD), there was also a District accrediting team composed of a District Chair and assistant as well as representatives from the visiting teams for each of the three colleges. The District team, which included two members of the CCC team and its chair, focused on evaluating the performance of the Board of Trustees and the District Office relative to each of the three colleges in this multi-college district. Additionally, the District team reviewed the District's responses to previous recommendations. The District team met with the chancellor, district staff, and Board members. The chair of the District team maintained contact with the team chairs of the three colleges throughout the visit to share findings, observations, and recommendations.

The Contra Costa College team found the College to be exceptionally well prepared for the visit, with widespread understanding of the accreditation process evident throughout the college community. Attractive posters announcing the team visit were widespread and visible in various areas of the campus. The accommodations for the team worked very well, with a conference room at the hotel available for team meetings, outfitted with a computer, printer, shredder, and Internet access. The College provided a secure team meeting room at the College Center, fully equipped with computer, printer, supplies, and all accessories needed to complete work efficiently. Documentation to support the Self Evaluation Report was well organized in the team room at the College, and team members were given secure Internet access. The team hotel was located in close proximity to the College and, as a result, team members were able to car pool for the brief daily trip. The College does not use off campus sites for instruction so the team was able to focus exclusively on interviews and observations at the College. The team chair also attended the CCCC Board meeting which occurred during the visit.

The team began its work with a meeting held in the hotel team room the afternoon of Monday, October 6. Members of the team had previously met in Los Angeles on September 12 when they attended the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC) Team Training Workshop. The team chair provided an update on the District team's visit earlier in the day, reviewed everyone's specific assignments for Tuesday, responded to questions on protocol and procedure, and reaffirmed the importance of verifying information through evidentiary documentation and interviews. Following the meeting, the team traveled to the College for a brief walking tour of the locations to be used for the team's interviews, a visit to the rooms where the open forums and exit interview would be held, the team room, and brief visits with the College's president, vice president of academic affairs and student services, and the accreditation liaison officer/senior instruction dean.

Both prior to and during the visit, college staff—in particular, the accreditation liaison officer and the president's administrative assistant—responded quickly and efficiently to all requests made by team members through the team chair to arrange interviews and provide additional documentation or information.

The team conducted its work from the afternoon of Monday, October 6 through noon on Thursday, October 9. During the visit, team members conducted more than 75 interviews with college faculty, administrators, staff and students. District administrators and members of the Board of Trustees were also interviewed. Between interviews, team members visited face-to-face classes as well as various distance education classes. The team held two open forums that were well attended by college constituencies. During both forums, members of the college community, including students, spoke about the importance of the college in their lives and described it as a caring environment with excellent faculty, staff and administrators who are dedicated to the success of students. The College was described as “home” and a wonderful place with which to be associated as either a student or as an employee. Frequent team meetings were held throughout the visit. The team met at length in the hotel team room the evenings of Tuesday, October 7 and Wednesday, October 8 to review findings and evidence, and to focus on potential commendations and recommendations. The team met again on the morning of Thursday, October 9 to incorporate any new information and to finalize the summary to be shared with the college community. The Exit Report, which occurred at 2:00 p.m. on Thursday, October 9 was exceptionally well attended by members of the college community and district staff.

The Institutional Self Evaluation Report for Contra Costa College was a well written, comprehensive document that detailed the progress made since the previous accreditation and processes used by the institution to address the Recommendations of the Previous Accrediting Team, the Eligibility Requirements, the Commission Standards, and relevant Commission Policies. Despite challenging budgetary cycles, the report summarized the College's commitment to supporting the educational needs of West Contra Costa County and its dedication to the fulfillment of its stated mission. The report included internet links to evidence, and this approach, when functional, served to facilitate the work of the team in evaluating the College's performance relative to the Standards, Eligibility Requirements, policies, and previous team recommendations. Prior to the visit, team members experienced some inconvenience and difficulty with links on the College's website and access to

documentation. In every instance, the College responded to the team's access issues effectively. In general, the team found the Self Evaluation Report provided a fair and accurate depiction of the College and its work.

Throughout the visit, team interactions with faculty, staff, administrators, and students consistently confirmed what was portrayed in the report: that Contra Costa College is a collaborative and effective institution that is deeply committed to student learning and to the communities it serves. The College exemplifies a "can do" team spirit and a willingness to adapt to a myriad of changes (technological, human, and fiscal) thoughtfully and creatively. Innovative, systematic, and collegial approaches to delivering educational services have merited deserved accolades and, in some cases, grant awards. Team members found many of the College's programs, services, and processes to be worthy of commendation.

Through a review of not only the Self Evaluation Report, but also the College's responses to the 2008 recommendations, the 2009, 2010 Follow-Up Reports, and the Midterm Report, the team found Contra Costa College to be in compliance with all Eligibility Requirements and Commission policies. The District Team reviewed the District's responses to previous recommendations and determined the District has not responded completely to the previous team's recommendation (District Recommendation 3) relative to integrating student learning outcomes into the evaluation process.

With regard to the Standards, the team found that the College has made significant progress in the important areas of assessment and planning. Additionally, it has done exemplary work in the area of program review. Some of this work involved reviewing processes, institutionalizing practices, and using data to inform decision making. Because some of these changes are still relatively new, the College still has work to do in terms of closing the feedback loop and assessing processes for greater effectiveness. The College is also faced with an ongoing decline in enrollment and corresponding decline in FTES which needs to be addressed through actionable plans that were not provided. While the District and the College are fiscally sound, recent decentralization of certain finance functions and the corresponding shift in responsibility from District to College raised the team's concern about the College's ability to develop a plan for fiscal sustainability. This is of particular concern since the College mentions FTES production as a primary revenue source when it has been facing a consistent decline in enrollment.

Relatively recent changes are, in part, responsible for the fact that the College has yet to complete multiple cycles of assessment of institutional processes and closing the feedback loop. Completion of processes, assessment, and planning are themes which are present in team recommendations 2, 3, 4 and 5. Recommendation 1 is a result of the District's need to completely meet the previous team's recommendation on the inclusion of SLOs as a formal and required component of the evaluation process for faculty and others who have direct responsibility for student progress towards achieving student learning outcomes.

Introduction

Contra Costa College (CCC) is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Contra Costa Community College District Governing Board. Contra Costa College was the first of the three colleges in the District to be established. Originally named Contra Costa Junior College, West Campus, it began in 1949 at the old Kaiser Shipyards in Point Richmond. The first classes started February 14, 1950, with a beginning enrollment of 500 students. In 1956, the college moved to its present location, an 83-acre site in the rolling hills overlooking San Pablo Bay.

The College's mission is dedicated to "serving the diverse communities of West Contra Costa County and all others seeking a quality education." To support and advance this mission, the College offers 46 associate degrees, nine associate degrees for transfer, 46 certificates of achievement, and 16 certificates of accomplishment.

In fall 2014, Contra Costa College served a headcount of 7,087. This represents a decline from fall 2008 when the headcount was 7,861. Likewise, the Full-Time Equivalent Students (FTES) has declined from 6,360 FTES in 2008-2009 to 5,943 FTES in 2012-2013. This continued decline in enrollment is mirrored by a similar decline in enrollment in the College's feeder school districts. The most significant trend in the age distribution of the College since 2008 has been the increase in the number of CCC students 20-24 years of age. This demographic has increased six percent from fall 2008 (26 percent) to fall 2013 (32 percent). At the same time the College has seen a four percent reduction in students 25-49 years of age and a three percent reduction in students over 50 years of age.

The Hispanic population in the College's service area has grown considerably. Since fall 2008, the percentage of CCC students that identify as Hispanic has increased by five percent from 31 percent in fall 2008 to 36 percent in fall 2013. During this period, the percentage of students that identify as Asian has declined by three percent, the students that identify as White has declined by three percent and the students that identify as African American has declined by one percent.

Hispanic students represent the largest group race/ethnicity (36 percent) at the College. In response to the increasing Latino presence on campus, the La Raza Department created several courses with topics that include an introduction to Latino studies, Latino Film, and Latin American history. The La Raza Department and African American Studies Departments merged in 2011 to better serve the Hispanic and African American student populations, which are the two largest groups on campus. It is notable that the College was successful in pursuit of a Hispanic Serving Institution (HSI)-Science Technology, Engineering, and Math (STEM) grant to support the success of Latino students who are interested in STEM fields. In addition to the HSI award, the College has been awarded several other grants including Single Stop, and National Science Foundation grants which are all aimed at supporting student learning and success, several associated with STEM majors.

Contra Costa College has maintained its history of program excellence and has strong ties to the community it serves. The Journalism, Center for Science Excellence (CSE), Speech, and Music programs are nationally recognized, as is the successful on-campus relationship with

Middle College High School (MCHS). Despite economic downturns, the College is to be commended for its unwavering commitment to two middle college high school programs on campus (MCHS and Gateway to College). Currently the number of students enrolled in the Middle College High School is 265.

With the hiring of a new college president, vice president, dean of student services and the replacement of two other dean-level management positions, CCC has seen substantial change in its administrative personnel. The president has been diligent in solidifying the administrative leadership team and has worked conscientiously to maintain a college culture that is inclusive, collaborative, and transparent. All members of the college community, including students, have a “voice at the table.” This was best exemplified by the fact that a student chairs the College Council, the most visible and prominent governance college committee. Another mechanism for keeping the college community involved has been the “Traveling Road Shows” which have been well received. Typically presented by the president or other administrators, the Road Shows have been a venue for discussion of the College’s performance, current trends, interpretation of data, and relevant topics that impact the College. Aside from their intrinsic value, the Road Shows are a tangible demonstration of the College’s intent to be transparent and inclusive. They were frequently mentioned during interviews with constituency groups as an important part of the College’s open communication system.

During 2013-2014 academic year, the College conducted a thorough and inclusive review of its mission statement. In all of its processes, the College has honored its commitment to participatory governance. The review of the mission statement is tangible evidence of widespread college involvement. The Academic Senate, Classified Senate, Associated Students Union and Management Council continue to be fully involved in shaping the present and future of the College. Program review is an essential component of planning and decision making at the College. All administrative, academic, and student services units participate in program review on a four-year cycle while career technical programs do so every two years. Programs and services are reviewed for quality and compliance through the College’s institutional program review process. Findings from program review are used to justify budget, facility, and hiring resources.

Team members found the Institutional Self Evaluation Report to be well written and reasonably complete. Generally speaking, the report presents a fair and accurate portrait of the institution. The report includes all required sections, including college history, demographic information, achievement data, overview of the self-evaluation process, educational programs and delivery modes, and compliance with Eligibility Requirements, policies, and practices. The presentation of required information and evidentiary documentation through links in the report was appreciated. In those instances where the links were not functional and/or the team needed additional information or documentation, the College was quick to respond with hard copies or repaired links.

Review of responses to the 2008 recommendations was eased by inclusion of web links to the documentation and supporting evidence. Likewise, the College included a link to the Substantive Change Report (SCR) submitted in 2012 for approval to offer four associate degrees and eight certificates 50 percent or more online.

The descriptive summary sections of the report were thorough, the self-evaluation sections were generally candid, but oftentimes, they were overly brief. While the team understands the College's intention to maintain a reasonable number of actionable plans, it was often the case that the descriptive summary and more specifically, the self-evaluation sections seem to call for an action plan, yet actionable improvement plans were conspicuous by their absence. When asked about this college leaders indicated that they were guided by the principle that if the College was already working on something, there was no need to include an actionable improvement plan; thus, the actionable improvement plans were reserved for areas or initiatives that required new plans for action. In some places within the document, conclusions and/or summary statements were provided for which there was little or no evidence.

Prior to the visit, team members greatly appreciated the availability of most evidence online, via a flash drive, and direct web links embedded in the electronic version of the document. Additionally, the College provided access to distance education classes in advance of the visit. In those instances where the team needed assistance with a link or documentation prior to the visit or during the visit, the College always responded expeditiously. The college staff and most notably the president's administrative assistant and the College's accreditation liaison officer were invaluable in meeting the team's needs and responding to team questions.

In spite of the fact that Contra Costa College is in the middle of a major construction project, resulting in alternative meeting sites for classes and temporary headquarters for certain functions and services, the college community has its collective "eyes on the prize" and look forward to the opportunities that will come with new and improved facilities. The College was well prepared for the visit. Team members were met with smiles and offers of assistance with directions on a daily basis from students as well as staff members. Posters announcing the visit were in evidence on bulletin boards and classroom doors throughout the college. The team was very favorably impressed by the number of individuals who attended both the open forums and the exit interview. Students were particularly expressive and generous in their appreciation for the opportunities the college provides. Some spoke candidly about specific instructors who have made a difference in their lives. Staff members spoke openly about their dedication to the college and working together to meet the needs of students. Several referred to the college as their "home" and indicated that if given the choice to work closer to their residences or at Contra Costa, they would select Contra Costa as their first and only choice. It was clear to the team that there is a familial culture of collaboration, inclusiveness, and collegiality which has become institutionalized. There is a "can do" attitude, but more importantly, there is a genuine desire to work together through challenges and opportunities to advance the mission of the college.

The last comprehensive visit to Contra Costa occurred in October 2008. Based on the Self Study Report and visit, the Commission acted to reaffirm accreditation with the requirement that the College complete a Follow-Up Report by October 2009. The Commission took action to accept the College's Follow-Up Report with a requirement to complete another Follow-Up Report by October 2010 specifically to demonstrate the institution's resolution of District Recommendation 1 regarding the resource allocation process. In October 2011, the College submitted its Focused Midterm Report. The Commission noted the College's progress on the 2008 recommendations while it reminded the College of the Commission's

expectation to meet Standards at all times during the six-year review cycle. In April 2012, the College submitted a Substantive Change Report to offer four associate degrees and eight certificate programs at 50 percent or more through distance education. The Commission acted to approve the College's Substantive Change Report.

Commendations/Recommendations

Commendations

The team commends the College for sustaining an institutional culture of collegiality, inclusiveness, transparency, and collaboration founded in the values of diversity and cultural awareness. The team repeatedly heard words like “family” and “home” that are synonymous with a spirit of collaboration that is consistently displayed throughout the college and by all constituencies: students, staff, faculty, and administrators.

The team commends the College for its long-term sustained commitment to exemplary programs for high school students. CCC has both the Middle College High School program and Gateway to College, and early college high school model. Currently the number of students enrolled in the Middle College High School is 265. In spring 2014, 75 students graduated with their high school diplomas and 57 of the 75 also earned an associate degree.

The team commends the College for developing the unique student support strategy, The Hub, an informal lab setting that allows students to meet with faculty members who volunteer their time outside of office hours to provide assistance and advisement on certificate and degree pathways.

The team commends the College for promoting a culture that empowers and actively involves students that is best exemplified by the presence of a student as the chair of the College’s primary participatory governance committee, the College Council.

The team commends the College for its "Traveling Road Shows," a series of presentations which help to ensure all members of the College community are informed and are able to interpret data on the College's performance, become aware of current trends and understand the implications for the institution.

Recommendations

College and District Recommendation 1: In order to meet the Standard, the team recommends that the District and the College include, as a required component of the formal evaluations of faculty and others directly responsible for student progress towards achieving stated student-learning outcomes, a means to evaluate the effectiveness of that responsibility. (Standard III.A.1.c)

College Recommendation 2: In order to meet the Standards, the College needs to develop and implement processes for evaluating the effectiveness of the full range of planning and operational processes and use the results to improve the overall quality of the institution as a whole. This evaluation should examine the program review process and the use of its results to improve programmatic or department/unit effectiveness; the SLO and AUO assessment processes; and how results are used to inform decisions related to instruction, resource allocation priorities, and services to support student success. (Standards I.A.4, I.B.2, I.B.3, I.B.6, I.B.7, II.A.2.e, III.D.4)

College Recommendation 3: In order to meet Standards, the College must establish institution-set standards for student learning and achievement, ascertain student performance against these standards, and plan improvements to programs and services to increase overall student performance. (Standards I.B.1-6, II.A, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.f, II.A.2.g, II.A.2.h, II.A.2.i, II.A.5, II.A.6, and ER 10)

College Recommendation 4: In order to comply with the Standards, the team recommends that as part of the College's strategic plan, the College develop a distance education plan that addresses the need for and growth of distance education, training for faculty who are developing and teaching distance education classes, and provide a student orientation and online student and learning support services. (Standards II.A.1.b, II.A.2.d, II.B.1, II.B.2.a, II.C.1.b, II.C.1.c)

College Recommendation 5: In order to meet Standards, the team recommends the College evaluate its current financial status and its ability to address future fiscal sustainability given current expenditures for salaries and benefits and other obligations. The College should engage in a process whereby long-range financial plans are modeled in anticipation of internal and external expenditure pressures, shifts in student enrollment, and continued development of the College in alignment with its mission and goals, maintaining student learning as a top priority. (Standards III.D.1.a, III.D.1.b, III.D.1.c, III.D.3.c)

Evaluation of Institutional Responses to Previous Recommendations

College Recommendation 1: *In order to further improve its practices in relation to planning and resource allocation,*

1a) The College should review and revise as necessary its institutional planning model to make the timing, processes, and expectations of all staff in the institutional planning process more widely known and understood. (Standards I.B, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, IV.A.2, IV.A.3)

By spring 2011, the Research and Planning Committee had reviewed the planning process, and an updated integrated planning model was developed. The updated integrated planning and resource allocation model featured four main components - strategic initiatives, college wide plans, program review, and annual unit plans. To make the planning process more widely understood, Contra Costa College's integrated planning model was reviewed and updated by the constituent-based Planning Committee. With the guidance of the College Council, college members have been updated about the integrated planning model and its correlated timelines, processes, and responsibilities. The team found that the College has satisfactorily addressed this recommendation, resolved the deficiencies and meets the Standards.

College Recommendation 1: (AACJC's response February 23, 2009 & follow up reminder February 1, 2012): *In order to further improve its practices in relation to planning and resource allocation,*

1b) Technology planning should be updated and include increased technology training and subsequent utilization by staff and faculty. (Standards I.B.a, II.A.1, II.A.1.a, II.A.1.c, II.B, II.B.3.f, II.C.1.a, II.C.1.b, III.A.1, III.C.2, III.D.1.a, IV.A.1, IV.B.1.b)

The College's Technology Strategic Plan from 2008 has been updated by the Contra Costa College (CCC) Technology Committee to address technology planning through 2014. The Technology Strategic Plan focuses primarily on training, access, efficiency, and standards. The plan called for the implementation of a new college website, which was completed in March 2010. The College has taken steps to increase the technology training available to faculty and staff through the College's Professional Development department. Employees are surveyed regularly to identify training needs. As an example, training in the use and maintenance of the new website has been ongoing since its launch. Training has improved for the development of online courses, as well. The distance education coordinator provides regular training on the recently-adopted Desire2Learn learning management system for online instruction. The *InSite* portal, developed in mid-2010 allows better communication among faculty, staff, and students, and provides access to course listings and additional faculty-generated course section information. The College has addressed this recommendation, resolved the deficiencies, and meets the Standards.

College Recommendation 2: *In order to achieve the proficiency level of the ACCJC rubric relative to student learning outcomes by the year 2012, Contra Costa College should develop a comprehensive timeline for SLOs in the areas of courses and programs, library services, student services and administrative services. The College should thoroughly incorporate*

student learning outcomes into the curriculum and program review processes, identify systematic measureable assessments, and use the results for the improvement of student learning and instructional effectiveness.

