ACCREDITATION FOLLOW-UP REPORT

October 15, 2015

Submitted by

CONTRA COSTA COLLEGE

Contra Costa Community College District

2600 Mission Bell Drive

San Pablo, CA 94806-3195

CONTRA COSTA COLLEGE

ccc

Submitted to

ACCREDITING COMMISSION

FOR COMMUNITY AND JUNIOR COLLEGES

OF THE WESTERN ASSOCIATION

OF SCHOOLS AND COLLEGES

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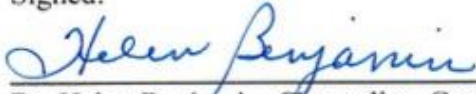
Date: August 25, 2015

To: Accrediting Commission for Community and Junior Colleges
           Western Association of Schools and Colleges
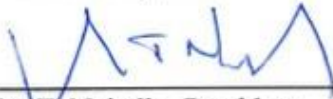
From: Contra Costa College
           2600 Mission Bell Drive
           San Pablo, California 94806

This Follow-Up Report certifies that there was broad participation by the campus community and that the Follow-Up Report accurately responds to the Accrediting Commission's five recommendations that require follow-up reporting.

Signed:

Dr. Helen Benjamin, Chancellor, Contra Costa Community College District
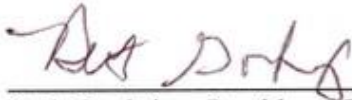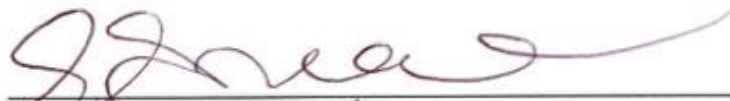
John T. Nejedly, President
Contra Costa Community College District Governing Board

Mojdeh Mehdizadeh, Interim President, Contra Costa College
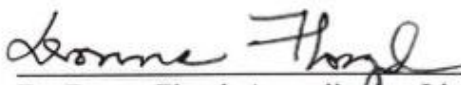
Beth Goehring, President, Contra Costa College Academic Senate

Erika Greene, President, Contra Costa College Classified Senate

for Nakari Syon

Nakari Syon, ASU President

Dr. Donna Floyd, Accreditation Liaison Officer

Statement on Report Preparation

Contra Costa College (CCC) submitted a Self Evaluation Report of Educational Quality and Institutional Effectiveness and received a visit from an Accrediting Commission for Community and Junior Colleges (ACCJC) external evaluation team in October 2014 (0.01). The evaluation team submitted their report in November 2014 (0.02). The college received its letter of reaffirmation dated February 6, 2015, that detailed one College/District recommendation and four College recommendations for improvement of institutional effectiveness (0.03). Following receipt of the letter of reaffirmation, the College began immediate work to address the recommendations. The letter required all five of the recommendations to be addressed in a Follow-Up Report due October 15, 2015. In addition to submitting the Follow-Up Report, the College will receive a site visit from a three- to four-member ACCJC team.

The Accreditation Liaison Officer (ALO) convened a meeting between the president and vice president of the college and the committee chairs of the Eligibility Requirements and Accreditation Standards for which the college was deemed out of compliance. The chairs, along with other members of the Planning Committee, were responsible for either directly addressing the recommendations or communicating with the college and/or District groups who were doing so.

On May 14, 2015, a first draft of the report was presented to the College Council, a participatory governance constituency-based committee made up of students, faculty, classified and management staff (0.04) (0.05). The College Council includes representation from the following constituency groups:

- Management Council
- Academic Senate Council
- Classified Senate
- Associated Student Union

The College Council receives regular reports from its four major committees:

- Budget Committee
- Student Success Committee
- Planning Committee
- Operations Committee

In September 2015, the Contra Costa Community College District Governing Board (4CD) had a first read of the Follow-Up Report (0.06). The report was submitted to College Council on September 10, 2015 for approval (0.07).

The 4CD Governing Board approved the Follow-Up Report at its October 7, 2015, meeting in preparation for submittal of the report to the ACCJC.

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**Contra Costa College
Accreditation Follow-Up Report
Timeline**

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Timeline	Activity
February 6, 2015	**Action Letter received from ACCJC**
February 6, 2015	**External Evaluation Report received and uploaded to college web site**
February 26, 2015	**Meet to discuss proposed timeline and process for completing the Follow-Up Report** **Committee Chairs-Standards I, II, & III, President, Vice President, Liaison Officer and other key contributors of the Self-Evaluation Report**
April 27, 2015	**Submit first draft of Follow-Up Report (including evidence) to Liaison Officer (D. Floyd).** **Follow-Up Report Team to meet, if needed.**
April 30, 2015, to May 14, 2015	**Review draft Follow-Up Report with constituency groups (Classified Senate, Associated Student Union and Academic Senate)**
May 14, 2015	**Submit draft Follow-Up Report to College Council for first read**
June to September 2015	**Continue working on Follow-Up Report**
August, 2015	**Submit draft Follow-Up Report to Governing Board for first read at the September 9, 2015, Governing Board meeting.**
September 2015	**Submit final Follow-Up Report to Governing Board for approval at October 7, 2015 meeting.**
September 10, 2015	**Submit Follow-Up Report to College Council for approval**
October 7, 2015	**Approval by Governing Board.**
October 15, 2015	**Follow-Up Report due to ACCJC**
October 15, 2015, to November 10, 2015	**Visit by Commission representatives (two to five representatives)**
January 2016	**ACCJC meets to decide "Actions on Institutions"**
February 2016	**Receive Action Letter notification on Follow-Up Report from ACCJC (notification of ACCJC's decision).**

REFERENCES

Report Preparation

0.01 [Accreditation Self-Study 2014.pdf](#)
0.02 [Contra-Costa-College-Evaluation-Team-Report_Final-Report.pdf](#)
0.03 [Action Letter from ACCJC, 2-6-15.pdf](#)
0.04 [College Council Agenda 2015.05.14.pdf](#)
0.05 [Contra Costa College Committee Structure (Indexed).pdf](#)
0.06 [4CD Governing Board Minutes 2015.09.09 (Indexed).pdf](#)
0.07 [College Council Minutes 2015.09.10.pdf](#)

RESPONSES TO RECOMMENDATIONS

College and District Recommendation 1 – Evaluating the Effectiveness of Student Learning Outcomes
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)

Response to Recommendation 1
Description of Steps Taken to Address Recommendation:
Immediately upon notification of the College/District recommendation in February 2015, District and College leadership began consideration of which employees have "direct responsibility" for student progress toward achieving student learning outcomes (1.01a) (1.01b) (1.01c) (1.01d). It was determined that all instructional and non-instructional faculty and all academic deans, senior deans, executive deans, vice-presidents, and presidents have said responsibility. The District then immediately began discussions with the District's faculty union, the United Faculty (UF), and the Management Council Executive Board (MCEB), who represents managers, supervisors, and confidential employees in meet-and-confer matters, to modify the evaluation process for both groups to comply with the recommendation and Standard (1.02a) (1.02b) (1.02c) (1.02d) (1.02e). Faculty evaluation is subject to collective bargaining and the District's meet-and-confer agreement with MCEB stipulates that the changes to evaluation procedures, among other things, will follow that process.

The District has concluded negotiations with the UF and conferring with the MCEB. The District Governing Board approved the changes to the MCEB evaluation forms at its meeting on September 9, 2015, (1.03) which are being implemented in fall 2015, and approved changes to the UF evaluation procedures at its meeting on October 7, 2015, for spring 2016 implementation.

Modifications to the Faculty Evaluation Procedures

The process for faculty evaluation is found in Article 17, "Evaluation of Faculty," of the United Faculty collective bargaining agreement and is detailed in a lengthy series of appendices, each corresponding to a particular type of faculty member, including division by instructional or non-instructional faculty, full-time or part-time and tenured or tenure-track (1.04). Although there is a separate appendix for each type, all share common overarching language and forms. The changes described are representative of modifications being negotiated to all types of faculty evaluation. Copies of each separate appendix are included as evidence (1.05a) (1.05b) (1.05c) (1.05d) (1.05e) (1.05f) (1.05g) (1.05h) (1.05i) (1.05j) (1.05k) (1.05l) (1.05m) (1.05n) (1.05o).

In order to assure thorough integration of student learning outcomes (SLOs) throughout the evaluation process, the District and the United Faculty agreed that SLOs needed to be explicitly included at several points. The first change is found in the guidance language in the text of the evaluation procedure. Using the appendix for probationary classroom faculty as an example, the key factors in assessing classroom performance are found in section X1.2.14. To clearly establish

SLOs as a performance indicator to be evaluated in each and every evaluation, they are added as indicated in the sample section X1.2.14.1.10 below (1.06) (1.06a).

> X1.2.14 **PERFORMANCE CRITERIA FOR PROBATIONARY CLASSROOM FACULTY**
> X1.2.14.1.10 Regularly assess the teaching-learning process, periodically check student understanding, and modify strategies as necessary to improve student learning outcomes.

The criteria found in example section X1.2.14 became the basis of the evaluation forms, which subsequently informs each overall evaluation rating. The "Classroom Observation Plan" form is used by the evaluatee to set expectations for the particular classroom meeting being observed by the evaluator (1.07). Information on this form assists the evaluator in understanding and being prepared for the classroom visit in order to best evaluate the session against the criteria on the "Classroom Observation Plan". Section 3 of this form was changed to say, "Explain how the content of this section fits into the student learning outcomes for the course." This change elicits direct communication between the evaluatee and evaluator on SLOs for each and every evaluation.

When conducting the classroom observation portion of an evaluation, the evaluator uses the "Classroom Observation Form" (1.08). Student Learning Outcomes (SLOs) are included in four separate sections to ensure that there is assessment of the instructor's inclusion of SLO considerations at these points. Section #1 has been modified to read: "Objectives: The professor made a clear statement of the objectives of the session connected to the student learning outcomes of the course at the beginning of class or at another appropriate time." Section #10 now reads: "Comprehension: The professor periodically assessed student learning and modified teaching strategies as necessary to increase effectiveness in achieving learning outcomes." Section #14 was modified to read: "Syllabus: The professor's syllabus includes a description of course content, contact information, office hours if applicable, student learning outcomes, the means by which students will be evaluated, grading standards, and other relevant information." Section #16 was codified to read: "Professional Obligations: the professor meets professional obligations outside of class (e.g. submits rosters and grades on time, participates in dialogue about student learning outcomes assessment results, etc.)" (Standard II.A.3).

Taken together, the changes have the evaluator assessing if SLOs are included in written form on the syllabus, in some way communicated at the beginning of the classroom session observed, and if they are monitored by the instructor during the class with appropriate adjustments made if necessary and if there is dialogue about SLOs with peers and others. These changes are designed to improve teaching and learning thereby increasing the effectiveness of students attaining the learning outcomes (Standard III.A.1c).

Students participate in the evaluation process as well through the "Student Evaluation Form" (1.08a). This survey instrument solicits input from all students in a particular section being observed. An SLO component has been added using student–appropriate vernacular. Section #16 has been modified to read: (My professor) "helps me meet the goals and learning objectives/outcomes of the course." (Standard II.A.3).

Explicit inclusion of Student Learning Outcomes (SLOs) in the criteria (1.08b) allows the department chair and/or dean to provide input through the "Summary Evaluation Form" (1.09) on participation of the faculty member on SLOs at the program and/or course level, as appropriate. This is found in the fifth section of the form (1.10).

Modifications to the Management Evaluation Procedures

Management evaluation forms consist of two components, "Goals and Objectives" and "Behavioral Skills" (1.11) (1.12). Consistent templates are used in all management evaluations, but specific goals and objectives vary by manager. In order to ensure Student Learning Outcomes are integrated into the evaluation of all academic deans, senior deans, executive deans, vice-presidents, and presidents, changes to both sections have been made.

The "Behavioral Skills" component has been updated to include a new question, "f) Actively participates in ensuring the use of assessment results of student learning outcomes to improve teaching and learning" (1.12a) (1.12b) (1.12c). This question will be rated by the supervisor in every evaluation cycle. In addition to the assessment by the manager's supervisor, new managers and every fourth year for all managers after their first full year, the same questions are asked broadly in a survey to those who work with and for the manager. Thus, over the course of time, direct input is solicited from peers and subordinates to determine if the manager is including appropriate consideration of Student Learning Outcomes at the program and/or course level.

A new objective was incorporated into the District "Goals and Objectives" template, providing a specific area for those managers who are responsible for Student Learning Outcomes (SLOs), or who oversee faculty responsibilities related to SLOs, to be evaluated on his or her performance related to that objective. Section 1.2 has been added and reads "Conduct activities that improve learning, including the evaluation and use of student learning outcome assessment at the course and program levels" (1.13). Although individual goals will vary, the new objective will be used to assess appropriate managers on the level of compliance relative to SLOs, e.g. that written SLOs are established for all courses, as well as the use of SLOs in discussion of matters such as course/learning efficacy. Managers' supervisors will use this objective area to ensure SLO evaluation is being performed correctly and consistently by faculty under their supervision.