The College has an inclusive planning process for designing, collecting, assessing and reporting student learning outcomes, and that process is integrated with strategic planning. The College provided evidence of a timeline document in which they integrated their SLO's with their program review cycle; however, the cycles do not appear to provide effective evaluation and revision when necessary. The incorporation of the plan on an institutional level is still not complete and still needs to be connected to the budget allocation process, yet no actionable improvement plan is noted. Evidence of active management and full cohesion of all procedures should now be available to link outcomes, overall strategic planning and budget allocation. The College has created a very useful handbook titled "Non-Instructional Program Review and Outcome Assessment Process" that clearly addresses the program review process for student learning support services processes. The College has partially met this recommendation. See the 2014 College Recommendation 1.

College Recommendation 2:

2a) Student Services should engage all student services departments to complete SLOs immediately. Upon completion each department should develop meaningful assessments that will enhance planning, evaluation and lead to program improvement and feed seamlessly into the well-established program review process to support college decision-making.

All student services departments completed their SLOs in 2009, and all currently have ongoing assessment. These assessments have resulted in recommendations to improve services and/or affirmations of current service effectiveness. The Student Services Division also developed core competencies to provide a common focus for each student service department in developing its own SLOs. All Student Service/Learning Resources units have ongoing SLO assessment, and all have included SLO assessment findings into their program reviews and action plans. The College has successfully addressed this recommendation, resolved the deficiencies and meets the Standard.

College Recommendation 2:

2b) Library and Learning Resources support services should immediately expand its dialogue to engage in appropriate and meaningful SLO assessment so that assessment will enhance planning, evaluation and lead to program improvement and feed seamlessly into the well-established program review process to support college decision making.

The library and learning resource areas have expanded their dialogue about SLO assessment and are conducting ongoing SLO assessment and incorporating their findings into their program review self-studies. These efforts have enhanced decision-making. The College has addressed this recommendation, resolved the deficiencies and meets the Standard.

College Recommendation 2:

2c) The advice of advisory committees should be incorporated into the process of establishing and refining SLOs for vocational programs in order to provide feedback on the occupational significance and appropriateness of the SLOs. (Standard II.A.2.b)

The college has developed structures to maintain a successful relationship between CTE advisory boards and programs that ensure the occupational significance and appropriateness of both CTE programs and their SLOs. These boards review and develop CTE program and course SLOs and examine SLO assessment results. The College has addressed this recommendation, resolved the deficiencies and meets the Standard.

College Recommendation 2:

2d) The College's administrative services should identify SLOs where appropriate, establish assessments and use the results for improvement. (Standard IV.B.2.b)

Administrative Unit Outcomes (AUOs) or SLOs have been developed for all of CCC's administrative units. The College's non-instructional program review procedure has incorporated administrative unit SLO/AUOs and has a program review timeline that will ensure that administrative units complete program review and assessment on a regular schedule. The president perpetuates and embraces a collegial process that sets values, goals, and priorities for the College. She leads the participatory governance processes at the College fostering a culture of trust, collaboration, cooperation, and respect that relies on research data that are gathered and disseminated from the District, and the College uses the data analysis to inform program development, budgeting, and resource allocation. Furthermore, the president ensures that educational planning is integrated with resource allocation. When necessary and appropriate, the president ensures that procedures are established to evaluate overall institutional planning and implementation efforts. The College has addressed this recommendation, resolved the deficiencies and meets the Standard.

College Recommendation 3: *In order to improve its provision of information to the public, the College should develop an approach to its website redesign that will ensure its currency, accuracy and effectiveness for students and other audiences. (Standard II.A.6.c)*

Based upon input from a College taskforce which included students, a new website was launched in March 2010. In order to improve accuracy and currency, each college unit or faculty/staff member was responsible to maintain their own web pages. In spring 2014, the College decided to create a simpler, more streamlined website. The College asserts that the communication of information through the website to students has significantly improved. With the completion of the college website redesign and transition, the College has addressed this recommendation, resolved the deficiencies, and meets the Standard.

College Recommendation 4: *In order to further improve College governance, the College should establish a policy for regular evaluation of its governance policy and processes. (Standard IV.A.5)*

A new governance evaluation procedure was implemented in 2009, and in spring 2011, the Research and Planning Office conducted an evaluation of the CCC governance process. Additional surveys were administered in spring 2014, and the results are currently being discussed. College Council will discuss the results of the surveys and actions that may be taken in fall 2014. The team found that the College has satisfactorily addressed this recommendation, resolved the deficiencies and meets the Standard, but should take steps to increase survey participation.

Eligibility Requirements

1. Authority

The evaluation team confirmed that Contra Costa College (CCC) is a public, two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Contra Costa Community College District. Contra Costa College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

2. Mission

The evaluation team confirmed that Contra Costa College's updated mission statement was adopted by the Board of Trustees on May 22, 2013. The mission statement includes a focus appropriate for a community college. It is published widely throughout the College, including the College's website and the college catalog and describes an institutional commitment to student learning.

3. Governing Board

The evaluation team confirmed that the Contra Costa Community College District is governed by an independent policy-making body that reflects constituent and public interest in board activities and decisions. The five-member Governing Board is elected by geographic regions of Contra Costa County, known as wards, for four-year terms. Serving a one-year term, the sixth member of the Governing Board is the Student Trustee, who is elected by rotation among the three colleges and who has an advisory role on actions other than personnel-related and collective bargaining items. Board members do not have employment, family, ownership, or other personal financial interest in the institution. The Board is responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out.

The evaluation team confirmed that the Board makes policy for the District, and Board members' participation with accreditation demonstrates the Board's commitment to and understanding of the accreditation process. The Board adheres to its conflict of interest policy and annually reports potential conflicts of interest as part of their Board responsibilities.

4. Chief Executive Officer

The evaluation team confirmed that the Contra Costa College president is appointed by the Governing Board and serves as the chief executive officer who has primary authority and responsibility for leadership and management of all programs and services provided by the College. Neither the president nor the District chancellor serves as the chair of the Governing Board.

5. Administrative Capacity

The evaluation team confirmed that the College has sufficient administrative staff with appropriate preparation and experience to operate the College.

6. Operating Status

The evaluation team confirmed that Contra Costa College has operated continuously since 1949 and actively serves students seeking certificate and degree completion. In spring 2013, the college awarded 476 degrees and 273 certificates.

7. Degrees

The evaluation team confirmed that Contra Costa College offers a total of 46 Associate in Arts and Associate in Science degrees, nine AAT/AST degrees, 46 Certificates of Achievement, and 16 Certificates of Accomplishment. A majority of the College's academic programs lead to a degree, and the degrees and requirements are identified in the college catalog.

8. Educational Programs

The evaluation team confirmed that Contra Costa College (CCC) degree programs align with the College's mission and that fields of study are aligned with generally accepted practices in two-year degree-granting institutions of higher education. The team also confirmed that programs are of sufficient content and length, are taught at appropriate levels of quality and rigor, and culminate in identified student learning outcomes. CCC degrees meet appropriate standards of quality and rigor, and culminate in identified student outcomes.

9. Academic Credit

The evaluation team confirmed that Contra Costa College awards academic credit in semester units based on Title 5 provisions and generally accepted standards. The College uses the Carnegie formula and clearly distinguishes between degree applicable and non-degree applicable courses. Credit units are established by discipline faculty and approved by the College Instruction Committee (a sub-committee of the Academic Senate).

10. Student Learning and Achievement

The evaluation team confirmed that Contra Costa College defines course, program/degree, and 14 core competencies/institutional student learning outcomes, assesses these student learning outcomes, and engages in meaningful dialogue leading to continuous quality improvement. CCC engages in systematic and ongoing evaluation and integrated planning to ensure that programs, no matter how or where they are offered, measure student learning through program review and student learning outcomes processes. The College has not yet established institution-set standards for student achievement.

11. General Education

The evaluation team confirmed that Contra Costa College incorporates general education (GE) into its degree programs, with a significant emphasis on demonstrated competencies in writing, computation, science, arts and humanities, social science, information competency, cultural pluralism, health, physical activity, and American institutions. By completing these requirements, students receive an introduction to the major areas of knowledge. The GE requirements are rigorous and of high quality and compare favorably to the GE requirements of other higher-education institutions.

12. Academic Freedom

The evaluation team confirmed that Contra Costa College abides by the policy on academic freedom stated in Contra Costa Community College District Board Policy 2018. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic community in general.

13. Faculty

The evaluation team confirmed that Contra Costa College has a sufficient core of qualified faculty with full-time responsibility to the institution to meet current needs: the College currently has 79 full-time faculty members and 215 part-time faculty members, and has plans to hire eight full-time faculty members. CCC faculty members are hired according to Title 5, which mandates minimum qualifications for each discipline. College faculty members regularly fulfill their responsibilities to develop and review curriculum and assess student learning.

14. Student Services

The evaluation team confirmed that Contra Costa College provides a wide variety of student services that are available to all students and that support student learning and development within the context of the College mission.

15. Admissions

The evaluation team confirmed that clear, accessible, and consistent admissions policies are publicized online, in the college catalog, in the schedule of classes, and in Board policies.

16. Information and Learning Resources

The evaluation team confirmed that Contra Costa College provides students and staff with access to adequate information and library learning resources which are sufficient to support the College mission and all educational programs, including those offered in offsite and online formats.

17. Financial Resources

The evaluation team confirmed that Contra Costa College documents its funding base through the Budget Allocation Model developed by the District. The College prepares an annual operation plan that documents financial resources and the allocation of those resources to support student learning programs and services and to improve institutional effectiveness. The District funding structure assures the College's financial stability within the limits of state funding. The college budgeting and planning processes ensure that fiscal decisions align with the college mission.

18. Financial Accountability

The evaluation team confirmed that the Contra College Community College District undergoes and makes available annual independent external audits for the District and the College which are conducted by externally contracted certified public accountants.

19. Institutional Planning and Evaluation

The evaluation team confirmed that Contra Costa College systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The College relies on its mission statement to guide its planning and budgeting efforts. CCC has a well-established shared governance planning process that integrates planning, evaluation, resource allocation, implementation, and re-evaluation.

20. Integrity in Communication with the Public

Contra Costa College annually publishes a print and an electronic catalog, which includes general information about the College including the mission, requirements for attending, degree offerings and requirements, academic calendar, counseling, assessment, academic freedom, financial aid, names and degrees of faculty and administrators, governing board members' names and major policies affecting students.

21. Integrity in Relations with the Accrediting Commission

The evaluation team confirmed that Contra Costa College consistently adheres to the Eligibility Requirements, Accreditation Standards, and policies of the Accrediting Commission and describes itself in identical terms to all of its external accrediting agencies. The College publishes accurate information regarding its accreditation status both in printed documents and on its website. The College complies with Commission requests, directives, decisions, and policies, and makes complete, accurate, and honest disclosures.

Compliance with Federal Regulations and Commission Policies

Policy on Distance Education and on Correspondence Education

The team found clear evidence that the College has a definition for Distance Education and Correspondence Education. In addition, the District provides training to faculty on the requirements for Distance Education to include substantial student interaction. Professional development is provided to assist faculty in learning effective means of interacting with students through the District online education system. The online system allows faculty to engage in various forms of student communication and interaction. Course learning outcomes are identified and assessed in both traditional and distance education modalities. Courses offered through distance education are separately approved through the College's curriculum approval process.

Currently, the College offers 35 courses through distance education, but is considering an expansion of online offerings to both meet the needs of students and to serve students who are unable to attend face-to-face classes because of work or personal schedules. The College has taken steps to ensure a registered student is the same student who is enrolled in the class, completing assignments, and receiving a grade. This is done through a student authentication process. Students are able to register for courses and purchase books online. They also have access to online library databases, and student support services.

Recently, the three colleges in the District agreed to adopt the use of Desire2Learn (D2L) as the learning management platform for distance education courses. Faculty have embraced the use of D2L. Training and assistance are available for those who wish to use D2L.

Policy on Institutional Compliance with Title IV

The team examined financial aid documentations and confirmed that the College's three-year official default rate for student loans is 20.4 percent, which is well below the federal requirement of less than 30 percent. In addition to the default rate, the team confirmed that the institution has processes in place to remain compliant with Title IV.

Students are provided with information about financial aid eligibility, requirements, and any related policies. Staff are available to provide assistance to students as needed. The College offers information to students about both federal and state financial aid opportunities.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

The College adheres to both the regulatory and legal practices concerning recruitment and admissions. The team confirmed that the College produces and distributes documents and recruitment materials that accurately represent the College, its accredited status, and its instructional programs. Additionally, the college catalog, schedule of classes, and website appropriately represent program requirements, fees, institutional policies, and relevant regulations. Information is available in various formats and languages. The College's newly-revamped website (*InSite Portal*) is easy to navigate and provides clear and accurate information to new and existing students, faculty, staff, and the community.

The team confirmed that the College produces documents and recruitment materials with integrity and that the college catalog, schedule of classes and website appropriately represent the College's accredited status, program requirements, fees, institutional policies, and regulations. Information on these components is widely available and consistently provided to students in multiple formats. In addition to traditional approaches to advertising, the College is also using social media such as Facebook.

Policy on Institutional Degrees and Credits

The team found evidence that the College uses federal definitions of credit hours and that the institution conforms to a commonly accepted program length for two-year degrees and short term certificates. The college catalog accurately represents the amount of unit credit and hours associated with each course; unit credit is listed for each certificate and degree programs which are consistent with applicable state guidelines and federal regulations. All degree and program requirements are listed in the catalog and available electronically on the College's website.

Policy on Institutional Integrity and Ethics

The College has a Mission Statement and goals that are consistent with its stated purpose. The College has processes in place to assess and improve its institutional effectiveness. The team found evidence that the Board of Trustees has established a code of ethics (BP 5056), academic freedom (BP 2018), rules and regulation on student behavior (BP 3012), whistleblower (BP 2055), conflict of interest (BP 1020), and freedom of expression (BP 2019). Workshops are offered by both the District and the College for professional development. Interviews with faculty, staff, administrators, and students verified that the College has established a collaborative and mutually respectful culture that respects the perspectives and rights of all constituencies.

Policy on Award of Credit

The team confirmed that the College provides accurate information regarding the awarding of credit. The District has policies establishing standards of scholarship (BP 4001), course and program articulation (BP 4009), and philosophy and requirements for associate degrees and general education (BP 4011). Additionally, the College awards credit for Advanced Placement (AP) exams, CLEP, and military experience. Policies on articulation, transfer and degree and certificate program completion are explained in detail in the college catalog.

Policy on Transfer of Credit

Policy on transfer or credit and articulation are detailed in the college catalog. The college evaluators review transcripts to determine whether student external course work meets the College's standards for applicability to courses, degrees and programs. Likewise, internal course work is evaluated and, when appropriate, applied toward completion of program and degree requirements. The District's policies on transfer and articulation (BP 4009) and requirements for associate degree and general education (BP 4011) guide the process for application and transfer of credit.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

The College does not have any contractual relationships with these organizations.

Policy on Student and Public Complaints against Institutions

The team confirmed that the College has processes for reviewing student complaints and these complaints are handled as indicated by the College procedures and District policy. The review of complaints indicates no patterns which could raise concerns about the College's compliance with Standards.

Program Length

The team confirmed that the College provides information regarding program length in their college catalog within each of the program and degree certificate description pages.

Tuition & Enrollment Fees

The team confirms that the College provides information on tuition and enrollment fees in accordance with Education Code Section 76300 that can be found in the college catalog and schedule of classes.

Public Notification of an Evaluation Visit and Third Party Comment

The team confirmed that the College made an appropriate and timely effort to solicit third party comment in advance of the comprehensive visit, cooperated with the team, and demonstrated compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

Standard I – Institutional Mission and Effectiveness

Standard IA – Mission

General Observations

The mission statement of Contra Costa College (CCC) has evolved over a period of time. The College has reviewed its mission three times over the last twelve years, following its guideline of reviewing mission every four years. The process of reviewing mission is inclusive, well-articulated, and well documented. The mission allows the College to pursue a broad range of educational activities as it intends to “foster a transformational educational experience...” In order to assess accomplishment of the mission, the College needs to define transformational educational experience and identify parameters that can be used to measure it. After interviewing several administrators, faculty members, classified staff and students, no established assessment instrument seemed to be available to measure the effectiveness of the mission. Direct operationalization of the mission statement is not required; however, the College may wish to consider ways it can bring clarity to the meaning of the mission statement and find ways to gauge whether the mission is being accomplished.

The Vision of the College is to “encourage spirited interaction, as motivated students interact with dedicated faculty...” The vision seems to presuppose motivation as either an inherent student characteristic or a characteristic of all CCC students. While ideally this would be the case, realistically, the College and its faculty and staff may work daily with students who are not yet fully engaged, are still exploring options, and may lack motivation. The real question is how the College intends to engage its students. Almost three out of four students are assessed into basic skills areas. It is likely that these students have not experienced success and the importance of connecting with these students, providing access to services, and counseling them to develop viable education plans cannot be understated. The college is encouraged to consider its vision and the manner in which it impacts serving the needs of all students and laying the foundation for their success.

According to the vice president of Academic and Student Affairs, the College uses outcomes of the Community College Survey of Student Engagement (CCSSE) to measure student motivation. It is evident from the survey results that in all five measures, the college scores are slightly higher than the national average. In most of the parameters, Contra Costa College scores are close to the top ten percentile of all participating institutions. However, the same survey results indicate that 50.8 percent of the students were either unaware of or did not attend any type of orientation (compared to a national average of 40.2 percent). The proportion of students that enroll in classes late is also higher than national average (17.8 percent v. 4.3 percent). Although motivation and engagement are not equivalent, a strong relationship between the two is likely. If the College intends to use CCSSE results to evaluate motivation of students, the relationship (between engagement and motivation) needs to be articulated. The results of CCSSE do not necessarily imply a high level of motivation among the students. The College should identify measures of student motivation in order to ensure their vision is inclusive. Alternately, the College may review its vision and consider language that is more inclusive and does not inadvertently omit students who are not yet fully engaged or highly motivated.

Findings and Evidence

The intent of the College to serve its student population is palpable. In all the interviews, meetings, and campus interactions, the inclination of the campus community to serve its students came out strongly. The college community is fully invested in advancing the Mission of the College. Participation in Open Forums and strong personal stories are also indicators that the campus engages its students well. The College describes its educational purpose “to foster a transformational educational experience.”

Among the new high school graduates entering the college, 72 percent are placed into remedial English and 83 percent are placed into remedial mathematics. The College supports the needs of basic skills students through offerings provided by the ESL Department (six levels of instruction) and by the English and math departments (academic skills courses). Improving student learning as demonstrated by accomplishment of educational goals is another stated purpose of the College. The majority (68.4 percent) of students enrolling in the College plans to transfer to a UC, CSU or private university. Over 80 percent of enrolled students intend to complete a certificate or AA degree. Through its offering of 46 state-approved certificates, 9 associate degrees for transfer and 46 associate degrees, the College has established defined educational pathways for students.