Self Evaluation:
Taken together, the changes being implemented ensure Student Learning Outcomes (SLOs) are thoroughly integrated into the evaluation process for appropriate faculty and managers. They look at both strict compliance, ensuring SLOs exist and are communicated at the program and course level, and at the use of assessment results from SLOs at the course and program level to improve teaching and learning (Standard III.A.6).

Additional Improvement Plans:
None. This recommendation has been resolved and the college meets the Standard and has, along with the District, established processes and procedures that will ensure continued compliance with this Standard.

REFERENCES

Recommendation 1

1.01a Action Letter from ACCJC, 2-6-15.pdf
1.01b Chancellor's Cabinet Notes, February 24, 2015.pdf
1.01c Chancellor's Cabinet Notes April 14, 2015.pdf
1.01d Chancellor's Cabinet Notes May 26, 2015.pdf
1.02a 4CD-UF Recollections 3-6-15 REDACTED.pdf
1.02b 4CD-UF Recollections 5-8-15 REDACTED.pdf
1.02c UF Joint Communication 1, March 3, 2015.pdf
1.02d MCEB 5-19-15 meeting notes ma.pdf
1.02e Email from A. Ilich to Gene Huff, June 29, 2015
1.03 Governing Board Minutes, September 9, 2015 (Indexed)
1.04 Final 2011-2014 UF Contract (Indexed).pdf
1.05a Appendix X1.1 part-time classroom (Indexed).pdf
1.05b Appendix X1.2. probationary classroom (Indexed).pdf
1.05c Appendix X1.3 tenured classroom (Indexed).pdf
1.05d Appendix X2.1 part-time on-line classroom (Indexed).pdf
1.05e Appendix X2.2 probationary on-line classroom (Indexed).pdf
1.05f Appendix X2.3 tenured on-line classroom (Indexed).pdf
1.05g Appendix X3.1 part-time counselors (Indexed).pdf
1.05h Appendix X3.2 probationary counselors (Indexed).pdf
1.05i Appendix X3.3 tenured counselors (Indexed).pdf
1.05j Appendix X4.1 part-time librarians (Indexed).pdf
1.05k Appendix X4.2 probationary librarians (Indexed).pdf
1.05l Appendix X4.3 tenured librarians (Indexed).pdf
1.05m Appendix X5.1 part-time LDS (Indexed).pdf
1.05n Appendix X5.2 probationary LDS (Indexed).pdf
1.05o Appendix X5.3 tenured LDS (Indexed).pdf
1.06 Appendix X1.2. probationary classroom (Indexed).pdf
1.06a 17 X1.2.14.1.10 rev.pdf
1.07 Classroom Observation Plan - revised 9-28-15.pdf
1.08 Classroom Observation Form for Classroom Faculty - rev 9-28-30.pdf
1.08a Student Evaluation Form.pdf
1.08b Classroom Observation Plan - revised 9-28-15.pdf
1.09 Summary Evaluation Form for Faculty.pdf
1.10 Summary Evaluation Form, Sect. 5, Criteria-related input (Indexed).pdf
1.11 Management Evaluation Form, Goals and Objectives Section.pdf
1.12 Management Evaluation Form, Behavioral Skills Survey.pdf
1.12a Management Eval Appendix A-5.pdf
1.12b Management Eval Appendix A-4.pdf
1.12c Management Eval Appendix A-3.pdf
1.13 2014-15 Goals and Objectives Form for Managers and Supervisors 9-11-15.pdf

College Recommendation 2 – Institutional Effectiveness

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. The evaluation should examine: (Standards I.A.4, I.B.2, I.B.3, I.B.6, I.B.7, II.A.2.e, III.D.4)

a) *the program review process and the use of its results to improve programmatic or department/unit effectiveness;*
b) *the SLO and AUO assessment process; and*
c) *how results are used to inform decisions related to instruction, resource allocation priorities, and services to support student success.*

Response to Recommendation 2

Description of Steps Taken to Address Recommendation:

Contra Costa College's integrated planning process is dedicated to the continual improvement of institutional effectiveness with the ultimate goal of student learning and success. The college's 2015-2020 Strategic Plan, "Vision 2020: Equity & Access, Engagement & Achievement, Excellence & Accountability," guides the development of College plans such as Technology, Student Success and Support, Equity, Distance Education, Enrollment Management, Basic Skills, and others (2.01). These plans in combination with additional program/unit level input result in Program Review being an integral part of the College's integrated planning process (2.02). Program Review requires a thorough analysis, on a four- or two-year cycle (2.03), of each administrative, instructional, and student services program/unit and function, as well as programmatic planning at the program/unit level (2.04) (2.05).

All program reviews contain action plans tied to the college's strategic plan. The college has traditionally used the recommendations and commendations of both the Program Review Validation Committee (2.06) and President's Cabinet (2.07) to identify ways that instructional programs, student support services and administrative departments/units review relevant research and data, reflect on progress toward goals, and make programmatic changes to ensure institutional effectiveness. The program review process also identifies ongoing and one-time resource needs for programs/units (2.08).

In spring 2014, CCC began piloting the use of Diablo Valley College's (DVC) instructional program review template. The DVC program review template includes metrics for course success rates (disaggregated by the same methods used in the Equity Report along with disability data), retention rates, and degrees and certificates awarded. The embedded metrics require departments to address their progress towards college goals over a five year period. Other important measures include course and program level Student Learning Outcome (SLO) assessment results and recommendations tied to instruction, program, and institutional effectiveness. The DVC program review metrics will be adopted as required components of program review (2.09). In addition, the required data for program reviews including progress towards strategic goals will be tied to, full-time faculty hiring, classified positions, and budget and resource allocation.

In spring 2015, the Academic Senate Council took action to approve the use of the new program review template (2.10) (2.11). In fall 2015, five instructional departments will be validated using

the new template: Fine and Media Arts, Music, Chemistry, Emergency Medical Sciences, and Public Safety.

Progress on program/unit action plans is reported in an Annual Unit Plan (AUP). AUPs also serve to refine ongoing and one-time resource allocation needs in light of changes in internal and external circumstances. The College Resource Allocation Request process allocates human, budgetary, and physical resources to programs/units based on program/unit resource needs identified in program review, validated in the AUP, guided by the College Strategic Plan, and prioritized through participatory governance (2.12).

Beginning in spring 2015, departments/units are required to complete the scheduled program review in order to be considered for a Resource Allocation Request. Program/unit action plans lead to program/unit outcomes. Programs/units perform outcomes assessments to reflect on their effectiveness and make adjustments and refinements as needed.

In response to the SLO and Administrative Unit Outcome (AUO) assessment process and how results will be used to inform decisions related to instruction, resource allocation priorities, and services to support student success, the college continues to evaluate and improve its SLO and AUO processes. Prior to the Accreditation External Team visit in October 2014, the SLO/AUO Coordinator together with the Vice President of Academic and Student Affairs, and the Senior Dean of Instruction reviewed the college's current procedure for tracking SLO Assessments (SLOA) and developed a plan to route the reporting and record keeping of SLOA through the division deans. The deans collaborated in spring 2014 to develop a tracking system to ensure that all courses and programs are assessed on a continuous basis. Each department completes a two- or four-year evaluation cycle (2.13), mapping out what courses and program assessments will be collected and reported each semester. The deans use this information to track SLOA by academic departments (2.14).

This process of tracking and assessing SLOs, encourages faculty to reexamine the outcomes and assessment tools for course and program level SLOs. Once all of the information about outcomes, assessment instruments, assessment cycles, and results is compiled in a matrix, all the revisions will be reviewed and approved by the Curriculum and Instruction Committee (CIC). The CIC will make recommendations for revision of outcomes or assessment criteria.

In addition, beginning in spring 2016, the college will begin using the automated student learning outcome assessment module that is integrated with CurricUNET. The module systematically records, tracks, and reports the level of attainment of the student learning outcomes at the course, program, and institution levels, which will initially be identified in CurricUNET. The outcome assessment data will be available and accessible to faculty and staff to inform decisions related to instruction, allocation priorities, and services to support student success.

Self Evaluation:
In preparation of the Self Evaluation Report for the October 2014 Accreditation External Team visit, administrators and the SLO/AUO Coordinator developed a mechanism for reporting on AUOs. These reports paralleled the SLO and AUO presentations that occur in division meetings (2.15) (2.16). As stated in the Self Evaluation Report, each academic program and

administrative unit/program includes a section on SLO/AUOs in its program review, a discussion of assessment results, recommendations, and drawing up action plans that address needs for improvement. These recommendations and action plans form the basis for the budget allocation process, and for curricular, student support, learning support, and instructional and institutional changes and enhancements.

The new program review template includes comment sections on course and program level SLOAs that provide the department with the opportunity to address the changes in curriculum and pedagogy that are being made as a result of the assessment recommendations; the impact of the changes on student success in particular course success rates; and the plans of the department to continue to advocate for student success and continue to refine course and program level SLOs. These areas are all addressed in detail by the department in the program review.

In addition to the evaluation of courses and programs at multiple levels, the instructional and student services divisions provide a forum for faculty and staff to discuss and provide feedback on SLOs and SLO assessments. In spring 2015, the division deans created an ongoing SLO assessment schedule, organized by department that will be integrated with the CurricUNET outcome assessment module.

All instructional, student support services, and administrative units are on a two- or four-year program review schedule. The program review includes SLO/AUO reports, action plans, reports on the goals and objectives identified in the previous review, and the present goals and objectives. Each self-study team meets with a validation committee that consists of a manager, a faculty member, a classified staff member, and a student. President's Cabinet conducts a final review of each program review making both commendations and final recommendations. On occasion, President's Cabinet meets with the self-study or program review team for a progress report on appropriateness of resources and other support for achieving unit/program goals and objectives.

The former Academic Senate Council President will continue to train faculty on completing the new program review template. One of the goals of adopting the new program review model is to better address progress towards the College's goals by linking institutional standards to program review.

Additional Improvement Plans:
In spring 2016, the college will begin using the automated outcome assessment module to record, track and report the level of attainment of SLOs at the course, program, and institution levels.

REFERENCES

Recommendation 2
2.01 CCC Strategic Plan 2015-2020.pdf
2.02 CCC Integrated Planning Model.pdf
2.03 Program Review Schedule SP11-FA16 Updated 9-2-15.pdf
2.04 Former Instruction PR Template.pdf
2.05 New PR Template for Drama.pdf
2.06 Validation Team PR Report.pdf
2.07 President's Cabinet Final PR Report.pdf
2.08 Resource Allocation Request.pdf
2.09 New PR Template for Drama.pdf
2.10 ASC Minutes 4-20-15.pdf
2.11 ASC Minutes 5-4-15.pdf
2.12 Biotech. AUP&Resource Alloc.App. 2015-16.pdf
2.13 SLOA Schedule-FLANG.pdf
2.14 2014 NSAS SLO Report.pdf
2.15 Management Council Minutes 1-30-14.pdf
2.16 Management Council Minutes 12-19-13.pdf

College Recommendation 3 – Institution Set Standards

In order to meet the Standards, the College must:
   a) *establish institution-set standards for student learning and achievement;*
   b) *ascertain student performance against these standards; and*
   c) *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)

Response to Recommendation 3
Description of Steps Taken to Address Recommendation:
In order to continue to address Recommendation 3, the college completed its 2015-2020 Strategic Directions Plan in spring 2015. This occurred after revising the mission, vision, and values statements in 2012-2013; completing the Accreditation Self Evaluation in 2013-2014; and joining the other district colleges and the District Office to develop the Contra Costa Community College District 2014-2019 Strategic Plan.

The process for developing the 2015-2020 Strategic Direction Plan included identification of performance indicators for student learning and achievement. To work towards the goal of reestablishing institution-set standards, a group comprised of the College President, Vice President, Senior Dean of Instruction, Chair of the Student Success Committee, Academic Senate President and the District Office Sr. Dean of Research and Planning met to evaluate the Student Success Scorecard as well as fifteen different measures of success compiled by the District Office of Research and Planning (3.01). Drawing on all of these measures, including the Student Equity and the Student Services and Special Programs Plans which align with the Strategic Plan, the group identified several objectives related to student learning and achievement to establish the following institution-set standards (3.02) (3.03).

The inclusion of specific equity goals for establishing the college's institution-set standards focuses on identifying groups where the greatest adverse impact is seen when compared to top performing student populations.