In an effort to better define additional pathways for entering high school graduates to reach their educational goal of attaining a degree or certificate or transfer, the vice president for Academic and Student Affairs is leading a campus wide initiative to develop coherent educational pathways for the students to move from basic skills to transfer. (Standard I.A)

In a survey conducted by the College, the participants indicated they wanted more online classes, an expanded evening offering and restoration of weekend classes. There was little evidence to indicate the College is addressing the results of the survey as no actionable plans to address the enrollment decline were included in the Self-Evaluation. The mission statement is approved by the Board of Trustees and is published in the required documents. There is evidence that the mission statement is widely publicized. Interviews with the classified senate president, members of the Planning Committee, and members of the Student Success Team indicated the mission is well publicized and understood by the campus community. (Standard I.A.2)

The College has a process of reviewing its mission regularly. The revision process, led by the Planning Committee, is well articulated and inclusive. Several campus constituencies are given an opportunity to participate in the process. The Planning Committee distributes a set of questionnaires to collect input. Revisions are based on the responses to the questionnaire. Although the process is well defined, the instruments used in the process (specifically, the questionnaire that forms the basis of review) focuses on perceptions of individuals participating in the process and are not necessarily grounded on evidence. Providing information about student characteristics, student success, and the results of the environmental scan to the group that engage in reviewing the mission will strengthen the process. (Standard I.A.3)

The College has developed a comprehensive process of using its mission to drive its planning and decision-making model. The mission statement guides the program review process, using data gathered from program and course level Student Level Outcomes (SLOs) and Administrative Level Outcomes (AUOs). Commendations and recommendations developed from the submitted program reviews are validated by the President's Cabinet. The recommendations are incorporated into annual unit plans and are funded. The evidence provided shows the forms that are used for the process. When asked for an example of an action that was taken based on the outcomes of the program review, program reviews for Chemistry and Automotive Technology were provided. In both cases, there were needs identified in the program review. However, the needs identified were of ongoing nature such as upgrade of tools or purchasing supplies.

Although the mechanism to provide funding for ongoing needs is elaborate and inclusive, the relationship to institutional mission and prioritization of such funding can be further strengthened. Funding for ongoing operation and maintenance should be allocated as line items or a one-time needs assessment. When asked for an example of program development based on environmental scan and student need, the case of Biotechnology Program was provided. Although rather old (developed in 2010), it is a good example of developing a new certificate based on demonstrated student need. A more recent example of funding allocation that ties mission to resource allocation was not provided, although the process describes an annual prioritization of needs, commendations, and recommendations by the President's Cabinet.

The College has a comprehensive planning process that connects all plans with the College's mission and vision. The integrated planning model provides a good visual relationship among the plans and their connection with outcomes. The plans are on different time cycles; for example, the Educational Master Plan is on a ten-year cycle while the Technology Plan is on a five-year cycle. Additionally, there are District Planning processes that need to align with campus planning. Since there is a hierarchical structure of the plans, it is important to develop them in a sequence. However, because of the large number of plans, synchronization is an onerous task.

The College postponed development of its strategic plan as the Contra Costa Community College District started developing the District's Strategic Plan. As a result, the College extended its plan for two years to better align with the District's plan. There is a hierarchical relationship between the strategic directions of the College and the District. Therefore, it was prudent to postpone development of the College strategic plan until the District plan was finalized. Given that the District Strategic plan was finalized in spring 2014, the College has discussed a process to develop its strategic plan. It will begin its strategic planning process in fall 2014 with the aim of completing the process by spring 2015 (Standard I.A.4).

Conclusions

The mission statement is approved by the governing board and published in the College catalog and is available on the College's website. The College reviews its mission statement regularly and has a well-defined process of reviewing its mission. In its most recent review of

the mission, the College has done a commendable job of engaging the campus community. The outcomes, however, appear to be very difficult to assess. At the very least, no specific assessment instrument or definition of terms is available that attempts to assess the fulfillment of mission and vision. The Strategic Plan and the Technologies Strategic Plan have been on hold to review pending the finalization of the District Strategic Plan. While this has occurred, the cycle of evaluation, integrated planning, implementation and evaluation of the mission and how it is used for institutional improvement have also been on hold. This would be the appropriate time to plan for ways to include a broad range of stakeholders into the planning process.

The College does not fully meet this Standard.

Recommendations

College Recommendation 2: In order to meet the Standards, the College needs to develop and implement processes for evaluating the effectiveness of the full range of planning and operational processes and use the results to improve the overall quality of the institution as a whole. This evaluation should examine the program review process and the use of its results to improve programmatic or department/unit effectiveness; the SLO and AUO assessment processes; and how results are used to inform decisions related to instruction, resource allocation priorities, and services to support student success. (Standards I.A.4, I.B.2, I.B.3, I.B.6, I.B.7, II.A.2.e, III.D.4)

Standard I – Institutional Mission and Effectiveness

Standard IB – Institutional Effectiveness

General Observations

Contra Costa College (CCC) has continued its transition to the new integrated planning model and, as a result, does not have a continuous quality improvement rhythm established yet. This is further evidenced by the lack of planning agendas (Actionable Improvement Plans) throughout the Self Evaluation. Of particular note, is that no actionable plans are cited for Standard IB, Improving Institutional Effectiveness. The College needs to clearly show the intent and the means by which it will strive for Continuous Quality Improvement as a core principle of accreditation.

The College has made a concerted effort in the areas of Program Review and the assessment of student learning outcomes (SLOs) and administrative unit outcomes (AUOs). The results are used to prioritize the allocation of resources, as recommended by the joint Planning and Budget Committee. Furthermore, constituents who receive budget augmentation through the resource allocation request process are required to report on the impact, outcomes, and deliverables achieved as a result of the new funds.

Findings and Evidence

The College has made great strides in refining the Program Review process and the assessment of Student Learning Outcomes, and has mapped out a six-year (2011-2016) schedule for assessing the various departments for Academic, Student Services/Learning Resources, and Administration. The established process is supported with data from the District Research and Planning Office and calls for reflection on previous goals and objectives, as well as identifying needed improvements and resource needs. There is broad dialogue within each unit to prepare the review, followed by a Validation Team review and final review by the President's Cabinet. This serial review procedure ensures a thorough and transparent evaluation and provides decision-makers with objective and pertinent information. Currently the College has 14 core competencies/institutional student learning outcomes. The College has implemented a three-phased approach to establishing formal institutionally set standards for student success which will be based on a benchmark of five and six year average outcome data. (Standard I.B.1)

CCC engages in systematic and ongoing evaluation and integrated planning to ensure that programs, no matter how or where they are offered, measure student learning through program review and student learning outcomes processes. The College has not yet established institution-set standards for student achievement.

In February, 2008, the College adopted three broad Strategic Initiatives (Goals) for 2007-2012. The College extended the timeline to 2014, and again to 2015, in order to align with the District's strategic planning. The evidentiary documents show that the College "cross-walked" the three goals with five Strategic Directions previously established by the Contra Costa Community College District (CCCCD) Board of Trustees. The College has stated

goals and objectives in measurable terms and has systematically documented its accomplishments toward these goals annually. (Standard I.B.2)

The College Council is the hub for monitoring progress toward stated goals and this is achieved through reports to the Council from the various subcommittees on their respective assignments. Progress toward the broader Strategic Initiatives is reported by the Planning Committee in collaboration with the District Education Planning Committee. The college planning and review processes make frequent use of data and the support of the District Research and Planning Office is essential in this regard. There is evidence that the integrated planning process is geared toward resource allocation and decision-making to support improvements, however, what is missing is a method of evaluation for the planning model and the overall effectiveness of the cycle. (Standard I.B.3)

The College Council, as described by the College, serves as “the main college planning entity”. The Council membership includes representatives from all constituent groups who are appointed by their peers. Through delegation to various subcommittees, the Council provides opportunity for wide participation by all constituency groups in planning and review activities. The College Council is also responsible for approving the College Educational Master Plan, Facilities Master Plan, and Technology Strategic Plan. There are four main committees that provide monthly updates to the Council: Budget, Planning, Student Success, and Operations. Each committee has additional subcommittees that look at more specific issues under the auspices of their parent subcommittee. Faculty, staff, students, and administration participate on these committees as part of the shared governance process.

The College has a practice of “Road Show” presentations to share and discuss outcome data, such as effectiveness indicators, including the Student Success Scorecard. Each semester the president, vice president, and budget director conduct a Road Show visit to each division and unit to present the status of college goals, budget updates, and broader institutional issues. These presentations have been well received by college constituencies who affirmed their appreciation of both the opportunity to be included in the communication loop as well as the value of the presentations as professional development experiences.

A college wide Employee Satisfaction survey (conducted in 2009) indicates that faculty and staff have a solid understanding of their roles in planning. There is a transparent and inclusive process leading to resource allocation priorities. Information on resource requests and allocation decisions are posted on the portal and is accessible to all college employees. (Standard I.B.4)

The College collects assessment data at the course, program, and degree level. These data are supplemented by the District’s Environmental Scan Report published every five years. Additional data and analyses can be requested by faculty, staff, and administration from the District Research and Planning Office. Other assessment reports, such as the Achievement Gap Report, Student and Employee Satisfaction Surveys, and Governance Surveys, are readily available via the portal.

The College refers to core competencies and Institutional Student Learning Outcomes (ISLOs) interchangeably. There are 14 core competencies that have been mapped to program

and course level SLOs. Data have been gathered on all the core competencies based on the assessment results from 75 course-level outcomes mapped to these outcomes. In spring 2012 the SLO committee began analyzing assessment results and this analysis will be used to review the core competencies/ISLOs. The College is currently undergoing strategic planning and the assessment results of the core competencies/ISLOs will be used to inform the development of institutional standards and goals, along with other data measures (course completion, retention, degree completion, transfer, etc.). Starting in spring 2014, the College began a comprehensive dialogue and data analysis to inform the strategic planning process taking place in fall 2014. The College needs to complete its analysis of the ISLOs and use the assessment results to review the core competencies, and inform strategic planning. Additionally, the College must establish institution-set standards. (Standard I.B.5)

There is evidence of evaluation of program review, resource allocation, and SLO/AUO assessment processes, from an updated integrated planning model graphic to including dissenting opinions in meeting minutes. However, the integrated model as a whole is not systematically reviewed. (Standards I.B.2, I.B.3, I.B.6)

The College has implemented an integrated planning model that has been reviewed and recently updated. In fall 2012, the Budget Committee began discussions regarding the resource allocation model and expanding its use to include operational funding and faculty and staff positions in the annual process. A revised allocation model was recommended along with a proposed request form and rubric for the 2013-2014 academic year. This recommended plan was presented to the College Council on February 14, 2013 for dissemination to the constituency groups for further feedback. Final modifications were made, and the new allocation process was adopted and implemented in spring 2013. After the 2013-2014 cycle, additional improvements were recommended and implemented for the following annual cycle in 2014-2105.

The College evaluates its instructional programs, student services, and learning support services through the program review process. Institutional research data are provided to the programs and units as one mechanism to evaluate their effectiveness. There are also a number of institutional committees that look at specific areas and evaluate how those areas are doing.

The team has found no evidence of a campus wide survey or systematic review of the effectiveness of the integrated planning process. However, recommendations to improve components of the planning process are made through the joint Budget and Planning Committees, and such recommendations are vetted and approved by the College Council. (Standard I.B.7)

Conclusions

The College does not fully meet Standard I.B, much energy has been focused on individual parts of the planning and resource allocation processes, but there is not yet a universal sense of continuous quality improvement. The College needs to address institutional effectiveness overall. Taken as a whole, what do the outcomes mean; what needs to be changed; what resources will it take; and how will the College be better positioned to serve its students after

those adjustments are made? The College leadership is aware that there is work to do and that they are only mid-way through the development and implementation of a full institutional effectiveness review model which includes institutional achievement of its mission.

The Contra Costa Community College District (CCCCD) has undergone significant changes in operational philosophy in the past few years, moving from a paternalistic/centralized model to one that includes more decentralization and, thus, more accountability at the college level. Some functions were centralized, others decentralized. In addition, the District implemented a new resource allocation model that is based on the principles of SB 361. These transitions have impacted the College planning processes. The College postponed development of its strategic plan as the Contra Costa Community College District started developing the District's Strategic Plan. As a result, the College extended its plan for two years to better align with the District's planning cycle. The District Strategic plan was finalized in spring 2014 and, according to the Chancellor, defines the overarching goals for the whole district. The intent is for the colleges to align local planning to the District priorities. The College has discussed a process to develop its strategic plan and will begin its strategic planning process in fall 2014 with the aim of completing the process by spring 2015.

Recommendations

See College Recommendation 2

College Recommendation 3: In order to meet Standards, the College must establish institution-set standards for student learning and achievement, ascertain student performance against these standards, and plan improvements to programs and services to increase overall student performance. (Standards I.B.1-6, II.A, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.f, II.A.2.g, II.A.2.h, II.A.2.i, II.A.5, II.A.6, and ER 10)

Standard II – Student Learning Programs and Services

Standard IIA – Instructional Programs

General Observations

Contra Costa College (CCC) offers a variety of both traditional and career technical education (CTE) programs rich in quality curriculum that addresses the needs of their students, surrounding community demographics, and stated institutional mission and goals. Their focus on basic skills, transfer preparation, and career technical planning reflects their dedication to student success and institutional effectiveness. The overall high-quality of the College's Institutional Self-Evaluation Report on Standard II.A is a reflection of the institution's attention to its instructional programs. As a result of the passage of local construction bonds, some facility issues have or are being resolved. At the time of the visit, major construction on new buildings as well as seismic retrofits and renovations were underway. The College recognizes that it needs to accelerate the replacement of technology and to provide better online resources for students and staff. Rich in instructional programs and student assistance, the College maintains technological and educational support services in an effort to improve student-centered learning and success. Contra Costa College is a Hispanic Serving Institution (HSI) and serves a diverse constituency. The College combines its HSI status with a focus on Science, Technology, Engineering, and Mathematics (STEM) in both traditional and CTE programs. In addition, the College has responded to the state mandate to develop Associate Degrees for Transfer (ADTs) and has accelerated its efforts toward that end. During the visit, the College learned five more ADTs had been approved by the Chancellor's office and will be included in the College's next catalog.

Findings and Evidence

The College ensures that all of its offerings, regardless of delivery mode, meet its stated mission. The College offers a wide selection of academic and career and technical programs including 46 associate degrees, nine associate degrees for transfer, 46 state-approved certificates, 16 certificates of accomplishment, as well as basic skills, and general education courses. Instructional programs are offered with consideration of the demographics of the service area, current and future economic forecasts, and profiles of the College's student population. Through regular processes for program and course evaluations, analysis of demographics and assessment of student outcomes, the College has established effective measures for continued implementation of its stated mission and support of student success. Program review is an integral part of the College's operation to ensure all programs meet the mission of the institution and uphold its integrity. In each program review, members must describe how they maintain the integrity of academic standards and achieve consistency within the discipline.

The College uses a variety of means to address quality and appropriateness to the surrounding community and its student body. Research is coordinated at a District level and the College portal provides departments with access to data about their programs and students. Approximately 80 percent of the student population comes from minority groups, and the College has made a concerted effort over the last few years to respond to the increasing Latino presence through course offerings, support mechanisms, and other

initiatives designed with the needs of Latino students in mind. Through responsible research and the resulting data assessment, the institution develops curricula and programs – both traditional and CTE – that address the needs of students and the expectations of surrounding businesses and industry. Established basic skills placement provides students with the necessary proficiencies to prepare them for student success, and enhance their learning experience. CTE programs are an integral part of the College’s instructional offerings and all of these programs maintain relationships through advisory committees with entities keeping the College apprised of current business and industry trends. Over the past several years, CCC has undertaken numerous initiatives to address the needs of underprepared, at-risk, and nontraditional students, and has been successful in receiving additional state and federal funds to support its efforts. Basic skills funds, and those from the National Science Foundation (NSF) and the US Department of Education have allowed the College to develop an impressive set of support programs for a college of its size, such as Puente, a small re-vamped Umoja Community, and Adelante, an initiative to increase the number of Latino and low-income students pursuing degrees in STEM fields. A unique program at Contra Costa is the inclusion of a Middle College High School (MCHS) on the campus. The current enrollment for MCHS is 265 (9th-12th grades). In spring 2014, a total of 75 MCHS graduated; and 57 of the 75 students who graduated with their high school diplomas also earned an associate’s degree. This on-going commitment to the community is indicative of the College’s mission. (Standard II.A.1)

In order to assess students’ educational preparation, the College uses Academic Performance Index (API) scores, and other tools, such as the COMPASS tests. Through the assessment process, data are obtained on student placement levels. Incoming students take either the math and English COMPASS assessment or the COMPASS ESL assessment. The College regularly validates and continues to use ACT eCompass to assess new students’ educational preparedness and place them in appropriate courses, and has designed an early alert system funded through the basic skills initiative.

The College has had CurricUNET (curriculum management system) for a number of years, but has not implemented its use. Under the leadership of the vice president of academic affairs, faculty have agreed to use CurricUNET. Additionally, the College has acquired the CurricUNET assessment module to support the assessment of course student learning outcomes. Through the collection and assessment of student learning outcomes by qualified professionals in relevant disciplines such as English, math and ESL, program modifications are employed to address student needs. Faculty collaborate across disciplines and in conjunction with advisory committees to strategically identify program improvements, and apply any necessary changes to ensure program effectiveness.

In spring 2014, the College administered a campus wide student survey that included questions about course offerings, and interest in distance-learning opportunities. The data were shared with the department chairs who then examined their course offerings to look at enrollment patterns and the scheduling of courses to better meet student demand. The data are currently being used as the College tries to address a decline in enrollment, but these conversations need to be accelerated and the College needs to strategically plan to expand its audience. (Standard II.A.1.a)

The College offers instruction in a variety of instructional modes and recognizes a large segment of its student population needs basic skills instruction to prepare for college-level coursework. A recent change in College organization has placed basic skills English and math instruction within the representative disciplines. Prior to 2013 basic skills English and math classes were housed in the academic skills department. This seems to be part of a College wide effort to support students in basic skills and to reduce the achievement gap. Math and English faculty support the restructure as it provides a more seamless transition for students from basic skills and remedial coursework to transfer-level coursework. Additionally, the organizational change has stimulated more conversations among faculty on the improvement of support for students. Resources to improve instructional effectiveness in these areas coupled with the College commitment to professional development seem to be available to all faculty and staff.

The College offers instructional modes that include campus face-to-face lecture/lab configurations, hybrid courses and online options for selected courses. In addition, the institution schedules both full-term and short-term courses (regular and summer) both on the main campus and at a few off-campus sites. While the College makes available a variety of classroom modalities, the determination of when and how technology is appropriate and effective appears to be somewhat arbitrary. Established institutional standards defining how choices on modalities are identified and the use of instructional technology seem to be lacking.

The College determines the effectiveness of delivery methods based on strategic planning and mission fit. While the more traditional on-campus classroom is the largest percentage of the recognized delivery methods, the institution, along with District support, has taken the first steps toward the expansion of hybrid and fully online courses as they reflect the needs of the students and appropriateness of the course content. The College's support of reassigned time for a distance education (DE) coordinator (faculty) and the recent hiring of a part-time classified distance education trainer reflects a small, but directed and purposeful expansion of instructional modalities to more fully address the needs of the student population and current demographic trends.

Through the direction of the distance education coordinator and the DE Committee, initial efforts have been made to formalize a plan to increase the use of Desire2Learn, the learning management system (LMS) adopted for use by the three colleges in the District. Efforts are underway to train faculty and to prepare students to effectively include technology in the teaching-learning experience. In conjunction with both the District and College Professional Development Committees, distance education leadership has increased training opportunities for faculty and expanded the dialog for professional incentives to encourage faculty to create online courses that meet the needs of students and reflect the College mission and strategic planning efforts. Although the College continues to identify and develop appropriate modes of delivery based on course content, student needs, faculty expertise, and community demographics the overall inclusion of online modalities continues to be small equaling only seven percent of the campus curricula. The institution is addressing the role of support services in student learning as it relates to distance education and has established pathways for communication and assistance to the library services (via email, phone, face-to-face, and

corresponding web resources), but other student services available for face-to-face students have not been fully implemented for distance education students.

While initial efforts to establish a set of distance education standards and best practices have been positive and student centered, there is still a lot of work to do to include general education courses in the online modality. Currently, online course offerings are somewhat arbitrary and do not follow a logical and long-term pathway toward the stated goals of fully online opportunities for certificates and associate degrees. In addition, stated dialogue occasionally confuses modality choices with discipline content and approaches the choice for online practices with program delineation. (Standard II.A.1.b)

Since the 2008 accreditation cycle, the College has accelerated its efforts to establish and assess student learning outcomes (SLOs). The College reported that 100 percent of its programs had SLOs; of these, 90 percent have ongoing assessment. The remaining programs will complete their cycle of assessment by fall 2015. Likewise, at the course level, 100 percent of the College's course inventory has SLOs and 96 percent have ongoing assessment. The remaining courses will complete the cycle of assessment by spring 2015. The College shows it has in place all necessary structures to identify and assess student outcomes and use the assessment results to make improvements in courses and programs. SLOs are established by faculty, the SLO coordinating committee oversees processes and makes suggestions as appropriate, SLO assessments are discussed in forums campus wide. The Guidelines for Program Review and SLO assessment reports outline steps programs must take after completing SLO assessment (SLOA) to "reflect on the program's goals, accomplishments and SLOs and to identify ways in which the program might be strengthened and how to improve the teaching/learning experience." Minutes from division meetings included faculty discussions of SLOAs. The process of assessing and revising SLOs has become integrated into program review and annual planning. Institutional SLOs (ISLOs), which include core competencies, have been developed. However the need to complete the assessment of core competencies/ISLOs and the need to establish institution-set standards remain issues. The College is currently implementing a plan that will permit the aggregation and analysis of institutional SLOs.

The institution uses external environmental scans, faculty expertise, demographic changes and other established procedures in developing its courses and programs. Needs of the local service area population, and projections of future needs are an integral input into this planning. Faculty in individual departments are provided with research and other information and use the data to examine enrollment trends that may affect course offerings, and determine better methods of recruitment, delivery, and scheduling. The College relies primarily on faculty expertise in curriculum and instructional matters and has in place structures whereby faculty can recommend, through appropriate channels, courses to be scheduled, suggested offerings off campus, grant-funded classes and other non-traditional classes that may meet the needs of a particular group or particular program.

The College ensures program and curricula currency through the establishment of regular curriculum revision, program review and the assessment of student learning outcomes. The institution conducts a variety of research activities to inform curricula and program development using environmental scans, internal and external surveys, demographic data, and externally prepared statistics such as the state "Student Success Scorecard." The

institution posts the assessment and interpretation of data in digital reports available on the college website and through the *InSite* portal as well as in printed copies.

The College charges the Academic Senate and the Curriculum and Instruction Committee the tasks of identifying competences and developing SLO and assessments. Institutional dialogue takes place on multiple levels from All College Day assemblies, to division meetings, department meetings and advisory committee meetings for CTE programs. Agendas and minutes of numerous meetings indicate CTE programs typically meet with their advisory boards once a year and discussion of student learning outcomes is often included on the agenda. The sharing at the division meeting level has been a useful process, in that the discussion provides an opportunity to examine how well disciplines are meeting the needs of the students, and ensuring some consistency between disciplines.

The College is posting current outcomes, discussions, and recommendations to the website and also internally on the *InSite* portal. Initially the College provided samples of discipline SLOs for assistance to others going through the process. The current focus of the College's SLO/Administrative Unit Outcome (AUO) Committee is on instructional programs. This committee which has a detailed mission statement, consists of members from each instructional division, and many other areas with the expectation that the committee representative would be the SLO expert for his/her area. They help with the "how to" of SLO creation, and, to a large degree, function as a resource committee by setting standards, and developing the SLO handbook. There is a strong connection with the Curriculum Committee and the chair of the Curriculum Committee serves on the SLO/AUO Committee.

Currently SLOs for the Student Services Division do not come to this committee for review. They go through the program review process, the validation team, and the President's Cabinet for final commendations. AUO outcomes are being discussed at the management council; however, a more prominent role for the SLO/AUO Committee in examining outcomes from all assessments is suggested. One additional initiative in which the SLO/AUO Committee is involved is the upcoming project to upload, store, and monitor SLOs and SLO assessment results in CurricUNET. This project is expected to begin in the spring of 2015.

Assessment of student progress towards these outcomes takes place on multiple levels. Course SLOs are assessed at a minimum of once every four years, with many programs assessing them more frequently in each six-year course content review cycle, with the results used to plan improvements to courses if necessary. A comprehensive Program Review takes place every two years for CTE programs or four years for all other programs and evaluation and feedback on SLOs and their assessment is an integral part of this process. (Standard II.A.1.c)

The College utilizes multiple techniques to assure the quality of its course and programs. Environmental scans, CTE advisory committees, faculty expertise, and many other factors go into determining the breadth of course offerings. (Standard II.A.2)

The institution recognizes the central role of faculty in designing, implementing and evaluating learning outcomes, and for using those outcomes to improve instructional programs. Program Review is a faculty-driven process that guides the evaluation of courses

and programs. Each instructional program is reviewed every four years, and the College has well established policies, procedures and timelines to facilitate the completion of these reviews. Faculty are asked to document that they do indeed assess student learning at the course level and then use the assessment to improve instruction. Minutes and other documents reflect that robust dialog on these issues takes place at the department, division and college level. As an example, in the Biological Sciences, the dialog prompted the discipline to revise courses and degrees for better alignment and articulation with transfer institutions. (Standard II.A.2.a)

The role of discipline faculty and advisory committees is defined and these committees provide valuable insight into appropriate SLOs for career-technical programs.- Advisory committees are in place for the career-technical programs and provide an industry perspective on SLOs for those programs. Discussion of SLOs for non-vocational programs is the responsibility of faculty. Pathways are clearly defined for students who want to complete degrees or certificates, transfer, or move into vocational occupations. (Standard II.A.2.b)

The College documents high-quality instruction of appropriate breadth, rigor, depth which is demonstrated in numerous ways across the campus. The college articulation officer works with departments to ensure all courses are acceptable at transfer institutions. Faculty are developing new Associate Degrees for Transfer that align closely with equivalent courses and degrees at four-year institutions. Advisory committees provide input about content and skills required of CTE programs, and there have been multiple opportunities for faculty to engage in conversations about student success, the achievement gap, and other pertinent issues that affect learning. (Standard II.A.2.c)

All delivery methods and teaching methodologies reflect the needs and learning styles of the College's students. The institution documents non-credit supervised tutoring courses and opportunities for supplemental instruction for students at the basic skills level, along with a robust EOPS program with intensive coursework in English and mathematics. Online and hybrid courses provide alternatives to traditional classroom instruction, however these sections are limited. But when addressing distance education courses and their assessment, standards and requirements, it often appears that the College looks at these as a separate set of courses rather than simply as an alternative modality for the launch of a course section based on the established course outline of record.

The College supports the development of classroom assessment techniques, reading apprenticeship programs, and other initiatives that reflect the diverse needs and learning styles of its students. The College's Program Review/SLOA guidelines require that conversations about diverse learning styles take place. Minutes from various department meetings verify these discussions are occurring. The College does, through its library and staff development program, regularly provide resources on how faculty can make instruction more diversified and effective. Additionally, in 2011 the College Council created a committee to develop a survey to measure student engagement. However, the College's professional development coordinator is only a 20 percent reassigned time position and the budget for professional development activities is quite limited. (Standard II.A.2.d)

During the formal course content review process, which takes place every six years, and two or four year program review cycles, all courses and programs go through a systematic review of their relevance, appropriateness, and currency. The primary objectives of the program review process are to assure the quality of educational programs, to promote student success and learning outcomes, and to ensure the effectiveness of institutional support for programs. While the guidelines for conducting program review are thorough with adequate opportunity for broad input, it should be noted that these guidelines are dated 2009 and so a discussion with the College on the potential updating of these guidelines might be appropriate, especially in light of the increased scrutiny on student learning outcomes. The report describes CCC as having a thorough and coherent integrated planning process connecting SLOs, program reviews, annual planning, and long term strategic plans. This planning model was updated in 2011, and is available to all campus constituencies via the portal. (Standard II.A.2.e)

The College has in place a four-year program review cycle for academic programs and a two-year cycle for CTE programs. Appropriate data is available from the District Research Office, and much of this data is shared during campus wide activities, “Traveling Road Shows”, and other presentations designed to make the entire campus community aware of current trends and understand implications for the institution. The Self-Evaluation report also highlights other situations where institutional dialogue about student learning and achievement takes place, and it appears that the College is fully committed to creating an evidence of culture and practice that supports continuous improvement of educational quality and a focus on improving student outcomes. One of the major challenges the campus is currently facing is developing and implementing a methodology to analyze institutional SLO data aggregated from course, department and program data. (Standard II.A.2.f)

While only some departments at Contra Costa College use standardized tests, some consistency in testing is expected as part of the SLO assessment process. Units of credit are awarded using accepted norms and are consistent with institutional policies. The criteria under which units of credit are awarded are noted in the college catalog. The College does separate successful completion of course objectives from SLO assessments, however the College is developing strategies to more closely connect the two. (Standards II.A.2.g, II.A.2.h)

The College describes how granting of degrees and certificates is based on completion of required courses and that completion of these courses is, in turn, based on students achieving SLOs and course objectives. Part of program review is designed to analyze SLO assessments and incorporate the results into the improvement of the program. Evidence that the College does systematically analyze SLO/PLOs results to determine how those results align with the awarding of degrees is noted in numerous instances from various departments. For example, the minutes from the ESL department meeting in May 2012 include a discussion on how each course SLO meets core competencies and General Education SLOs. As noted, discussion in the Biological Sciences resulting from program review led to the development of a pending certificate in allied health sciences and better degree alignment and articulation with transfer institutions. (Standard II.A.2.i)

General education (GE) is an integral part of all academic and vocational degree programs, with the expertise of faculty determining the appropriateness of each course. Clear processes are in place for faculty to submit requests for course inclusion in general education curriculum and the philosophy on which this curriculum is based is clearly stated in the college catalog. Evidence is presented to support the claim that the College bases its GE philosophy on the need for students to possess basic content and understanding of major areas of knowledge: humanities and fine arts, natural sciences, and social sciences. Contra Costa's GE program is aligned with its mission and goals, and there is an overarching statement of general education included as part of the degree requirement section of the catalog. The College provides faculty the opportunity to modify general education criteria which is reflected in a fall 2006 discussion on information competency for general education. (Standards II.A.3.a, II.A.3.b, II.A.3.c)

Eight core competencies were developed from cross-constituency dialogue in 2005. These eight competencies identify how completion of the general education pattern at Contra Costa College leads to a recognition of what it means to be ethical and effective in society including appreciation of ethical principles, civility, interpersonal skills, civic responsibility, and respect for cultural diversity. The General Education (GE) pattern and Core Competencies are detailed in the college catalog and on the College's website. The Competencies cover skills in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means. In Fall 2014, each Division was asked to complete a grid that mapped Course SLOs to Core Competencies. All degree programs offered by the College include a focus study in at least one area of inquiry or in an established interdisciplinary core. All information on degree requirements are found on the College's website which links to the college catalog.

Vocational and occupational certificates and degrees have at their core technical professional competencies developed by the faculty in collaboration with external organizations and advisory committees. All CTE programs are reviewed by the Curriculum and Instruction Committee and the Bay Area Community College Occupational Planning Committee when necessary. CTE programs conduct program review every two years to ensure that students completing occupational programs meet employment and other applicable standards and are prepared for any required external licensure and certification. (Standard II.A.3)

Requirements to complete degree programs are clearly outlined in the catalog and other publications, with each degree program consisting of a focused area of inquiry. Students completing vocational certificates demonstrate technical competencies and are provided with information about how these competencies meet employment standards or prepare them for licensure or certification. (Standards II.A.4, II.A.5)

The College's catalog, website, and Facebook presence all provide students with clear, concise, and accurate information on degrees and certificates that enable students to make decisions regarding educational goals. The college catalog includes language describing how credit already earned may be submitted to the College for evaluation and possible inclusion into a course of study to facilitate student completion of their educational goals. At CCC, transcripts are evaluated to compare course descriptions and other criteria to ensure

comparable learning outcomes. Through a review of course syllabi for both face-to-face courses and online courses, team members were able to verify that student learning outcomes are a component of faculty syllabi. Counselors share information on transfer policies and articulation agreements with students and the College accurately represents itself in its publications and through the Internet and social media. The catalog is updated annually. (Standards II.A.6, II.A.6.a)

Numerous Tech Prep 2+2 programs have articulation agreements on file, and the College utilizes numerous agreements with CSU and UC using the C-ID descriptors, ASSIST and other standard mechanisms to ensure comparability. Contra Costa Community College District (CCCCD) Board Policy 4008 establishes policies and procedures when program elimination is necessary. One key component requires procedures to mitigate the impact of program discontinuance or suspension on students and includes language whereby a program must provide alternatives for students to complete program degrees and/or certificates, and requires consultation with students regarding their options for program completion or transfer. (Standard II.A.6.b)

All publications, including those presented in electronic format, clearly and accurately describe the College's policies and procedures, mission, courses, programs. The College's Catalog and Schedule Committee is charged to coordinate, plan, and develop the catalog/schedule for publication. After the last accreditation visit the College moved to decentralize the updating of information on the College's website, however, recently the College has returned to a centralized approach with key individuals being tasked with updating the website. This process which will be implemented in fall 2014. (Standard II.A.6.c)

While board policy on academic freedom recognizes the rights of faculty to teach without undue restriction, faculty are regularly evaluated by students and other faculty members and one criteria is that instructors recognize the right of students to have points of view different from their own. It is expected that faculty generally present course information professionally and fairly, and if concerns arise processes are in place for students to initiate complaints. The College has clear expectations concerning student's academic honesty and consequences of dishonesty. An academic honesty policy is included in the college catalog and many faculty include in their syllabi clear statements of issues related to academic dishonesty. (Standards II.A.7, II.A.7.a, II.A.7.b, II.A.7.c)

The College does not offer curricula in foreign locations to students other than U.S. nationals. (Standard II.A.8)

Conclusions

In general, the College has gone to great lengths to address the previously-stated recommendation to achieve student learning outcomes proficiency by the year 2012. It has produced outcomes for discipline courses and for both instructional and non-instructional programs and integrated those outcomes and their measured assessment with both strategic planning and budget allocation. Currently, a campus wide effort is underway to apply outcomes findings in order to effectively address any and all necessary updates and

modifications to campus programs. While the College has worked to establish a long term structure that will allow for predictable and efficient improvements, the application of measured assessment in order to ‘close the loop’ is still inconsistent.

The College has done a great amount of work responding to the previously identified recommendations. They have developed campus structures to manage the ongoing strategic planning using data collected and assessed from student learning outcomes. The College has established a repeatable pathway for SLO design, development, results and assessment; but the team has some concerns that there are areas inside this pathway that are not effectively synced with other efforts. This may result in weaker program management simply because their cycles for curriculum (traditional and CTE/revision and new), program review, unit review, faculty evaluation, and strategies (i.e., technology, professional development) do not seem to ‘line up’ properly.

The College has done an excellent job of producing clear and detailed publications addressing the topics in Standard IIA, and providing that information in multiple locations and modes, such as printed, digital, and web based. The College should continue to work in the direction that it has established in SLOs and their assessment and expand these articulated plans into the institution’s daily best practices. The College’s progress in this regard has been steady, but based on the length of time since the previous recommendations, the College should use the opportunity to accelerate its efforts. The College appears to have spent most of its time on planning and now needs to more fully implement its plans, assess the results and take steps to use the results to inform future plans and action. Generally the team’s conclusion is positive. The College has provided evidence that it meets the Standards. CCC is a small college (around 7,000 students, less than 100 full-time faculty, and about 20 administrators), but the report is thorough with most Standards being addressed concisely and clearly. Evidence is for the most part appropriate and relevant. There is a strong sense of collegiality on the campus and a demonstrated commitment to students.

The College does not fully meet this Standard.

Recommendations

See College Recommendation 2 and 3

College Recommendation 4: In order to comply with the Standards, the team recommends that as part of the College’s strategic plan, the College develop a distance education plan that addresses the need for and growth of distance education, training for faculty who are developing and teaching distance education classes, and provide a student orientation and online student and learning support services. (Standards II.A.1.b, II.A.2.d, II.B.1, II.B.2.a, II.C.1.b, II.C.1.c)

Standard II – Student Learning Programs and Services

Standard IIB – Student Support Services

General Observations

Contra Costa College is a vibrant environment where diverse students thrive and benefit from an impressive array of student support services including: admissions; assessment; registration; records and transcripts; CalWorks; counseling; financial aid; international students; special programs such as Educational Opportunities Programs and Services (EOPS) and Disabled Students Programs and Services (DSPS); Associated Student Government; Student Life; and Transfer/Career Center. Several of these programs and services such as Adelante (Science Emphasis), Center for Science Excellence, Gateway to College Program, Middle College High School, and Puente Project are specialized to support specific student populations, such as disabled students, economically disadvantaged students, and educationally underserved students while others provide generalized support for Contra Costa's entire student population. Information about student services is available in the 2014-2015 Contra Costa College Catalog, as well as through the College website and assorted publications. It is evident that the College in general, and student services staff in particular, have a passion to recruit and retain students and help them succeed. The initiatives speak to different efforts to address the needs and interests of a diverse population of students. College offers application materials in a variety of languages, including Spanish, Chinese, Vietnamese, and Laotian. However, despite best intentions, the College has witnessed a steady decline in enrollment beginning fall 2009. The decline is significant and persistent, and the efforts to address the decline in enrollment have been more recent. Since many of the senior staff (president, vice president, dean of Student Services, director of Admissions and Records) are relatively new to their positions and the College, the recent initiatives that began with the new leadership are yet to yield results that have reversed the enrollment decline. The College enjoys a strong relationship with its existing student body. Many students indicated that they have known the campus for a long time and have strong bonds with the campus, and the College recognizes the need to work closely with its student body. For example in a recent campus wide survey, when asked about enrollment and scheduling, 581 responded (considering the College headcount is around 7,000 this in itself is impressive); 36 percent preferred completely on-line classes and an additional 34 percent preferred hybrid classes. Out of 585 respondents, over 60 percent preferred a Friday class. How the College is planning to accommodate the needs indicated by the students is unknown at this time, as is the action to understand and analyze the steady decline in enrollment, but the College has the commitment to meet student demand. Student access, progress and success are at the heart of the institution's mission and student support services are constantly and appropriately measured to ensure that they improve their effectiveness.