Institution Set-Standards

1) **Key Performance Indicator:** Increase the persistence rate of first-time students
   Measurement: Fall-to-fall persistence rate for first-time students
   Benchmark (Mean Five-Year College Trend): 41.8%
   Goal: Increase the persistence rate of first-time students by **.5% annually and by 1-2%** over the next two to four years (tied to the two- or four-year Program Review timeframe)

2) **Key Performance Indicator:** Increase the success rate in basic skills courses each year
   Measurement: Course success rate in mathematics, English and English as a Second Language (ESL)
   Benchmark (Mean Five-Year College Trend): Math (56%); English (59.8%); ESL (70.6%)
   Goal: Increase the success rate in ESL, English and mathematics by **.5% annually and by 1-2%** over the next two to four years (tied to the two-four year Program Review timeframe)

Equity Goal: Increase the success rate in ESL of Latino students from 19% to 43% over the next five years. Increase the success rate of African American students in basic skills English from 22% to 52% and in basic skills math from 20% to 50% over the next five years.

3) **Key Performance Indicator:** Increase the percentage of student who complete a degree or certificate and/or who are transfer-ready
Measurement: Degree and certificate completion & transfer readiness
Benchmark (Mean Five-Year College Trend): Degree Completion (18%); Certificate Completion (5%); Transfer Ready (23%)
Goal: Increase the number of students who complete degrees and certificates or who are transfer ready by **.5% annually and by 1-2%** over the next two to four years
Equity Goal: Increase the degree and certificate completion rate of White students from 11% to 22% over the next five years. Increase the degree and certificate completion rate of Asian students from 14% to 22% over the next five years.

4) **Key Performance Indicator:** Increase overall successful course completion rate of students
Measurement: Overall course success rate
Benchmark (Mean Five-Year College Trend): 84.4%
Goal: Increase by **.5% annually and by 1-2%** over the next two to four years
Equity Goal: Increase the success rate in course completion for African American students from 61% to 76% over the next five years.

Chart showing Institution Set-Standards:

Performance Indicators	Measurement	Benchmark	Goal	Equity Goal
Increase the persistence rate of first-time students	Fall-to-fall persistence rate for first-time students	41.8%	Increase the persistence rate of first-time students by .5% annually and by 1-2% over the next 2 to 4 years	None
Increase the success rate in basic skills courses each year	Course success rate in math, English and ESL	Math (56%); English (59.8%); ESL (70.6%)	Increase the success rate in ESL, English, and mathematics by .5% annually and by 1-2% over the next 2 to 4 years.	Increase the success rate in ESL of Latino students from 19% to 43% over the next 5 years. Increase the success rate of African American students in basic skills English from 22% to 52% and in basic skills math from 20% to 50% over the next 5 years.

Increase the percentage of students who complete a degree, or certificate and/or who are transfer ready	Degree and certificate completion and transfer readiness	Degree Completion (18%); Certificate Completion (5%); Transfer Ready (23%)	Increase the number of students who complete degrees or certificates or who are transfer ready by .5% annually and by 1-2% over the next two to four years.	Increase the degree and certificate completion rate of White students from 11% to 22% over the next five years. Increase the degree and certificate completion rate of Asian students from 14% to 22% over the next five years.
Increase overall successful course completion rate of students	Overall course success rate	84.4%	Increase by .5% annually and by 1-2% over the next two to four years.	Increase the success rate in course completion for African American students from 61% to 76% over the next five years.

Through the integrated planning process, all college planning is part of a functional system unified by a common set of assumptions and well-defined procedures, and is dedicated to the continual improvement of institutional effectiveness with the ultimate goal of increasing student learning and success. The newly created institutional standards call for increasing course success and retention rates; the number of students earning degrees and certificates; and the number of transfer ready students. These standards give the college the opportunity to set goals, implement interventions, continue to make improvements to programs and services and make progress reports to the college community. In spring 2015, institutional standards became part of the Contra Costa College Strategic Plan 2015-2020 under Strategy 1.7A (3.04). Intervention activities and services that have increased the success rate of students in basic skills math and English courses include the development of accelerated English and math courses (3.05); offering group tutoring by fall 2015 in at least 50% of the basic skills math and English courses (3.06); and English Bootcamp and Math Summer Jam programs were offered in summer 2015 to increase the success rate of students completing basic skills Math and English and below transfer level math courses for CCC's STEM majors (3.07) (3.08) (3.09).

Self Evaluation:
Contra Costa College has had a long commitment to evaluating and improving programs and services to increase overall student performance through program review, the development and assessment of SLOs and AUOs, and the strategic and integrated planning processes. Intervention activities and services related to all college planning is part of a functional system and is dedicated to the continual improvement of institutional effectiveness with the ultimate goal of student learning and success. Throughout the planning cycle, action plans and goals are assessed and evaluated by the college community through its constituency-based committee structure. In addition, the results of student performance indicators, and SLOA/AUOAs have become essential sources of data for unit program reviews.

Through the college's integrated planning process, a bi-annual process assessment is made by the College Council, through its main subcommittees: Budget, Planning, Student Success, and Operations. Refinements to key processes may be recommended. The College Council also assesses the College's annual progress on its Strategic Goals and reports the progress to the college community.

Additional Improvement Plans:
Continue to assess the new institutional set standards and plan improvements to programs and services. The actions described above address the Recommendation.

REFERENCES

Recommendation 3
3.01 Performance Meas. & SSScorecard.pdf
3.02 Student Equity Plan 12-14.pdf
3.03 3SP Plan Final Report.pdf
3.04 CCC Strategic Plan 2015-2020 (Indexed).pdf
3.05 Accel. Engl. Project 10-2-12.pdf
3.06 Basic Skills Group Tutoring SP15.pdf
3.07 Accel Math Flyer 2013.pdf
3.08 Math Summer Jam.pdf
3.09 English Bootcamp.pdf

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:

a) the need for and growth of distance education;

b) training for faculty who are developing and teaching distance education classes; and

c) 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)

Response to Recommendation 4
Description of Steps Taken to Address Recommendation:
Contra Costa College (CCC) completed the 2015-2020 Strategic Plan in spring 2015 and received Governing Board approval in June 2015. Included in the CCC Strategic Plan is the intent to create a Distance Education (DE) Strategic Plan with the goal of increasing distance education, providing faculty training, and improving student support services for students taking distance education courses. Student support services for distance education include providing an orientation, and continuing to increase training for faculty on teaching distance education classes. CCC's DE Committee will begin drafting the College's DE Strategic Plan toward the end of the 2015 fall semester after the District DE Strategic Plan is completed.