Findings and Evidence

As detailed in District Board Policy 3022, the College has established admissions and enrollment priority criteria that provide detail about student populations identified as able to benefit from instruction. There is evidence that college wide discussion has taken place about student learning outcomes around the areas of student support and service

improvement. Contra Costa College also conducts specific outreach to local high schools, special populations, and diverse student populations. (Standard II.B)

Among the College's comprehensive student services is a partnership that was developed with Single Stop USA, a national non-profit organization whose mission is to reduce poverty in the United States. Through the Single Stop USA program, students receive a comprehensive confidential screening and assistance with the application process that potentially connects them to critical public benefits they may be eligible for, including: CalFresh (the Food Stamp Program), Medi-CAL, CalWORKs, and PG&E Care Discounts. In addition to screening for benefits, the Single Stop Program also provides financial coaching and tax and legal services, as well as referrals to community-based organizations. The goal is to remove financial barriers so that students can successfully complete and achieve their academic and career goals.

Student Services meets the mission of the institution in attempting to offer accessible, innovative, comprehensive and quality educational programs and services to a diverse and dynamic population. The process begins with outreach activities to district high schools and local communities. (Standard II.B)

The *InSite* student portal implemented by the College enables students to complete many common student services transactions online, including applying for admission, registration, access to most Admissions and Records forms as well as forms for student Veterans and Financial Aid. Students can also apply for financial aid assistance, check their financial aid eligibility and access financial aid forms online. Lastly, students also receive essential information about the institution's plans and strategies, opportunities and challenges, and efforts to improve efficiency and effectiveness through the *InSite* portal.

While the College provides comprehensive student services to most students, it has not fully developed support systems and services for online students. Currently, the counselors are only offering online counseling support services to students via email exchanges. In the fall 2011 Counseling Program Review, the counseling division identified online counseling as a strategic goal. Information gleaned from interviews indicated that the counselors are currently in the process of developing a more structured online process to support students. They hope to designate one counselor as the direct point of contact for online students. The division is also discussing the feasibility of offering COU-120 Managing College Success and Life Transitions as an online course. Additionally, counselors are currently writing the script for an online orientation program. (Standards II.B.1, II.B.3, II.B.3.a)

The College participated in Community College Survey of Student Engagement (CCSSE) in 2012. The results indicated that nearly 31 percent of the students were unaware of orientation. In spite of this evidence, no action plan has been developed to address this concern since the results of CCSSE were made available. It is unclear why this issue was not addressed during the program review process. (Standards II.B.1, II.B.3)

The Contra Costa College catalog, published annually, is made available in both electronic format and hard copies. It, and other publications, are precise, accurate, and current with general information and requirements consistent in meeting Commission Standards. This

includes the name and address of the institution, the mission statement, course/program offerings, academic calendar, information about financial aid and learning resources, information on Board members and administrators, academic freedom, and available student learning resources. Admissions criteria, information about matriculation, fees, and requirements needed to complete a degree/certificate/transfer pattern are also provided to College constituents and clearly identified in institutional publications. The catalog also includes current information about degree and certificate requirements, program length for each degree/certificate, policies affecting students, and locations where other policies may be found. The catalog clearly identifies all methods of credit, credit by exam (CLEP and AP) and informs students about the value and extent of that credit. There is a campus process that reviews the catalog prior to its publication. A catalog addendum is published to accommodate new programs and revised curriculum that may not make the deadline for printing. (Standards II.B.2, II.B.2.a, II.B.2.b, II.B.2.d)

Major policies affecting students are provided online and in the printed schedule of classes. These include policies on student conduct, discipline, student complaints and concerns, the Family Educational Rights Privacy Act (FERPA), academic renewal, academic honesty, refunds, and more. The college catalog includes a list of policies affecting students. (Standard II.B.2.c)

The dean of Student Services serves as the College's grievance officer. The dean's office maintains and addresses student complaints and grievances. The dean of Student Services meets with individual students who have filed grievances to review the complaints and to explain the student grievance process. The dean then makes the appropriate referral if applicable. If the student wishes to file an unlawful discrimination complaint, he/she starts with the dean of Student Services and if the grievance cannot be resolved, the grievance is then sent to the District Human Resources Office for its review. The dean of Student Services maintains student complaint files for the College except those that are referred to the District level for resolution. The student complaint files are maintained in the dean of Student Services Office for six years. After six years the files are archived and moved to storage. (Standard II.B.2)

Although the College describes the manner in which a counselor develops an initial education plan with students prior to registering, the evidence does not mention the development of an educational plan in its steps to enroll. The College and the Financial Aid department have been proactive in recognizing the diversity of its students. Financial Aid has documentation available in Spanish for students. Additionally, Single Stop USA is providing a valuable service to Contra Costa College's students. The College meets all requirements as outlined in this Standard. (Standard II.B.2)

One of the goals of the College is "successful achievement of educational goals" of its students. Although the majority of students indicate their goal is to transfer to a UC/CSU/private university, the College's Transfer Center has only just reinstated reassigned time for a counselor to address transfer. This effort was suspended for several years. In the recent economic downturn, the College has had to examine positions carefully while attending to its overall goals. The College has an opportunity to improve and identify student needs better through its already established process.

Contra Costa College has an active and robust DSPS program that serves the approximately 400-500 DSPS students (out of 800 identified) who actively participate in the program. There were more DSPS students prior to the state wide cutbacks in 2009-2010. The DSPS program continues to provide robust and comprehensive services even through budget cutbacks and is poised to restore more services as its budget has been increased. Starting with outreach to local high schools, the DSPS program welcomes disabled students with academic and mental health counseling, high tech hardware and software support and training (including the new campus Learning Management System, Desire2Learn), alternate media such as large print and braille texts, and transportation on campus (if needed). The program has reached out to the general campus community with innovative events such as the annual “Disability Awareness” film series in October. This is the fifth year of this series and provides evidence that the DSPS program enjoys management and faculty support. Some faculty members attend films and some give extra credit to their students for attending an event.

Another notable example is that the DSPS Center houses a county mental health worker who was formerly housed in the counseling office, but now is in DSPS. This lowers barriers and creates opportunities so DSPS students can more easily meet with and be assessed by someone who has access to many county mental health resources. In addition, the DSPS program has made plans to work with the newly-opened Veteran’s Center at CCC. This typifies the office’s innovative and extensive support for disabled students. (Standard II.B.3)

The College has a robust and pervasive culture of engaging students in its activities and offers many opportunities for students to develop personal and civic responsibility. The College also offers opportunities for intellectual, aesthetic, and personal development through student clubs, activities and cultural events. In addition, all Associated Student Union (ASU) senators receive training on the basics of shared governance. Student participation in shared governance allows student leaders to develop their civic responsibility and to develop leadership skills. The participation of students in campus decision-making bodies is noteworthy. The students participate actively in a variety of campus shared governance bodies and contribute to the decision-making process. The Student Ambassador Program allows interested students to participate in shared governance without actually being an ASU senator. In some instances, the students chair campus wide committees. The culture of student engagement allows students to participate in decision-making and provides an opportunity for personal growth. (Standard II.B.3.b)

The Counseling Department provides services to the diverse student body in multiple languages both on campus and through email exchanges to distance education students. The participation of counseling department in the most recent student equity plan development is noteworthy. Although the plan is being developed under a very tight timeline, the participation of different campus communities in the plan development process has not been overlooked. At its regular department meetings, the Counseling Department addresses how its services enhance student development and success. Ongoing professional development training ensures that counselors are well-trained and able to provide services to students in person. Counselors continue their education through meetings, conferences, and workshops. Counselors are an integral component of the Puente Program, which began at Contra Costa

College in fall 2002, is a support program designed to increase the number of educationally under-represented students who transfer to four-year colleges and universities and earn degrees. (Standard II.B.3.c)

Each department within the division provided a number of sources as evidence that student services offered by the College supports student learning, including program review documentation, student learning outcomes/Administrative Unit Outcomes, and annual action plans that are used for requests for additional budget allocation. These budget resource requests are then shared through student services forums which allow for all student services faculty and staff to provide their input. The budget resource requests for all divisions are discussed at their division meeting and priorities for allocation requests are decided. The division can apply for resource allocation funds for these projects on an annual basis. The department must provide documentation that the requested funding is supported by program review results, SLO assessments, college needs and strategic initiatives, as well as future goals and plans. The applications are evaluated through a unit plan specifying how the funds will be used and, specifically, how they will help the department, division, or college attain its goals. Augmentations to operating budgets are distributed based on applications evaluated and ranked by the Planning and Budget Committees, and approved by the College Council. (Standard II.B.3.d)

The student body at Contra Costa College is extremely diverse and the College demonstrates a commitment to exposing students to the various cultures and traditions that surround them. The College offers a variety of programs, practices and services that help to support diversity. A great deal of coordination occurs with the Office of Student Life and the Associated Student Union (ASU) with the planning of activities that represent a variety of cultures and socio-political positions. Events such as Black History Month, Latino Student Day, Cinco de Mayo festival, and Unity Day are all examples of the commitment of the College to promote and embrace diversity. (Standard II.B.3.d)

Admission and placement instruments are evaluated every three years. Contra Costa has a policy for assessment testing which is clear to all students. The College utilizes COMPASS/ACT as their assessment tool for placement into English, math, and ESL courses. In conjunction with the publishers of the assessment instrument, validation data must be sent to the Center for Educational Testing at the University of Kansas. The College adheres to the California Community College Chancellor's Office regulations which require regular evaluation and validation of instruments used for course placement.

Although the program review process is expected to evaluate the effectiveness of the admissions process, issues identified by Community College Survey of Student Engagement (CCSSE) were not discussed during the previous program review. The CCSSE in 2012 identified that nearly 16 percent of the students do not enroll in classes until the first class meeting. The College opens enrollment very early (late April for fall). It is likely that students who delay in registering and/or wait to register are less likely to get their desired classes. The College may improve its services by helping students identify the classes that have seats available. (Standard II.B.3.e)

The College follows appropriate regulations according to the Title 5, Family Educational Rights Privacy Act (FERPA) laws, and District administrative procedure 1900.01 to ensure that records are maintained permanently, securely, and confidentially. No student record is released to the public without the proper written consent of the student. Records are backed up on local and District servers and stored securely and there is a plan to recover records in case of a natural disaster. (Standard II.B.3.f)

The College has a regular cycle of program review and provides clear direction for its “Non-Instructional Program Review and Outcomes Assessment Process” publication to Administrative, Student Services, and Learning Resource units undergoing review. Student services programs follow the review calendar and assess student needs every four years. Contra Costa College student service areas completed 100 percent of their program reviews within the last three program review cycles. Findings from program review are consolidated and sent to the President’s Cabinet for further review, recommendation, and/or implementation. Activities that are prioritized are funded to improve student services.

Given the well-defined process and periodicity of the program review cycle, it is logical that the process has surfaced some issues that require the College’s attention. As an example, there has been a steady decline in enrollment from fall 2009, the College, after a period of five years, is still analyzing and planning corrective actions in summer 2014. In another example, nearly 16 percent of students enroll late for their classes compared to a national average of 4 percent. There is no evidence to demonstrate that the College was aware of or was acting upon the information to encourage more students to enroll prior to the first day of class. The institution systematically assesses student support services using SLO/AUO’s and program reviews as evidenced in the student service program review documents reviewed by the team. The division uses the outcome information as the basis for program improvement. On an annual basis, the division develops an annual action plan stating the program goals for the upcoming year and their alignment to the College’s strategic goals. (Standard II.B.4)

Conclusion

Contra Costa College provides a wide variety of student services for the entire campus. The College is committed to addressing the needs of a diverse student body. The student services division has established structures and procedures that support student learning outcomes/administrative unit outcomes that appear to support a continuous cycle of assessment. There are established policies and procedures to assess student need and develop interventions to address the needs. There seems to be a collective understanding of assessing the effectiveness of services among managers of the student services division. However, although appropriate processes are in place, the processes did not alert the campus of significant issues in a timely manner in several instances (enrollment management, transfer). With an engaged campus community and well-defined process, the College should be able to identify the issues well in advance and take corrective action, when necessary.

The College has not fully met this Standard, as it is not yet created comparable learning support services for distance education students.

Recommendations

See College Recommendation 4.

Standard II – Student Learning Programs and Services

Standard IIC – Library and Learning Support Services

General Observations

The College provides an impressive amount of learning support for students using the library and other Learning Support Services on campus. The number of orientations and reference desk interactions is extremely high. The school wide information literacy requirement is well communicated; many students are meeting the information literacy requirement and student satisfaction surveys show very high satisfactions levels with the support they receive. The Library provides more orientations, answers more reference questions, and circulates more materials per FTES than the other 9 colleges in the District that have larger enrollments and more resources. For example, CCC scheduled 149 orientations in 2011-2012 as compared to 120 at Diablo Valley and 91 at Los Medanos. Similarly, CCC library staff responded to 24, 943 reference questions compared to 19,473 at Diablo Valley and 1,683 at Los Medanos.

Findings and Evidence

Contra Costa College Library and Learning Support Services provide resources and assistance that contribute to student learning and to student success. Learning Resources is comprised of the College Skills Center (CSC), College-Wide Tutoring (CWT), the Center for Science Excellence (CSE), math tutoring, and the High Tech Center (HTC). Additional computer labs are located in the Computer Technology Center, the Physical Sciences building, and the Library. The Library and Learning Resources Center (LLRC) is a vital hub for student activity; in addition to traditional library resources and services, the CSC and CWT are centralized in the LLRC building. The Library supports the College's information competency graduation requirement by offering a credit course, workshops, tutorials, and orientations that enable students to satisfy the requirement. The Library and Learning Resource Services rely on input from faculty, students, other professionals, and collection analysis in its collection development and maintenance practices. The Library and tutoring services are currently able to support the learning needs of students enrolled in online classes because the numbers are small and the students live within the service area. However, both the Library and tutoring services have begun planning for the day when a significantly higher number of students are enrolled in online courses and many of the students may live at a greater distance from the campus. (Standard II.C.1)

The institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution. Although the quantity of books and media in the collection is sufficient to meet the Standard, the currency of items in the collection suggests that much of the collection is outdated, unused, or no longer appropriate. Only 24 percent of the collection has been published within the past 12 years. According to the College's Weeding Guidelines, publications (books, journals, etc.) older than five years need careful evaluation to determine their utility. Of course, there are subject areas that benefit from older materials, but currency is critical in the sciences, social sciences, career and technical areas, and reference. Electronic resources (databases, media) are adequate. The faculty tutor coordinator and faculty offering services in the College Skills

Center make the decisions regarding selection of instructional support, books, equipment, and software. Math faculty and instructional assistants select materials and equipment for math tutoring. Faculty and staff working in the Center for Science Excellence identify material and equipment needs for the Center. College Wide Tutoring is mentioned in the Overview, but is not included in the Descriptive Summary.

The librarians and the learning support services professionals engage College faculty and others in collection and resource development. Faculty and student usage and feedback inform the development of tutoring, media resources and equipment, acquisitions of print materials, and electronic resources. Because of budget constraints and College reorganization activities over the years, both the Library and Learning Resources struggle to sustain a high level of service.

The College provides extensive workshops and support for students who are using the library and other learning support services on campus. Distance education students who call in for information literacy/reference assistance are either helped immediately by the reference librarian or receive a call back if the librarian was assisting a student. The learning support is primarily face-to-face. The College Wide Tutoring (CWT) program in the Computer Skills Center is heavily used and has received very favorable evaluations, but there are no comparable tutoring services provided for distance education (DE) students. Plans should be developed and implemented to provide online/DE students with support services that are comparable with those available for face-to-face students.

The College "Council of Chairs" adopted the smart classroom as a campus wide standard; however, with rapidly changing technological advances, the smart classroom standards seem outdated. In future planning cycles the Library and Learning Resources staff and managers should work closely with the Technology Committee, and careful thought should be placed into the selection of educational equipment and materials to ensure support of student learning. (Standard II.C.1.a)

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency. The College instituted the information competency graduation requirement in fall 2006. The Library provides college wide leadership in this area. The LIBST 110 and LIBST 110A courses enable students to fulfill the graduation requirement. Despite this being a graduation requirement, student feedback indicates a high level of satisfaction with the courses. These courses could be adapted in order to enable distance learners to fulfill the graduation requirement online.

The library provides ongoing instruction in a variety of formats. Evidence of drop-in workshops, library orientations, and the Contra Costa Library Information Competency Skills (CLICS) tutorial modules should have been included in the self-study. The library and the institution are to be commended for including a mandatory orientation to library resources for all new tenure-track faculty. The library is applying for grants for a pilot project that would connect CTE faculty and programs to librarians with a goal of improving acquisition of information competency skills in CTE students. CLICS modules are publicly available, but modules are currently only accessible in the library learning management system. The

library is working on modifying access so that non-library instructors can embed the module in their LMS course sites. (Standard II.C.1.b)

The institution provides students and personnel responsible for student learning programs and services adequate access to their library and other learning support services, regardless of their location or means of delivery. The library provides adequate access for both onsite materials and services and comparable off-site access. Off-campus users are authenticated through a proxy server. The library operating hours have fluctuated over the last five years and have not yet been restored to the high of 58 hours per week which existed in fall 2007. The library does have open hours during Saturday and when classes are in session. Learning resources (CSC, CWT, CSE, HTC, and math tutoring) are currently only accessible on-campus. The College now has a dean who is charged with reviewing, assessing, and coordinating all tutoring activities including the development of tutoring for distance education students. (Standard II.C.1.c)

The College Skills Center and College Wide Tutoring were recently moved into the Library and Learning Resources Center. This has created some positive opportunities for students: access to computers, printers, smart classrooms and to library materials during tutoring sessions. However, there is an issue with access being denied because the different entities have different operating times, and when the library is closed, the CSC cannot be open. Security and maintenance of the Library and Learning Resources Center are adequate. Maintenance of the building and grounds is provided by the Building and Grounds Department. Installation of appropriate anti-theft measures secures computers and other library equipment. The College has experienced no significant problems with the security of its library and learning resources and equipment.

Maintenance of existing technology, including computers, is provided by the IT staff. Because of budget cuts, scheduled replacement of out-of-date equipment does not occur in a timely fashion. In addition, the College budget does not have a line for replacement of equipment or computer hardware or software. A plan is being developed that will address the need for regular computer upgrades in student labs and for faculty and staff; the plan does not address the student-use computers in the library and its teaching lab; these computers are more than seven years old and need replacement. CTE funds were used to upgrade many computers and computer labs, but there is no evidence as to how this affected the library or learning resources. (Standard II.C.1.d)

The library does not rely on or collaborate with other institutions or other sources for library and learning support services for its instructional programs. The library has a few agreements for acquisitions and funding. (Standard II.C.1.e)

Both the Library and Learning Resources have developed, implemented, measured, and assessed appropriate student learning outcomes (SLO). They have thoughtfully, collectively, and productively discussed the SLO data. These discussions resulted in implementation of intentional change to programs, teaching/training workshops, and other services. Subsequent data collection verified the effectiveness of the changes

The College does have an excellent Weeding Guidelines document, and recruits discipline faculty to participate in weeding activities as a flex activity. The INNOPAC (automated

library system) collection development reports indicate the age and subject area of the entire collection. The library's collection and equipment, including computers, projectors, and smart boards is sufficient in size, but not in currency to support student learning and acquisition is based mainly on faculty and student needs.

The Library submitted a comprehensive program review self-study in 2011. The Library also submits an annual unit plan that includes goals and actions based on its AUO and SLO plans. As an example of outcomes of SLO/AUO analysis, changes were made to librarian activity within the library; to methods used to assess student learning in library orientation sessions; and to when post-tests were administered in the credit course (LIBST 110 and 110A). Where achievement of an SLO was consistently below the standard, library studies instructors met in fall 2013 to develop a different approach to covering the topic and to assess achievement. The CSC and CWT undergo program review every four years; the last was in fall 2010. The next program review should take place in spring 2015. This program review should address the concerns expressed earlier about lack of comparable support services such as tutoring for DE students.

Data were available in the 2010 College Skills Center Program Review self-study that indicated students who worked with instructors in the CSC significantly outperformed their classmates in terms of retention and success. The last Student Learning Outcomes Report used in the self-study is dated spring 2012. Strategies or initiatives implemented as a result of these data to ensure continuous improvement are referenced.

The Library's print collection currently stands at a 56,426 volumes. This number would meet Academic and Research Library standards if 54 percent of the collection had acceptable currency. The Library has clear, thorough, and reasonable Weeding Guidelines (revised 10/7/13), but a major weeding project is labor intensive and the Library does not have the staff to carry out such a project. Review of the oldest books in the collection (publication dates before 1930, for example) might result in items for a "rare" book collection or archive. Review of books between 1930 and 1980 would like result in removal of a significant number volumes, which would result in space for new books. This is an important consideration since such a large number of books is needed to bring an appropriate level of currency to the collection, especially in the areas of science, social science, career and technical fields, and reference. (Standards II.C.1.a, II.C.1.c, II.C.1.d, II.C.2)

Student and faculty surveys indicate overall satisfaction with the Library is quite high. When asked how service could be improved, surveys consistently indicate "increased open hours," "more/newer computers," and more librarians. The challenge for the College will be to identify and allocate funding to improve services and the collection. (Standard II.C.2)

Conclusion

The College meets the Standard. Despite issues with the print collection, student and faculty are generally happy with the services provided by the Library and Learning Support Services. The College is aware of the limitations. The College Skills Center houses the campus wide tutoring program. Self-reported data about student satisfaction and use were borne out by the visit. Clearly this CSC is a busy place and does a good job supporting student learning with

a computer classroom, study rooms, open computers, tutoring tables, and faculty tutoring tables, all housed in a compact area. This Center has a unique situation where credit tutoring and non-credit tutoring activities are conducted simultaneously and in many cases, in close proximity. Another notable aspect includes a tutoring coordinator whose position is considered classified, but who holds a Master's degree in English.

The credit classes (English 102-Writing Skills Lab and 103-Reading Skills Lab) provide evidence that faculty tutors (English and ESL) work in the CSC. If students sign up for an English 102 or 103 course, they receive credit for attending a minimum number of hours. One of the "extra" services the tutoring coordinator provides is regular updates on students' attendance to the CSC and reminders to students who are "behind" in their hours. Thus, they greatly reduce the number of students who do not pass their tutoring classes.

The team noted that there is a new, common application for tutors across the campus, managed by the tutoring coordinator. After the initial screening of applicants, each discipline conducts a final interview of tutoring applicants, and, therefore, has a strong voice in who tutors their students. This combination of centralized recruiting and initial screening, coupled with local control of discipline-specific tutors, appears to be working well. The CSC provides a comprehensive and flexible training program for tutors, which currently runs throughout the semester and enables the tutors to use their academic knowledge of tutoring pedagogy to tutor.

Both the Library and the College Support Center are a valuable part of the learning support services offered by the College.

Recommendation

See College Recommendation 4

Standard III – Resources

Standard IIIA – Human Resources

General Observations

Contra Costa College (CCC) employs approximately 288 personnel in different employment categories. Staffing needs for individual areas are identified through program reviews. Hiring policies and practices, such as recruitment, screening, selection, and hiring of all personnel, comply with all state laws and Board policies to ensure fairness. Evaluation procedures based on collective bargaining agreements are clearly identified for faculty and classified staff. The College has updated all of the faculty evaluation documents. Management, Supervisory, and Confidential Employees evaluations are based on Section 6 of the District's Management, Supervisory and Confidential Employees Personnel Manual.

Contra Costa College has standardized hiring practices which are managed through the Contra Costa Community College District office. Job classifications are listed at the District website. Recruitment policy and procedures are contained in the District's Uniform Employment Selection Guide. The District's Human Resources Procedures Manual serves as the reference guide for policies and procedures.

The District has a written code of ethical behavior HR1040.08 for all employees, and in spring 2012, the District contracted with EthicsPoint Inc. to provide employees a confidential hotline to report misconduct. The College serves a diverse student body and that diversity is also reflected in the College staffing. (Standard III.A.1.d)

Professional development is supported by a part-time professional development coordinator and a Professional Development Committee. This committee provides a wide range of workshops and activities for faculty, staff, and managers. Training needs have been identified through the analysis of surveys that have been conducted. All workshops are regularly evaluated for attendance and satisfaction. In addition to the Professional Development Committee, some technology training is provided by the Distance Education Committee through a part-time contract faculty position who delivers or coordinates the training.

Findings and Evidence

The College provides evidence through its catalog, District board policies, job descriptions, and recruitment strategies that it employs qualified personnel. The College works with the District office to assure that position qualifications are matched with programmatic needs and are appropriate for the position. The College can initiate a modification, but all colleges in the District must review the changes as well. Additionally, for classified positions, the union must review the job description before being submitted to the Governing Board for approval. The College ensures that minimum qualifications are reviewed and that announcements and performance measures are appropriately appraised. The District is currently engaged in a reclassification study with the Classified Union utilizing the services of Hay Group Consultants. The review was completed in Spring 2014. The implementation of the recommendations made by this company will help to ensure that the College has up-to-date

job descriptions that are more reflective of the duties that classified employees are performing. The team encourages the college to complete the implementation of the reclassification study. (Standard III.A.1)

The College follows the District's Uniform Employment Selection Guide for recruitment and hiring procedures. Specific guidelines for faculty involvement in the selection of new faculty are included in the Guide and the hiring matrix. Applicants are required to meet minimum qualifications for each job position. Equivalency guidelines are clearly stated in the Guide. Verification of an applicant's qualifications is part of the hiring process and is substantiated through confirmation of degrees and reference checks. (Standard III.A.1.a)

Regular performance reviews are addressed in College Board Policies and in the contracts with all bargaining units. Managers, supervisors, and confidential employees are evaluated according to the Management, Supervisory, and Confidential Employee Manuals. Additionally, the Management, Supervisory and Confidential Employees evaluation has been updated and includes a link between the content of the evaluation and the College's goals and initiatives. Evaluation training for managers and supervisors is conducted periodically by the District Office Human Resources (HR) department. (Standard III.A.1.b)

Evaluation schedules are maintained by different units on campus. The Instruction Office provides the division deans and department chairs with a list of full-time and probationary faculty who are due for an evaluation. The division offices provide the list of part-time faculty who are due for an evaluation. The campus Human Resource Office notifies supervisors when classified employees are due for evaluation, and they also create a rotating schedule for the evaluation of managers and supervisors. The campus director of Business Services reported that evaluations were up to date as of the 2013-2014 year. Unfortunately, there was no evidence provided to support the statement. The team encourages the College to track and verify that evaluations have been completed in accordance with established timelines and procedures. (Standard III.A.1.b)

The evaluation processes are reviewed for effectiveness and recommended improvements implemented. Updated forms for faculty evaluations have been implemented and are available on the District Human Resources website. The updated forms include more feedback from deans and department chairs on both instructional and non-instructional activities and create a stronger relationship to best practices for all faculty positions. The evaluation process of managers and supervisors has also been updated to be more closely aligned with strategic plans and institutional goals. (Standard III.A.1.b)

All faculty evaluations, including counselors, learning disabilities specialists, and librarians, have a statement that reads "use appropriate and varied tools for evaluating and assessing student learning outcomes," but there is no clear requirement or verification that this takes place. Student learning outcome assessment is included by way of a check off statement which is an optional component of the evaluation process. Regular professional development workshops on outcomes assessments have been implemented during the college FLEX days and campus workshops. (Standard III.A.1.c)

The College follows the District code of ethical behavior (HR 1040.08) which is applicable to all college employees. The District recently contracted with EthicsPoint, Inc. to encourage the confidential reporting of unlawful or unethical behavior. The College also requires managers and supervisors to attend ethics training. (Standard III.A.1.d)

The College maintains an appropriate level of staffing by reviewing the College FTES goal and the process for prioritization and allocation. The Annual Plan and Resource Allocation Request integrate the use of data and links to outcomes and college initiatives into the prioritization process. (Standard III.A.2)

District Board Policies and Administrative Procedures contain the college's personnel policies. The policies and procedures comply with state and federal employment law, and are congruent with collective bargaining agreements. They are reviewed on a regular basis, and are posted on the district website in order to make them available to employees. (Standards III.A.3, III.A.3.a)

The College follows parts of the District procedures (HR 1040.03) for the retention and storage of personnel files. College employees can review their personnel file in the Business Office under supervision upon request. Personnel records are kept in fireproof locked cabinets in the College's Business Office. However, at times, the personnel files are held in unsecure locations on a temporary basis. The team strongly encourages the college to annually purge inactive employee records as outlined in the District's HR procedure HR 1040.03. (Standard III.A.3.b)

The District and College discourage any form of discrimination. The College widely publishes its non-discrimination policy in the catalog, the schedule of classes, and recruitment brochures. The College follows District policy on Unlawful Discrimination and Unlawful Harassment BP 2002. The College provides a variety of professional development programs to support the diverse needs of its personnel. Regular needs assessments are provided to the faculty and staff, and workshops are provided to meet the indicated needs. Some evidence of evaluation of workshops was also provided. The District also conducted a study of the District Workforce Diversity Efforts and Student, Employee and Service Area Demographics. (Standards III.A.4, III.A.4.a)

The District recently conducted a study to track its record on employment equity and diversity called the District Workforce Diversity Efforts and Student, Employee and Service Area Demographics. In addition, the District has developed two new documents to promote nondiscrimination procedures and a draft Equal Employment Opportunity Plan. The team strongly encourages the college to complete their planning agenda item to adopt and implement the District Equal Employment Opportunity Plan. (Standard III.A.4.b)

The District's and College employment policies and procedures adhere to federal, state and local labor laws. The District and College policy on nondiscrimination prohibit sexual harassment and other forms of discrimination for students, administration, faculty and staff. The District has a written procedure (HR 1040.07) for employees and students to follow in

the event they wish to file a complaint. Anyone can also report a violation of policy or procedure anonymously through EthicsPoint. (Standard III.A.4.c)

The College provides a wide range of professional development activities for administration, faculty, and staff. Regular needs assessments are conducted by the District Office to determine the activities in highest demand. The Professional Development Office uses the results to plan workshops for the year. Considering the limited staffing of the Professional Development Office (20 percent reassigned time for coordinator and 12 hours per week for administrative support), the College has provided a wide range of diverse training opportunities. (Standards III.A.5, III.A.5.a)

The Professional Development Committee (PDC) creates annual plans to address the training needs of the College. Annual surveys are conducted to determine training needs, but the workshop topics tend to remain the same. There is a high demand for technology training for the current software being utilized by the College. Additionally, teaching and learning topics continue to be requested each year. After each workshop, an evaluation survey is distributed and the results are analyzed by the PDC and shared with the workshop presenters. Efforts are made to continually improve program offerings in spite of a limited budget. (Standard III.A.5.b)

The College assesses its effectiveness in the use of its human resources through evaluation processes defined for administration, faculty, and staff positions. These evaluation processes are well-defined and provide for continual quality improvement as part of the procedure. At the program level, the College uses productivity measures to assess effectiveness. These measures are included in the program review process. At the institutional level, the College relies on the FTES goal as a measure of effectiveness. Implementation of business procedure 18.01 has provided the College an opportunity to determine the appropriate staffing levels based on its new allocation process. The allocation process provides a link from human resource planning to the institutional planning process. The allocation process will be evaluated annually to ensure it is effective in meeting the needs of the College. (Standard III.A.6)

Conclusions

The College employs qualified personnel through established hiring processes that are in compliance with fair employment and equal opportunity requirements and appropriately evaluate the qualifications and experience of candidates relative to job descriptions that realistically match performance expectations. (Standard III.A.1.a) The College has an active professional development program, and most employees participate in professional development activities. (Standard III.A.5.a) Employee personnel records are appropriately secured, and the College follows policies and contractual requirements for allowing employees to review their personnel files. (Standard III.A.3.b)

The College relies on District policies which are committed to a culture of fairness, diversity, and equity in hiring and evaluation practices. Evaluation documents have been updated to ensure the College is meeting the Standard, and the use of the updated evaluation forms have been implemented.

The College has provided a broad professional development program for administration, faculty, and staff despite the reduction in staffing in the Professional Development Office. Despite a modest budget, the PDC and Professional Development Office continue to offer opportunities for staff development for all levels of employees.

Overall, the College meets Standard III.A with the exception of III.A.1.c.

Recommendations

College and District Recommendation 1: In order to meet the Standard, the team recommends that the District and the College include, as a required component of the formal evaluations of faculty and others directly responsible for student progress towards achieving stated student-learning outcomes, a means to evaluate the effectiveness of that responsibility. (Standard III.A.1.c)

Standard III – Resources

Standard IIIB – Physical Resources

General Observations

The college recently celebrated its 65th anniversary. Ten of the college buildings were constructed prior to 1966, resulting in ageing facilities and significant maintenance needs. This, combined with budget constraints and a recent lack of State maintenance funds, has been challenging. The college has addressed the need for new facilities and renovation by successful pursuit of bonds in 2002 and 2006, and more recently Measure E that was approved by voters in June 2014. The College anticipates funding from these bonds will significantly address some, but not all of the current facilities master plan needs. The college is anticipating available bond funds will secure a new allied health building and a major remodel and annex for the athletic and physical education facilities. Despite enrollment challenges, it is anticipated that overall capacity load ratios will not be affected because most of the new space will be facility replacement.

The college has a Campus Police Department with a district wide chief of police and a police lieutenant assigned to Contra Costa College, together with seven other officers. Operating hours are 6:00 a.m. to 11:00 p.m. If necessary, officers can be assigned from the other college campuses to Contra Costa College. The College is situated in a higher crime area than its sister colleges, and is allocated approximately one-third of the district wide police officers. The campus appears to maintain, upgrade, and replace its physical resources in a manner that assures effective utilization and quantity needed to support its programs and services.

Findings and Evidence

The College has a facilities master plan that was developed in March, 2008. Bond funds have been the primary source of funds for facilities projects to include ADA and seismic retrofit. The college has safety committee annual Statewide Association of Community College (SWACC) audits and self-reporting of safety and maintenance issues through the 'maintenance plus' system. The annual Keenan SWACC findings are thoroughly reviewed by the Chancellor's Cabinet. The management team conducts an annual 'walkabout' in the evenings and documents and reports maintenance issues through email to the maintenance director. The premises are inspected by the fire marshall monthly and the Building and Grounds manager who conducts daily walkabouts. Additionally, maintenance staff identify maintenance needs that may have occurred suddenly. (Standard III.B.1)

The college has recently made an effort to fund maintenance needs by requiring, per business procedure 5.01, an amount not less than 0.20 percent of the sites prior year plant replacement value as calculated by Facilities Utilization, Space Inventory Options Net (FUSION) be allocated for maintenance projects. However, in year one, a flat \$100,000 allocation was provided. This requirement was put in place to ensure an annual budget allocation is made to invest in scheduled maintenance due to the continued absence of State funding for this necessary expenditure. For the 2014-2015 budget, \$1M was allocated to scheduled

maintenance from the college budget in addition to a State scheduled maintenance allocation of \$1M. These projects are managed by outside consultants.

Scheduled Maintenance costs, to include a State match when required, are now the responsibility of the college due to the new decentralized funding formula. The Operations Council meets twice per month and the charge of the committee includes, but is not limited to facilities and maintenance. The charge is as follows:

Purpose:

1. To raise issues and take immediate action on problems pertaining to the daily operations or routine operations of the college, its instructional and service programs/units.
2. To recommend to President's Cabinet proposals regarding non-routine operational matters; proposals regarding planning and evaluation activities; or recommendations for procedure development/codification.
3. To evaluate and improve instructional service operations.
4. To make recommendations for the prioritization of maintenance and upgrade of existing facilities.

Day-to-day issues that are unpredictable or routine are resolved by the manager of Buildings and Grounds. Requests that require more planning and funding are put together by the Buildings and Grounds manager and sent to the Operations Council. These items are then prioritized and submitted to the Budget Committee annually according to the Operations Council.

The Standard III.B Steering Committee indicated that the Building and Grounds manager, in conjunction with the Operations Council, prioritizes facility needs, and that this prioritized list is then sent directly to the College Council. The prioritized needs are funded based on the funding sources that apply.

Every college division, Campus Police, Buildings and Grounds and Custodial Services are represented on the Safety Committee, which is an active committee that meets monthly. Emergency preparedness includes building evacuation drills on the first Wednesday of each month, resulting in the entire campus participating in this drill annually. Building safety monitors are evaluated during this process and a verification of all required safety materials is completed. Each building houses emergency supply cabinets and materials. The police lieutenant for CCC is the District training officer for POST certification and all officers are current in this area. The college has a good record of minimizing accidents and related issues and this is evidenced by the annual slip, trip and fall program results. This program requires all managers to report potential accident related issues and data. The college Operations Council prioritizes safety requests for funding first. (Standards III.B.1, III.B.1.a, III.B.1.b)

The college has considerable challenges due to two earthquake fault lines that run through the campus. The District has been proactive by conducting a seismic study in 2010 and the subsequent development of a comprehensive seismic mitigation plan. Recently two buildings have undergone a seismic retrofit. As part of this plan, locations within the campus have been

determined ‘no build,’ thereby restricting available building land. As a result, the previously existing student services building was demolished to allow the new college center to be built in the same location. Because this building is primarily replacement space, cap load ratios are not a pressing issue. (Standards III.B.1, III.B.1.b)

The Facilities Master Plan for the college is driven by the mission and this plan identified the need for extensive modernization and seismic retrofitting of the colleges ageing buildings. In conjunction with the master plan, the college recently embarked on a new College Center, which includes a new classroom building, student activities and administration building, conference building and site development covering eight acres. The college is clearly proud of this new facility which will no doubt be a significant contributor to the college facilities condition. In 2006, the college developed interior and exterior standards for building and construction to ensure a high quality appearance of all campus facilities. The college’s management team breaks into five teams, each of which annually performs ‘walkabouts’ through specific campus zones to review for safety, including evenings. (Standard III.B.1.a)

Effective use of space is determined by the facilities master plan, which was informed by program review, strategic initiatives, cap load ratios, and the instructional schedule. As an example, a welcome and transfer center was determined to be a facility need based on student needs and supported by the student success initiative. Subsequently, facility reorganization occurred to address this need. (Standards III.B, III.B.1.a)

Regular program review includes a review of facilities and equipment and identification of facilities and equipment needs. Program review is one of the cornerstones of ongoing program and facilities planning. The process consists of a constituent-based validation committee which provides a summary report with its assessment, commendations, and recommendations to the President’s Cabinet. The facilities master plan is one of the links between program review and planning. The budget augmentation process uses information gathered from program review which is examined by the Validation Committee and, likewise, is forwarded to the President’s Council. New equipment requests are submitted as part of the annual resource request process and prioritized by both the Planning Committee and Budget Committee independently and each utilizes the same rubric. The committees then convene to create one prioritized list. Equipment, however, does not include technology initiatives. Technology, other than minimal divisional requests appears to be funded outside of the resource request process. Due to budget constraints, funding for new equipment appears to be minimal to zero if equipment acquisition is not part of a bond, the college will have to identify resources to address equipment needs. (Standard III.B.1)

The college recognizes that there are numerous challenges in meeting all ADA access requirements because the college was built before most ADA codes were implemented. Most of the ADA compliance projects are slated to be funded by bond revenue. The college has consistently allocated bond revenue to ADA projects and as recently as December 2012 developed a new priority list of ADA improvements that will be funded as resources become available. The college has been diligent in this regard. (Standard III.B.1.a)

Any off-site locations used are visited by the Buildings and Grounds manager and Police Services regularly and there have not been any complaints or issues with the safety or efficiency of these sites. These facility reviews primarily deal with assessment of appropriate

lighting, emergency exits, trip and fall and general safety inspections. Typically the locations that have been used are city buildings that meet required codes. The Building and Grounds manager has maintained a log of these inspections in the past; however, in the last 12 months, the college has not utilized any off campus locations. (Standard III.B.1.b)

The Educational and Facilities Master Plan and bond funding are pointed to as the process for facility assessment and the current master plan covers a ten year time span. Additionally, the college claims program review and 'Maintenance Plus' applications as being a 'preventative maintenance program.' The Operations Council is referred to as the group that addresses and prioritizes maintenance issues.