The Accreditation External Team recommended a plan for growth of DE, increased faculty training, and a student orientation and learning support services. The 2014-2015 academic year included funding for a CCC DE initiative by the College president. The initiative included funds for @One to provide a two-day online pedagogy training on campus, faculty stipends for online course development, funds to hire a nine-hour per week DE Trainer to work with the DE Coordinator, and money to purchase 100 video capture software licenses. The outcomes efforts have paid off. In fall 2014 there were 37 sections offered in online or hybrid formats, and in fall 2015, 71 sections are scheduled, a 92% increase. This includes 17 courses offered for the first time in an online or hybrid format by instructors who were inspired by the two-day training; 11 of those instructors received development stipends for 10 courses. In addition, an effort was made to encourage instructors who teach courses that fulfill general education (GE) areas to develop new DE courses. Nine of the new courses are in GE areas ([4.01](#)) ([4.02](#)).

More training became available to faculty in the 2014-2015 academic year. The DE Trainer provided workshops on "Desire2Learn (D2L) Demystified," "Engaging Your Students with Desire2Learn," "D2L Version 10.3," and "Video Capture Using Snagit". Department specific training sessions in Nursing and ESL were also provided. Several Flex workshops were offered in spring 2015. Training included a full-day D2L Boot Camp by the DE Trainer and DE Coordinator during FLEX week. The D2L Boot Camp Day was repeated on August 11, 2015. One-on-one trainings also proved very popular. The DE Trainer taught 73 one-on-one sessions with instructors in 2014-2015 ([4.03](#)). In addition, the 11 individuals who were awarded course development stipends became a cohort and the DE Trainer and DE Coordinator conducted a series of five two-hour training sessions between February and May 2015, to teach and support these faculty, most of whom are teaching online for the first time in fall 2015. In June 2015, the faculty in the cohort received personalized feedback on their course shells from the DE Trainer and DE Coordinator ([4.04](#)). In 2015-2016, CCC will have even more ability to provide training

opportunities to DE faculty since the DE Trainer's hours will be increased from nine to 15 hours per week, an increase of 66%.

Upon receiving initial feedback from the Accreditation External Visiting Team in October 2014, the college has begun the process of planning for expanding and improving support services for online students. These services will be addressed in the CCC DE Strategic Plan; however, beginning in spring 2015, the following actions are in progress:

- College-Wide Tutoring, using Equity funds, contracted with the California Online Education Initiative (OEI) service Link-Systems/NetTutor to offer 24/7 online tutoring in 2015-16. This implementation will begin during fall 2015.
- Counseling is purchasing equipment (second monitors, video monitors with webcams) to provide online counseling. The plan is to test the service during regular open Counseling Department hours in fall 2015.
- In addition to the library's phone reference service, as of May 2015, the library now has email Reference Service available to students. It became operational in summer 2015. The URL is http://www.contracosta.edu/contact-a-librarian/ (4.05). The library also applied for District Innovation grant funds to obtain the QuestionPoint service, a 24/7 library reference chatline. On August 28, the library was informed of receiving the Innovation grant.

The Accreditation External Visiting Team report raised the issue of a need for an online student orientation. Up to this point, most courses, even fully online courses, have had one live session to orient students. In spring 2015, the DE Committee began working on providing faculty a model for fully-online orientation. The DE Trainer drafted a template and resource handout for online and hybrid instructors on how to create an online orientation for students and individual courses (4.06). In fall 2015, at least five instructors plan to pilot fully online courses with an online orientation (4.07).

In addition, CCC's DE Committee plans to evaluate the OEI package of free "Student Readiness" online orientation materials which were made available to California Community Colleges on August 5, 2015, at http://apps.3cmediasolutions.org/oei/ (4.08). The OEI has piloted these tutorials. CCC DE Committee hopes to prepare an online orientation based on these resources by the end of spring 2016. It is possible that the DE Committee may want to develop this at a District level.

As noted to the Accreditation External Visiting Team in October 2014 and in the Team's report, CCC has a nine hour per week DE Trainer (other certificated part-time faculty). For 2015-2016, the funding for the DE Trainer has been increased to 15 hours per week, allowing more training and support for faculty. In addition, another two-day training of online pedagogy by @One has been funded for fall 2015 along with ten stipends to develop new online courses have been funded for 2015-2016 (4.09).

Self Evaluation:
The Student Services Division and the Library and Learning Resource Center are committed to offering support services to students who take DE courses. At the time of the External Visiting Team's visit in October 2014, CCC had established some DE training by the DE Coordinator, a implemented a strengthened DE Supplement form, created a newly approved Academic Senate document titled, "CCC Recommended Criteria/Expectations For Faculty Who Teach Online Or Hybrid Courses", and funding for a DE Initiative. The college began discussions in earnest during the spring 2015 semester to include distance education as part of the College's Strategic Plan, to focus on the growth of distance education courses and course offerings, expansion of faculty training, and support for student orientation and online student and learning support services. Based on these actions, the college is well underway in fully addressing these recommendations. The college will continue to review its progress toward achieving all standards and targets during the annual evaluation and planning discussions.

Additional Improvement Plans:
No additional plans are required since the actions described above address the Recommendation.

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4.02 Courses with DE Supplements that Fulfill GE.pdf
4.03 2014-15 Trainer Log.pdf
4.04 Timeline for Developing Online Crse.pdf
4.05 Contact a Librarian - Contra Costa College.pdf
4.06 Notes for Online Orientation.pdf
4.07 Fall 2015 Fully Online Courses with Online Orientation.pdf
4.08 3cmediasolutions.pdf
4.09 Yr. 2 Budget for CCC-DE Initiative.pdf

College Recommendation 5 – Fiscal Sustainability

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)

Response to Recommendation 5

Description of Steps Taken to Address Recommendation:

Upon notification on February 6, 2015, of the ACCJC recommendation relating to Standard III.D, the college immediately began working towards meeting the Standard. The External Evaluation Team's recommendation is for the college to evaluate its current financial status, address future fiscal sustainability, and engage in long-range financial planning. In order to respond to the recommendation and to meet the Standard, the college and District Office worked collaboratively to identify the following three specific items of concern noted in the External Evaluation Team Report.

1. Resource requests for the facilities and information technology departments do not follow the college's traditional resource request process. Specifically, the requests for facilities and information technology bypass the College's Budget Committee and are vetted directly at President's Cabinet.
2. The college has 95 percent of its budget directed towards salaries and benefits and does not model in a multi-year fashion.
3. An unfunded college liability in vacation and banked load (together called compensated absences) exists.