The Facilities Master Plan, developed in March 2008, was developed consistent with the mission and goals of the District. This plan is now six years old; however the plan was recently re-prioritized. The Measure E bond will yield \$450M, while the remaining projects in the District wide facilities master plan total \$750M. Each constituency group reviewed the remaining projects, re-prioritized, and re-validated the projects to be completed using CCC's portion of the bond proceeds. CCC will receive \$84 million from the bond. The majority of the funds will be used primarily for a new allied health building and new athletic and PE facilities. Because most of the new construction replaces older construction and does not represent expansion, the total cost of ownership (TCO) is reduced. Newer buildings require less repairs and maintenance and are more energy efficient. Additionally, new energy savings measures have been introduced to reduce TCO in the area of utilities, water and landscape maintenance. (Standards III.B.2, III.B.2.a)

The College Facilities Master Plan is the basis for most facility improvements. Recently, each constituency group reviewed the plan. Following that review, the College Council reprioritized plans. This new prioritized list will be used as the basis for funding. Additionally, the college uses program review and annual unit plans to identify facilities and equipment needs.

The College needs to strengthen the linkage between program review, institutional planning, capital prioritization, and resource allocation. The team suggests that all facilities and IT planning be formalized and clearly tied to program review, and other institutional plans and that assessment of effectiveness be part of that process.

On an annual basis the Budget Committee reviews requests for new or replacement equipment and must be justified by program review, strategic direction and SLOs. The team reviewed the resource request document which confirmed this requirement. (Standard III.B.2.b)

Conclusions

Clearly the College has faced significant challenges due to the age of the campus, the difficult terrain, and proximity of the Hayward Fault. However the District and its colleges have been successful by achieving approval for three bonds, the most recent in June 2014. Other than funding for new facilities through bond revenue, the college has applied minimal funding to ongoing maintenance and equipment, primarily relying on state categorical funds for these purposes, which have not been forthcoming in recent years. New business

procedures require a formula based allocation for scheduled maintenance. As a result, in fiscal year 2014-2015, the College allocated \$1M for this purpose.

The Facilities Master Plan drives allocation of bond revenue for major capital projects. A scheduled maintenance list prepared by the Building and Grounds manager and approved and prioritized by the Operations Council drives scheduled maintenance funding. Routine operational funds are available for day-to-day maintenance issues. Requests are submitted through the Maintenance Plus system and/or are identified by managers or the Buildings and Grounds manager. There is no clear link between facilities needs identified in departmental program review and planning for and funding of those items. However, after review of sample program review documents, the team found that there appears to be very little demand for facility improvements outside of the processes previously described.

Equipment can be requested through the annual resource request process and there is a clear path of submission linked to program review, prioritization by the Budget Committee, Planning Committee and College Council. The College meets Standard III.B.

Recommendations

See Recommendation 4

Standard III – Resources

Standard IIC – Technology Resources

General Observations

Contra Costa College is in a unique position with what is described as a “digital divide.” The College has made much progress in addressing the technology needs of the campus; however, a large number of the students do not have access to technology at home. To bridge the divide, the College has made technology more accessible for students by putting computers for student use in open areas throughout the campus.

Recent upgrades to the technology infrastructure have been funded by the District. The College has recently updated computers for full-time faculty and provided a new computer for every current full-time employee. The College has also benefited from a recently-added position to the Information Technology (IT) department after several years of decreasing budgets.

Planning for technology occurs through the Technology Strategic Plan and within the IT department. The College also has a Technology Committee that is well integrated into the discussions regarding technology resources.

Distance Education is spearheaded by a faculty member receiving 40 percent release time and a Distance Education Committee. In conjunction with the Professional Development Committee, technology training needs are being met.

Findings and Evidence

The College has a standing Technology Committee that provides guidance on technology issues to the College Council. This committee also develops and updates the Technology Strategic Plan (Tech Plan) that insures the College technology goals are aligned with the College and District strategic initiatives. Additionally, the technology system manager is a member of the District technology management committee. The technology system manager is able to provide a campus perspective at the District level. The current Technology Strategic Plan was updated last year to extend through this year to better coincide and align with the development of the College Strategic Plan.

It is clear that reduced staffing levels are a concern even though technology needs are currently being met. A recently added IT position has provided additional support for campus IT needs. Most of the technology infrastructure funding responsibility has been moved to the District office. The College is more focused on updating and maintaining campus technology resources. The Technology Committee utilizes the processes of program review and the budget augmentation process to collect requests for technology needs if they are included in those particular requests. The College should strengthen this component of the program review process to identify technology needs more systematically.

The College relies on the Tech Plan to guide decisions for enhancements to technology services. A server virtualization project, identified in the Tech Plan, has been

implemented and allowed for the reduction of physical servers on campus. This project has increased efficiency and flexibility in the use of physical server capacity. The College has recently upgraded computers for 275 faculty and staff to improve speed, provide greater storage capacity, and increased capacity to run applications. Additionally, it upgraded 62 classrooms to Smart Classrooms. The team encourages the College to include a broader focus for the needs assessment of the Tech Plan and utilize that data to inform the new Tech Plan.

Several technology enhancements have been implemented from the District level. The District upgraded the campus email infrastructure which has provided additional email storage, unified messaging capability, and added other features. There has also been a District wide project to adopt Desire2Learn (D2L), a new learning management system which supports the College's distance education program. The adoption of D2L by all three colleges resulted in many benefits including a single sign-on, enhanced experience for users, and shared training opportunities. Finally, the College implemented common District wide systems for network infrastructure, security, and phone system. The maintenance responsibilities of these systems are now at the District. The College has experienced increased efficiencies as a result of these District projects. (Standard III.C)

The IT College committee had provided input into the Self-Study two years ago. The development of the new Technology Plan will provide guidance for a cycle of replacing work stations for all staff and computer labs. The Plan will also propose policies that will guide purchases, replacements, and other technology needs. (Standard III.C.1.a)

The College provides technology training for students through the Library and Learning Resource Center. Workshops cover a variety of topics including common software applications, support for online research, and the use of tools to avoid plagiarism. Additionally, the library offers orientation sessions each semester to cover similar topics. Several online courses have been created to provide training to students through the web.

Administrators, faculty and staff receive technology training through the Professional Development Office. The Distance Education Committee provided training when the new LMS system, Desire2Learn, was implemented. More recently targeted trainings on effective online course development have been delivered. Training was also provided when the new phone system was deployed. There was a district wide survey of technology training needs in 2011 and 2012 that provided disaggregation data by college. There is a very effective process to evaluate each session of training that is provided. There have also been several reports generated by vendors for software that included recommendations for training. However, there hasn't been a dedicated survey or other mean to assess the need for technology training and then subsequent analysis to ensure that those needs have been met. The team encourages the college to assess training needs and to use the results to develop training programs. (Standard III.C.1.b)

As noted in Standard III.C.1.a., the Tech Plan is used to guide decisions on technology needs for the College. The Tech Plan is reviewed annually and rewritten every five years. A number of technology infrastructure upgrades have been deployed by the District. The Technology Systems manager is a seated member of the District Technology committee that led the process of implementing new technology

infrastructure projects at each college. The College has been able to implement a server virtualization project. (Standard III.C.1.c)

CTE programs have their own process for prioritizing and allocating resources for Carl Perkins funds. Any CTE proposal that includes technology is reviewed by the technology department for compatibility with campus systems. Funds have been set aside to continue upgrading classrooms with technology. For the past two years, the College has made the funding of technology a high priority. (Standard III.C.1.d)

The College relies on the Tech Plan for ensuring the effective use of technology resources. Additionally, the College departments can include technology needs for improvement as a component of the Program Review process that occurs every four years and the Budget Augmentation process that occurs annually. Technology initiatives have been funded 'off the top.' The set aside funds are moved to a restricted account for this purpose. The Technology Department, like other college departments, is funded for operations at a 90 percent roll over level. Departments can submit a budget augmentation request to the budget committee for the additional 10 percent and technology needs may be part of that request. The Technology Committee is in the beginning stages of developing a new Technology Plan that will require a needs assessment and evaluation of effectiveness of technology on campus. The team encourages the college to revise processes to include all aspects of technology in the college resource request process to ensure an integrated planning, resource allocation and assessment. (Standard III.C.2)

Conclusions

The College has made great strides in upgrading the software and hardware needs of the campus. Most of the computer labs have been upgraded and with the new Technology Plan there will be a process by which all labs will be upgraded. Every full time staff person has a new desktop computer, computers have been placed in open areas to provide access for students, and 62 classrooms have been upgraded to Smart Classrooms.

Recommendations

None

Standard III – Resources

Standard IIID – Financial Resources

General Observations

The District changed its resource allocation process three years ago. This new process allocates funds to the three colleges primarily based on FTES generation and holds the colleges responsible for budget management within those revenue parameters. This process has created new challenges for the college because the college is now responsible for expenditure obligations, particularly in the area of salaries and benefits, which used to be the responsibility of the District. In addition FTES generation is the primary basis for college revenue generation, and enrollments have recently declined. The College is currently on stability funding and plans enrollment growth as the mechanism to ensure future balanced budgets. The College has faced challenges both from declining state funding in recent years and as a result of implementing the new District funding mechanism. Consequently, the College has reduced personnel, reduced operational budgets, and has had limited funding for equipment.

The Contra Costa Community College District has a series of Business Procedures that clearly document financial and budgeting business practices for the District. These procedures include business parameters and timelines and are well documented. Overall the Districts control of expenditures is strong and well managed. All Institutional Fiscal Data and Updated Requirements for Evidentiary Documents were made available as required.

Findings and Evidence

A review of the audit statements confirms that the District's overall budget is being well managed resulting in positive ending balances for the last three years. A District Governance Council develops budget guidelines and allocations and discusses multi-year projections (three years). A strong fund balance protects the District from State funding fluctuations and financial resources appear sufficient to ensure fiscal solvency. (Standard III.D)

The college/District implemented a new resource allocation method in 2012-2013. This model funds District office operations and district wide contractual and regulatory obligations first, and the remaining funds are allocated to the District's colleges based on FTES. The District and college review their mission statements along the same timeline to ensure alignment. The 'integrated planning model' indicates that the mission, goals, vision, values, and belief statements are inputs for the educational master plan, which ultimately informs other college plans. The report describes how multi-year assumptions are developed by the District which provides each site an idea of short-term and long-range plans. The College also states that 'with the new resource allocation method, budgeting is integrated with institutional planning.' The resource request process requires a link to program review and a report explaining the potential impact and effectiveness a funded request will have the following year. The team could not find evidence that College resource requests for facilities and IT do not follow this process and therefore a clear link to program review and institutional plans could not be verified. President's Cabinet was referred to as the venue where program review, IT and facility requests are vetted and therefore a link is established during this process. The team encourages the College develop a process by which all

resource requests are tied to program review, institutional plans and are assessed for effectiveness. The governing board receives financial information at each meeting and this information is provided in various formats. (Standards III.D.1.a, III.D.1.b)

The District office conducts budget forums in spring to provide information about available funds, fiscal commitments and the budget. The College then does a 'Traveling Road Show.' This Road Show is a very positive step; however, the Road Show appears to be in September, after final budget, and very early for the following year's budget. The College has suffered budget cuts over the past few years resulting in budget reductions. Considerable effort was put into obtaining other funding sources and the College has been successful in securing numerous grants. The Foundation is healthy with a balance of approximately \$3.4M. The College is in the process of 'right sizing' and suffered deep cuts during the State downturn and has a goal of retaining a seven percent reserve. Currently 95 percent of revenue is dedicated to fund salaries and benefits which is very high for fiscal prudence. The current plan to address this situation is to ensure enrollment targets are met and thereby increase revenue, and as a result the percentage of budget applied to salaries and benefits will decrease. The College is receiving stability funding for the 2014-2015 fiscal year. (Standard III.D.1.b)

The District segregates one-time funds from ongoing funds within the budget and presents them separately which is a desirable budget practice to monitor fiscal stability. The District embarks on fiscal planning at a high level to include bond oversight. Specific long-term funds have been established for insurance, payroll accruals, retiree health benefits and building maintenance. An irrevocable trust was established in 2009-2010 for retiree health liability, and the District has fully funded its annual required contribution each year. Provision for these long term liabilities is made during the budget development process in compliance with Board policy 5033 and business procedures 18.01 and 18.02. The District does a good job of planning for long-term obligations; however, now that the new funding method has been implemented, the college is responsible to fund its long-term salary, benefit, and other obligations. This is a new structure and one that requires adaptation and a different way of operating. There has been a clear change in budget responsibility between the college and the District, and the college has assumed full responsibility for its own budget. As a result, the college must evolve in the way it thinks about budgeting and adopt new procedures. The college has an unfunded liability in the area of banked load and vacation accrual. The entire obligation for both is approx. \$2.6M and is 60 percent funded, leaving an unfunded liability of approximately \$1.04M. While the District wide Governance Council reviews a three-year budget forecast, prepared by the District, this information is not discussed at the College Budget Committee or in other college venues and is filed and kept as a reference. This three-year projection is completed once, early in the budget cycle, and accounts for increases in step and column, and health increases as well as FTES revenue and COLA forecasts. The College clearly has budget challenges in future years, yet there appears to be no discussion or computation of budget scenarios. On the expenditure front the College is facing a budget that is currently 95 percent salaries and benefits, known forthcoming increases for step and column, health and welfare benefit increases, recently agreed upon increases for STRS and PERS, unfunded banked load and vacation accrual obligations and a possible classified reclassification process that may result in salary increases. On the income side, Prop 30 will be expiring and FTES generation is a challenge thereby resulting in

possible revenue declines. While the College has a seven percent reserve, this is one-time funding and not a sustainable funding source. (Standard III.D.1.c)

The College has both a Budget Committee and a Planning Committee which are subcommittees of the College Council. All meetings are open to everyone. The College Budget is currently 95 percent salaries and benefits and 90 percent roll over of operational budgets are allocated to divisions. All other budget line items are added to the budget only after following the resource allocation process and subsequent approval. This process requires requests to be submitted to the Budget Committee. The Planning Committee, Budget Committee, and Box 2A Committee prioritize requests for submission to the College Council. Budget presentations are made at division meetings to explain the budget and the budget process. Additionally presentations are made to the classified Senate, ASU, and Management Council. There are also open forums for those that have missed the meetings. Information is shared on the college portal. Overall the college and District do a good job of recording processes and sharing information with college constituents. An Annual Plan and Resource Allocation Process document is produced. The College has a very well documented procedures handbook, but the resource request and budget process is not included. It would be prudent for the College to add these processes to the handbook. (Standard III.D.1.d)

The independent audit confirms that the financial statements fairly present the financial position of Contra Costa Community College District. The external audit report is shared with the Board Finance Committee. The Foundation also presents its statement in accordance with Financial Accounting Standard Board. Prior material weaknesses have been corrected and no new material weaknesses were reported in the audit. Overall the District budget is being well managed. (Standard III.D.2.a)

Institutional responses to external audit findings are comprehensive and timely. Each finding has been remedied within a 12 month period. Audit reports are presented to the governing board and posted on the District website. Findings are discussed by District officers and communicated to the necessary departments. The College representatives are part of the Cabinet Report. (Standard III.D.2.b)

The district ending balance for the past three years was 21, 19.5, and 17 percent respectively. The governing board requires a 10 percent reserve (5 percent contingency and 5 percent general fund reserve) as stated in business procedure 18.01. This reserve is sufficient for emergencies. The District has the ability to issue Tax Revenue Anticipation Notes (TRANS) or can request a cash advance of county 'teeter funds' should the need arise. Insurance coverage is sufficient. (Standards III.D.2.c, III. D. 2.d)

The district has an internal audit department and annual independent audits are performed. Audit findings have been addressed in a timely manner as evidenced in external audit reports. Long-term debt is minimal (\$126,800 p.a.) and has a secure funding source. District administrative offices conduct administrative program reviews. The Internal Audit Department consists of a director of Audit and a full-time auditor. This department operates autonomously and reports to the chancellor with an annual report to the Board of Trustees. The annual audit is presented as a district wide audit for all three colleges and district offices. This audit covers bond programs, and grants from federal and state agencies. Any audit finding is routinely corrected within 12 months. (Standard III.D.2.e)

The College is responsible for preparing and balancing its own budget, but the District executive vice chancellor of Administrative Services ensures financial stability and compliance for the District. A review of the District's financial reports reveals that the District has adequate reserves and the District reserve level has ranged from 13.84 to 17 percent during the last five years. The District has access to cash via TRANS if necessary. The District has a comprehensive range of risk management procedures in section eight of its Business Procedures Manual which serve to protect the District from risk. (Standard III.D.3.a)

The institution practices oversight of its finances in various ways including the development and use of internal control procedures, and internal audit assessments. These internal audit assessments are conducted by an autonomous District Audit Department. Program directors practice oversight of restricted programs to include grants. In addition the college Business Services supervisor reviews restricted programs for compliance with funding restrictions relating to the grant, allocation, or award. A final review is made at the District level by accounting staff assigned specifically to restricted programs. The business procedures manual guides the financial transaction process. The District contract process is governed by BP5010 and the District Business Procedures manual under section nine. Colleague by Ellucian (formerly Datatel) is the accounting software used by the college and expenditure approvals are set up in the system. (Standard III.D.3.b)

The District utilizes the services of Keenan Financial Services to participate in its GASB 43 and 45 programs and has named Futuris as the plan sponsor; Benefit Trust Company and Morgan Stanley as the investment manager. The District has fully funded its ARC since FY 2009-2010 and has established an irrevocable trust with a total market value of \$53M as of July 2013. The District supplied evidence that over a five year period ARC payments exceeded the required contribution by \$2.1M. (Standard III.D.3.c)

The District contracts with Total Compensation Systems Inc. for the preparation of an actuarial study every two years. The 2013 study was prepared and submitted to the Board in January as required by appropriate accounting standards. (Standard III.D.3.d)

Other than general obligation bonds, which are funded from property taxes and do not affect operating funds, the District has minimal long-term debt. This debt is \$126,800 as evidenced in the most recent audit report and does not have any material impact in institutional financial stability. (Standard III.D.3.e)

Federal guidelines indicate a school is not administratively capable if the default rate equals or exceeds 25 percent for the three most recent fiscal years, or if the most recent cohort default rate is greater than 40 percent. The Contra Costa rate has been 16 percent for FY2009, 15.6 percent for FY 2010 and 20.4 percent for FY2011. (Standard III.D.3.f)

There are several business procedures that define what contractual agreements and under which circumstances the college can enter into a contractual agreement. These conditions are listed in the District Procedures Manual under section nine and in BP 5010. Contracts \$3,500 or more are approved by the governing board at their monthly meetings. The director of Purchasing and Contracts executes all contracts. (Standard III.D.3.g)

The College relies on the annual external report findings and reviews by the internal auditor to provide feedback. The external audit includes feedback on the financial management practices of the District. Effectiveness of past fiscal planning is evaluated through organizational unit program reviews. (Standard III.D.3.h)

The College has been in a ‘right sizing’ mode for several years and consequently allocation of resources for new initiatives has been limited. The College does a good job of linking resource request to program review, SLO’s and other pertinent planning data relating to the request. A uniform rubric is used to prioritize these requests and the process requires evidence of effectiveness after the funds have been award. Not all new initiatives have followed this process, but ultimately all culminate in the College Council and the President’s Cabinet. Therefore, the same individuals who are reviewing institutional plans and program reviews are approving resource allocations and thereby making that link. In the interest of transparency and standardizing procedure, the College should formalize a process to be used for all resource requests. (Standard III.D.4)

IV. Conclusions

The recent success of Measure E has provided \$450M in facilities funding which is a significant boost district wide and for Contra Costa College. Overall the College meets most subsections of this Standard, the fiscal management of the District is strong and the District as a whole is in a good financial position. This position protects the District and the College’s programs and services, and therefore supports student learning. However, the College is now required to operate within the income it receives from FTES generation and the expenditures incurred as a result of local college decisions. With 95 percent of the college budget dedicated to salaries and benefits, further increases anticipated in this area, and enrollment challenges, there is a question as to how long the College can sustain the current budget. There appears to be a lack of multi-year fiscal projections and attention to this matter by the College is needed to fully address the issue at hand. The team suggests the College should be proactive in addressing its fiscal sustainability.