In response to Item 1, the college requires all departments to complete a program review. These comprehensive reviews are performed every four years, with Career Technical Education completing a program review every two years, and are annually reviewed and updated as needed. Included within program review is the ability for departments to identify needed resources. Needed resources can be requests for additional staff, equipment, supplies, etc. These needs, as identified by the department from its program review (including annual updates as needed) become the basis for additional funding through the annual resource request process.

Due to the infrequent, one-time, and typically time-sensitive nature of requests from facilities and information technology departments, these were brought directly to President's Cabinet, instead of the Budget Committee, to either approve or deny. As cited by the External Evaluation Team, this caused a break in the linkage between program review, financial planning, and institutional planning.

In response, the college affirms that all future resource requests, including those from the facilities and information technology departments, shall be subject to review by the College Budget Committee prior to submission to President's Cabinet, and ultimately reported to College Council. This practice will re-establish the linkage necessary for the college to fully integrate

financial planning within institutional planning. These changes will be placed on the Budget Committee agenda for approval at the August 2015 meeting (5.01) (5.02).

In response to Item 2, the methodology used in the District's funding model was not fully articulated to the External Evaluation Team. While it is accurate to say that the college dedicated approximately 95 percent of *its* adopted budget to salaries and benefits in FY 2014-15, that figure is artificially high due to non-personnel items that are *not* included in the college budget. As was frequently referenced in the External Evaluation Team Report, the college is funded through an allocation model (codified in District Business Procedure 18.01) that pays for certain expenditures off-the-top. These expenditures include contractual, regulatory, and other committed obligations that total over $22 million Districtwide. Simply put, removing large ticket, non-personnel items such as utilities (electricity, water, etc.), IT maintenance agreements, legal costs, and insurance from the college budget creates a false impression on how much is truly being spent on salaries and benefits at each of the District's colleges. By lowering the denominator against which the salaries and benefits are measured as a percentage, the college figure of 95 percent cited by the External Evaluation Team creates a false impression. In an attempt to compensate for this effect and to show its significance, College staff calculated its portion of the total off-the-top expenditures taken in the model and adjusted the percentage. The annual college Traveling Roadshow documents that adjustment resulted in the College's budgeted percentage of salaries and benefits dropping from the 95 percent cited by the External Evaluation Team, to a much more fiscally prudent 85 percent (5.03).

Overall, the percentage of salaries and benefits of the entire adopted budget for the District in FY 2014-15 was 87.9 percent. Moreover, since the inception of the new allocation model, the District and the college have budgeted a slightly higher percentage than what actually comes to be, as evidenced in Tables 1 and 2.

District Overall

	% of Adopted Budget Dedicated to Salaries and Benefits	% of Actual Expenditures Spent on Salaries and Benefits
FY 2012-13	88.3%	86.1%
FY 2013-14	87.3%	86.5%
FY 2014-15	87.9%	87.1%

Table 1

Contra Costa College

	% of Adopted Budget Dedicated to Salaries and Benefits	% of Actual Expenditures Spent on Salaries and Benefits
FY 2012-13	93.5%	88.9%
FY 2013-14	95.1%	90.2%
FY 2014-15	94.7%	90.4%

Table 2

The college affirms the need for consistent monitoring of its personnel budget, particularly with known benefit cost (including CalPERS and CalSTRS) increases. To further enhance this ability, as well as to measure potential impacts of other internal and external variables, the College has begun utilizing a multi-year projection model. Based upon the same model used at the District level, the college finance staff has begun the process of tailoring this model for local use. The first draft of this model (5.04) will be shown at the Budget Committee and College Council meetings in fall 2015 as well as the College's Traveling Roadshow. This will allow feedback from all constituencies and employees and further the dialogue and awareness of the need for multi-year planning. The college anticipates the multi-year modeling to become an integral component in its already thriving institutional planning practices.

In response to Item 3, the college is aware of its long-term liabilities, particularly as it pertains to compensated absences. Compensated absences at the college are comprised of two separate components: vacation accruals and load banking. Chart 1 shows a history of the college's compensated absences. Encouragingly, the funded liability at the end of FY 2013-14 is at its highest point since the College assumed the liability from the District in FY 2011-12.
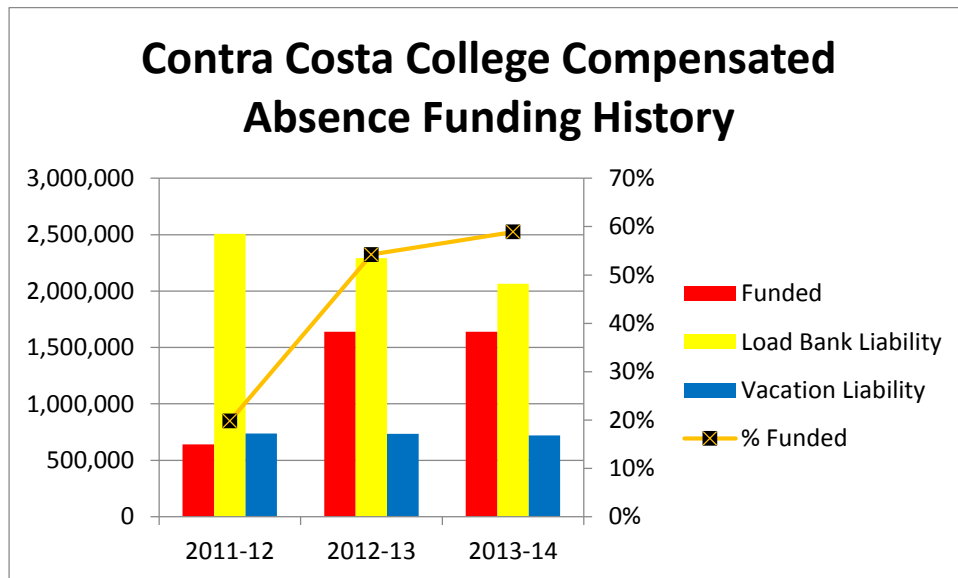

Chart 1

The college has dedicated substantial financial resources in recent years to buy this liability down. This dedication resulted in the establishment of the college's own fund balance beginning in FY 2011-12. Since that time, the college has steered greater than $1.6 million into a special fund for compensated absences. Most important is the ratio of funding in comparison to the total liability. In FY 2011-12, the college had $640,000 to cover a liability of $3.2 million, a funding level of 20 percent. At the end of FY 2013-14, the college had $1.6 million to cover a liability of $2.8 million, a funding level of nearly 60 percent. Most recently, the calculated funding level at the end of FY 2014-15 is 65% (5.05).