Recommendations

See College Recommendation 2

College Recommendation 4: In order to meet the Standards, the team recommends the College evaluate its current financial status and its ability to address future fiscal sustainability given current expenditures for salaries and benefits and other obligations. The College should engage in a process whereby long-range financial plans are modeled in anticipation of internal and external expenditure pressures, shifts in student enrollment, and continued development of the college in alignment with its mission and goals, maintaining student learning as a top priority. (Standards III.D.1.a, III.D.1.b, III.D.1.c, III.D.3.c)

Standard IV – Leadership and Governance

Standard IVA – Decision-Making Roles and Processes

General Observations

Contra Costa College has a remarkable environment for empowerment, innovation and institutional excellence. Multiple interviews reaffirmed that the various constituent groups feel empowered and respected. A clearly defined governance structure provides an opportunity for all constituency groups to participate in institutional discussions and decision-making. The integrated planning process includes a well-developed program review process which is used to evaluate instructional programs and administrative units and make recommendations for improvement.

The College responded quickly to most of the previous recommendations and continues to show a commitment to improvement. The College now has a policy that mandates a regular review cycle of the governance process, and the College Council is currently reviewing the data gathered through Awareness and Effectiveness evaluation surveys that were conducted in spring 2014.

Findings and Evidence

Contra Costa College articulates its commitment to excellence in the mission statement and vision statement. This commitment was validated by the team in interviews with faculty, staff, and administrators who all articulated that high levels of participation in institutional discussions and decision-making have been institutionalized. The College supports ideas and policies being proposed at any level of the organization, and there is a process for moving issues through to the College Council. This has resulted in broad support of the institutional mission and vision and, as a result, the college community is fully invested in participating in advancing the goals of the college.

College goals are published in the catalog and in the Contra Costa College procedures manual. There is wide-spread involvement from all campus constituencies in the governing process. The governing process has a critical role in the evaluation of the institutional processes including budget allocation. The College has developed an integrated planning process that includes program review of all instructional and administrative units, which is used to evaluate and improve all instructional and non-instructional programs and units. The College disseminated a survey to assess the effectiveness of the participatory governance process, and the results provided evidence of the wide-spread satisfaction with the current process. (Standard IV.A.1)

The College has a strong participatory governance structure that is clearly defined in the Contra Costa College procedures handbook. The participatory governance decision-making process provides for appointments to each participatory governance committee by each constituency group including faculty through the Academic Senate, classified staff through the Classified Senate, students through the Associated Students Union, and management

through the Management Council. The integrated planning process is well documented in official documents, on the website, and in the catalog. The governance process is a critical part of the integrated planning model which includes the budget allocation process. (Standard IV.A.2.a) California Code of Regulations Title 5 Section 53200 provides the statutory definition of the role of faculty and the Academic Senate. Contra Costa Community College Board Policy 1009, CCCCD Administrative Policies 1009.01 and 1009.02 outline the role of faculty in participatory governance.

The College Instruction Committee (CIC), a subcommittee of the Academic Senate, has oversight of the regular review, maintenance, and updating of all curriculum and makes recommendations to the Academic Senate on proposals that involve curricular changes and other issues that bear directly on instruction. Efforts to modernize and convert the SLO/AUO assessment process from paper to an electronic format have been made. The College faculty and administration have made a commitment to the use of the CurricUNET to support the curriculum approval process and the assessment process. (Standard IV.A.2.b)

As indicated in Standard IV.A.2.a, the College has a strong participatory (shared) governance structure. The roles of each constituency group are clearly defined and are part of the Contra Costa College procedures handbook. All constituency groups have a place in the governance process, and as such, have access to information about the institutional processes. The leadership team communicates to the campus-at-large through “Traveling Road Shows” in an effort to ensure the campus is engaged in discussions about institutional issues. It is also a visible demonstration of the administration’s commitment to inclusion of all constituencies in the governance process. Additional communication to the College is provided through the *InSite* portal. Minutes from the governance committees are posted inside the portal and are available for campus review and reference.

The College is commended for the inclusive and transparent nature of the College Council. The chair position rotates each year among the constituency groups, faculty, classified, management and students. This year the College Council is chaired by the representative of the associated students which is clear evidence of the College’s empowerment of students. (Standard IV.A.3)

The College satisfies expectations for its relationships with the Accrediting Commission. It documents past accreditation history on the college web site and has responded quickly to previous recommendations with a sustained effort. The College adheres to all matters with respect to U.S. Department of Education compliance. These include reporting on gainful employment, Title IV, federal regulations and requirements, and Title IX, student gender equity compliance. There is evidence that the College has communicated quality assurance to the public. In turn, despite the lower socio-economic status of the college’s service area, the community has voiced its support of the College by passage of a large bond measure. (Standard IV.A.4)

The College adopted a policy mandating a regular review cycle of its governance process. A survey assessing the general satisfaction of the College’s governance structure was administered in spring 2011. The College Council debated the need to revise the survey to focus on effectiveness. Due to a change in leadership, this revised survey was not administered. With the new leadership in place, the governance structure was reviewed and

evaluated. In fall 2013 College Council took up the issue of non-Brown Act committees, or “advisory and ad hoc” committees. In December 2013 some “advisory” committees were removed. A revised survey was administered in February 2014 to assess the effectiveness of the governance structure. The College Council is in the process of analyzing the results. (Standard IV.A.5)

Conclusion

The College has a structure and a culture that encourages participation in the College planning activities and governance processes. The participatory governance structure is clearly defined in the Contra Costa College procedures handbook. Faculty, staff, and administrators interviewed confirmed their engagement and support of these processes. Contra Costa College has made tremendous strides in developing an integrated planning process and in addressing the previous recommendations.

Recommendations

None

Standard IV – Leadership and Governance

Standard IVB – Board and Administrative Organization

General Observations

The evidence clearly shows that the College meets this Standard. Roles, responsibilities and lines of authority are well-defined for institutional leadership, governance and decision-making. The Board acts as a whole, conducts itself with integrity and according to a stated code of ethics. There is evidence that when a Board member does not follow protocol, corrective action is taken and new policy and procedures implemented if necessary. Board policies are established, maintained, and revised periodically to assure the quality, integrity, and effectiveness of the student learning programs and services, and financial stability of the District. (Standards IV.B.1.a, IV.B.1.c)

Findings and Evidence

The Contra Costa Community College District (CCCCD) has a five-member Governing Board whose stated primary goal is to set the overall operating policies of the College District. Members are elected by geographic areas (Wards) and serve four-year terms. The representative boundaries were redrawn and approved in 2012. Of the current Board, three members have terms expiring this year and two are in midterm with two more years to serve. A Student Trustee, who is chosen by the student-body and rotates among the three colleges, serves a one-year term and has an advisory vote.

Evidence shows that the Board takes its responsibility seriously to act as a whole, and meeting minutes verify that most votes taken by the Board are unanimous. The Board's Code of Ethics (BP 1010) defines the principles under which the Board operates and clearly states that the Board represents all residents of the District, acts in the interest of the students, and supports the mission of the colleges. (Standard IV.B.1.a)

The Board reviewed and approved the updated District wide Strategic Plan, 2011-2015, in July 2011, which includes Statements of District Values, Vision, Mission, Goals, Performance Measures and action plans. Actions taken by the Board demonstrate that it takes responsibility for matters pertaining to educational quality, fiscal stability, and legal issues. Through prudent management and maintenance of fiscal integrity, the District has weathered the State fiscal crisis. (Standards IV.B.1, IV.B.1.b, IV.B.1.c)

Administrative Procedure 1001.01 outlines the process for policy development and the roles of the various constituencies in the policy-making process. The Board has final authority for adopting new or revisions to existing policies. Policies are organized into six sections: Governing Board Procedures; Employment and Employees; Student Services; Curriculum and Instruction; Business Services; and Physical Facilities, and published on the District website. Proposed policy changes are placed on the monthly Board agenda for a First Reading before subsequent actions are taken. The Board operates within and according to the established policies. (Standards IV.B.1.a, IV.B.1.d)

The Board has established numerous policies and documents that are consistent with the mission statement and ensure the quality, integrity and improvement of student learning programs and services and the resources necessary to support them:

- BP 1012 Institutional Effectiveness: Planning, Assessment and Continuous Improvement
- BP 1009 Institutional Leadership, Governance, and Decision-Making
- BP 4008 Review, Establishment, Modification and Discontinuance of Courses and Programs
- BP 4001 Standards of Scholarship
- BP 4011 Philosophy and Requirements for Associate Degree and General Education
- BP 1022 Governing Board Communication Protocols
Curriculum and Instruction Procedures Manual

The Board regularly receives reports and reviews policies related to student success and achievement. For example, the Board meeting agenda on April 24, 2013 included a report on CCCCD Board Policies Supporting Student Success. Likewise, a report on funds targeted for at-risk students, was on the June 26, 2013 Board agenda. Additionally, on November 13, 2013, the Board reviewed the Scorecard for Student Success.

The Board and District funds are audited in accordance with rules and regulations of the Board of Governors of the California Community Colleges and the State Department of Finance. (Standards IV.B.1.b, IV.B.1.c)

The governing board periodically reviews policies and procedures and the schedule for that review is established through the 2018-19 academic year. This schedule is published in the *Policies and Procedures Desk Reference*. The Board acts in a manner consistent with its policies and bylaws. (Standard IV.B.1.e)

Study sessions for the Board are held every April (Budget), July (topic varies) and November (Budget) as part of the on-going commitment to Board development. Each year the Board conducts a retreat in June which focuses on its self-assessment. The chancellor and the Board president plan the new board member orientation with key staff members regarding budget, staff/personnel, facilities, technology, strategic planning, and other areas of interest. The Board has conducted orientations for all five new Board members selected/elected since the last accreditation self-evaluation. Special sessions on seismic issues, acquisition of property for a campus center, and an overview on District finances were held for new Board members elected in 2012. (Standard IV.B.1.f)

The 2013 Governing Board is comprised of one member in his fifth term; one member in the third year of his first term; two members in the first year of their first term; and one member fulfilling a provisional appointment until December 2014. In addition a student trustee, who is selected by rotation among the three District colleges, serves on the Board for a one-year term in an advisory capacity. The Board president and the chancellor provide an orientation for the student trustee. The Board as a whole is relatively inexperienced and the Board's commitment to and support of board member development is key to the functioning of the District. (Standard IV.B.1.f)

The Board of Trustees has adopted Board Policy 1015 and a related Administrative Procedure 1015.01 that prescribes the process for the annual self-evaluation of the Board. This process was revised in 2013 to include a 360 evaluation process to solicit input from others who have regular interaction with the Board. (Standard IV.B.1.g)

The Code of Ethics of the Governing Board (BP 1010) clearly identifies the Board's responsibilities, including final approval and responsibility for educational programs, legal matters, and the fiscal integrity of the District. The Code further articulates the Board's pledge "to carry out its policy-making responsibilities with the highest ethical standards as it fulfills its mission to promote student learning, progress and development." (Standard IV.B.1.h)

The Board keeps up to date on matters related to accreditation via reports from the chancellor. In addition, in June 2013, a Board study session on the accreditation process was facilitated by the president of the ACCJC. It was through the discussion that the Board recognized a need to revise the evaluation process which is reflected in Board Policy 1015 (Standard IV.B.1.i)

There is an established policy (BP 2057) and Administrative Procedure (1010.06) for hiring Contract Administrators. The BP and AP specifically mention the hiring of the chancellor and presidents. The Self Evaluation states that the process has been followed consistently since implemented, most recently when the current president of Contra Costa College was hired in 2012. There was an isolated exception in 2011 during the attempt to hire the president for Diablo Valley College (DVC). Lack of a viable candidate in that search resulted in the transfer assignment of the Los Medanos College president to DVC. A new search was then initiated to hire a president for Los Medanos College. (Standard IV.B.1.j)

The current Contra Costa College president was hired in July 2012 and has primary responsibility for the quality of the institution. Since her arrival, she has reviewed the College's governance structure, administrative structure, the planning processes and the resource allocation process that were in existence when she arrived. This review resulted in a clarification of the structure of College Council, the participatory governance group charged with representing all constituencies in college decision-making. The president has delegated appropriate authority to managers consistent with their responsibilities. As vacant management positions are filled, the president will provide leadership in organizing and assessing the administrative structure. The team found strong evidence that the president works effectively with all constituencies within the existing collegial participatory governance processes, including community organizations, and local city governments. (Standard IV.B.2.a)

The president perpetuates and embraces a collegial process that sets values, goals, and priorities for the College. She leads the participatory governance processes at the College fostering a culture of trust, collaboration, cooperation, and respect that relies on research data that are gathered and disseminated from the District, and the College uses the data analysis to inform program development, budgeting, and resource allocation. Furthermore, the president ensures that educational planning is integrated with resource allocation. When necessary and

appropriate, the president ensures that procedures are established to evaluate overall institutional planning and implementation efforts. (Standard IV.B.2.b)

Minutes from numerous College Council meetings indicate that the president ensures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies. (Standard IV.B.2.c)

The president regularly monitors the budgets and works closely with management, constituency groups, and district staff to ensure that spending is in alignment with available funding, and that the College spends within its means and maintains an adequate reserve. (Standard IV.B.2.d)

The college president regularly attends events and meetings to promote the College in the community and actively participates in community organizations, such as the Strategic Planning Committee for the West Contra Costa Unified School District which developed its Strategic Plan Report 2014-2019. The president also made presentations to community groups to inform them about the Measure E Bond, a \$450 million bond measure in 2002 and 2006 for facility upgrades. Additionally, the president works with local elected officials around matters of mutual interest. Likewise, she is involved in local workforce and economic development efforts, a consortium of higher education leaders, and also serves as interim executive director of the college's Foundation Board. (Standard IV.B.2.e)

The distribution of operational functions, roles and responsibilities between the District and colleges are defined in District and College Roles, Responsibilities, and Service Outcomes – Functional Map, which was developed in 2010 and updated in 2013. This document clearly delineates the specific roles and responsibilities of the colleges, the District, and the chancellor. The District anticipates reviewing and updating the document every four years as part of the administrative services review process. (Standard IV.B.3.a)

The District supports the colleges through a variety of services related to instructional and student services support, policy development, institutional research, workforce and economic development, human resources services, business services, financial services, legal services, public relations, facilities planning and capital improvements program management, utilities and energy management, and information technology. The District has worked to reduce duplication of effort by consolidating and centralizing some services with the intent of enhancing services to better support the colleges and using resources more effectively. Of particular note is the consolidation of research support, which has strengthened services and access to expertise. (Standard IV.B.3.b)

The District implemented a new formula for funding adjunct faculty in 2009-10. That same year, the District incorporated new funding for technology into the budget and planned for funding future technology needs. Furthermore, the District fully implemented a new Budget Allocation Model based on the principles of SB 361 funding model. Business procedures 18.01, 18.02, and 18.03 were amended to reflect the new process. The Adopted Budget for FY 2010-11, and subsequent budgets, were developed accordingly. The model creates performance incentives and specifies in detail how revenue is affected when the college falls short, meets, or exceeds, FTES and growth targets. (Standard IV.B.3.c)

Policies are in place for budget development (BP5033) and purchasing (Business Procedure 11.00 and 11.01). External audits assess the effectiveness of financial management on a regular basis, and the internal auditor conducts systematic audits, including controls on expenditures. The District maintains a reserve above 10 percent and was able to avoid borrowing funds through the Tax Revenue Anticipation Notes (TRANS) during the state economic downturn, an option that requires repayment with interest. (Standard IV.B.3.d)

The responsibility and authority of the president to implement District policies is described in items #37 and #41 of the Rules and Regulations of the Governing Board. The president is held accountable through a comprehensive evaluation process conducted by the chancellor that includes developing goals and objectives that are linked to the District strategic goals. (Standard IV.B.3.e)

Communication between the Governing Board and the colleges is facilitated by the District. Two communiques are sent to all district employees each month: *Chancellor's Cabinet Highlights* and *The News*, which summarize events and news across the District. Board agendas are posted to the district website in accordance with the Brown Act and minutes are posted to the website in a timely fashion. The District Office sends a monthly newsletter, *Board Reports*, to the district community summarizing Board action within three days of each Board meeting. The District Governance Council (DGC) is comprised of representatives from all constituency groups who are committed to disseminating information between DGC and the group they represent. The chancellor visits college senates, all-college meetings, and various campus events throughout the District. Communication in the district is effective, timely, and valued. (Standard IV.B.3.f)

The District's role delineation evaluation and governance and decision-making structures and process are institutionalized, used as the basis for improvement, and are widely communicated district wide. (Standard IV.B.3.g)

Conclusion

The District adheres to Board Policy 1012 and Administrative Procedure 1012.01, *Institutional Effectiveness: Planning, Assessment and Continuous Improvement*, which articulates a regular cycle of review for assessing role delineation and governance and decision-making structures and processes in the District. Roles and responsibilities of all units within the District are clearly delineated in the Functional Map. Roles and responsibilities are further clarified in Board Policy 1009, *Institutional Leadership, Governance, and Decision-Making*. A formal system for administering a District-level governance and decision-making process has been developed. Assessment is shared District wide. Survey results are reviewed by the District Governance Council and shared with all constituency groups. In addition, the results inform the Governing Board's self-evaluation. The Chancellor's Cabinet conducts an annual evaluation of itself to assess effectiveness.

The evidence clearly shows that the College meets this Standard.

Recommendations

None