Two events occurred that changed the landscape for load banking, which is a far greater liability than vacation. First, a cap was placed on accumulated load banking. Previous to the 2011-12 academic year, no cap existed and faculty could accumulate unlimited banked load. However, language was inserted into the faculty collective bargaining agreement changing that practice (see below):

> *Effective for the 2011-12 academic year, the maximum amount of accumulated banked load allowed will be 4.0 semesters. A faculty member whose banked load meets or exceeds 4.0 semesters will not be allowed to accumulate any additional banked load until the banked load falls below 4.0 semesters. Effective for the 2012-13 academic year, the maximum amount of accumulated banked load allowed will be 3.0 semesters.*

The second change was prompted by the obvious growing liability and the change to the SB-361 model. In the funding model change, the colleges were held responsible for their own expenses and immediately saw the need to begin aggressively funding compensated absences. This funding began with a Board Resolution on October 12, 2011, that designated $1.9 million from the colleges to be moved to the debt service fund to help cover compensated absences. Since October 2011, a total of $3.7 million (net of transfers in and out) has been added to the fund balance to cover this liability. Colleges and the District Office continually assess compensated absences and plan to further buy-down this liability.

College staff continues to be aggressive in funding the compensated absence liability and consider a funded ratio of approximately 70 percent to be adequate. The college affirms that additional funds will be dedicated in future years.

Self Evaluation:
Fiscal accountability and sustainability are among the top priorities for the District and the College and are reflected in their respective Strategic Plans and in the College Mission Statement.

> http://www.4cd.edu/research/Strategic%20Planning/District%20Strategic%20Plan%202014-2019.pdf (5.06)
>
> http://www.contracosta.edu/wp-content/uploads/2014/04/Contra-Costa-College-Strategic-Plan-2015-2020-FINAL.pdf (5.07)
>
> http://www.contracosta.edu/home/about/mission-statement/ (5.08)

The implementation of the steps referred to above will bring the college in compliance with the Standard:

- The linkage between program review, institutional planning and financial planning will be established for facilities and technology-related budgetary requests by having those reviewed/approved by the Budget Committee as part of the college's resource allocation process.
- Multi-year budget projections will be a useful tool that will help guide institutional and financial planning.
- The college continues to increase the level of funding for its vacation and banked load liability, with the current funding level at 65% at the end of 2014-2015, up from 61% at the end of 2013-2014.

Additional Improvement Plans:
Recognizing that one of the main factors that impacts financial sustainability is a robust enrollment, the college has and will continue to explore ways to enhance enrollment management. These efforts will include the hiring of a new position, Director of Marketing and Media Design, who will coordinate the college's marketing efforts, including its web presence (5.09). The college will prioritize the recommendations from Noel Levitz, a consulting firm that critically evaluated the areas where the college could improve to increase student access and success, and implement these accordingly (5.10). The Deans and Senior Dean, under the leadership of the Vice President, will be evaluating the effectiveness of the class schedule and making the necessary changes. Lastly, the college facilities will undergo major upgrades with the opening of the New College Center in fall 2016, and the construction and/or modernization of other buildings out of bond funds (5.11) (5.12).

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5.02 Minutes of Budget Committee Mtg. (8-15).pdf
5.03 Traveling Roadshow Budget Document (2014-15).pdf
5.04 Multi-year Budget Plan.pdf
5.05 Banked Load and Vacation Accrual 14-15.pdf
5.06 District Strategic Plan 2014-2019.pdf
5.07 CCC Strategic Plan 2015-2020.pdf
5.08 Mission Statement & Vision - Contra Costa College.pdf
5.09 Director of Marketing & Media Design Job Announcement.pdf
5.10 Noel Levitz Report.pdf
5.11 List for Measure A 2006.pdf
5.12 List for Measure E 2014.pdf

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0.04	College Council Agenda 2015.05.14.pdf
0.05	Contra Costa College Committee Structure (Indexed).pdf
0.06	4CD Governing Board Minutes 2015.09.09 (Indexed).pdf
0.07	College Council Minutes 2015.09.10.pdf
RECOMMENDATION 1	
1.01a	Action Letter from ACCJC, 2-6-15.pdf
1.01b	Chancellor's Cabinet Notes, February 24, 2015.pdf
1.01c	Chancellor's Cabinet Notes April 14, 2015.pdf
1.01d	Chancellor's Cabinet Notes May 26, 2015.pdf
1.02a	4CD-UF Recollections 3-6-15 REDACTED.pdf
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1.02c	UF Joint Communication 1, March 3, 2015.pdf
1.02d	MCEB 5-19-15 meeting notes ma.pdf
1.02e	Email from A. Ilich to Gene Huff, June 29, 2015
1.03	Governing Board Minutes, September 9, 2015 (Indexed).pdf
1.04	United Faculty Agreement.pdf
1.05a	Appendix X1.1 part-time classroom (Indexed).pdf
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1.05c	Appendix X1.3 tenured classroom (Indexed).pdf
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1.05f	Appendix X2.3 tenured on-line classroom (Indexed).pdf
1.05g	Appendix X3.1 part-time counselors (Indexed).pdf
1.05h	Appendix X3.2 probationary counselors (Indexed).pdf
1.05i	Appendix X3.3 tenured counselors (Indexed).pdf
1.05j	Appendix X4.1 part-time librarians (Indexed).pdf
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1.07	Classroom Observation Plan - revised 9-28-15.pdf
1.08	Classroom Observation Form for Classroom Faculty - rev 9-28-30.pdf
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1.10	Summary Evaluation Form, Sect. 5, Criteria-related input (Indexed).pdf
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1.12	Management Evaluation Form, Behavioral Skills Section.pdf
1.12a	Management Eval Appendix A-5.pdf
1.12b	Management Eval Appendix A-4.pdf
1.12c	Management Eval Appendix A-3.pdf
1.13	2014-15 Goals and Objectives Form for Managers and Supervisors 9-11-15.pdf
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2.02	CCC Integrated Planning Model.pdf
2.03	Program Review Schedule SP11-FA16 Updated 9-2-15.pdf
2.04	Former Instruction PR Template.pdf
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RECOMMENDATION 5	
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5.04	Multi-year Budget Plan.pdf
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