Contra Costa College

SELF EVALUATION
REPORT

OF EDUCATIONAL
QUALITY AND
INSTITUTIONAL
EFFECTIVENESS

OCTOBER
2014

IN SUPPORT OF
REAFFIRMATION
OF ACCREDITATION
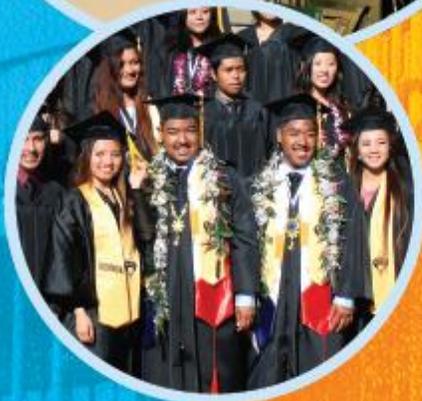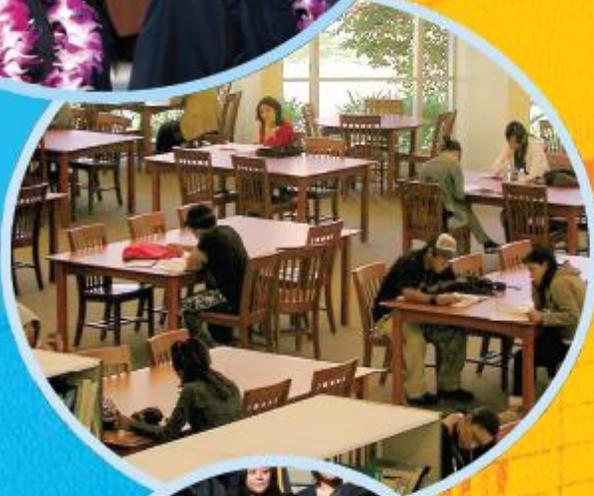
65 YEARS
CELEBRATING
EXCELLENCE
IN EDUCATION
· 1949-2014 ·

Institutional Self Evaluation 2014 in Support of

Reaffirmation of Accreditation

Submitted By

Contra Costa College

Contra Costa Community College District

2600 Mission Bell Drive

San Pablo, CA 94806

August 2014

Submitted to

Accrediting Commission for

Community and Junior Colleges of the

Western Association of Schools and Colleges

CERTIFICATION OF THE INSTITUTIONAL SELF EVALUATION

Date: August 1, 2014

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 institutional Self Evaluation is submitted for the purpose of assisting the determination of Contra Costa College's accreditation status.

We certify that there was broad participation by the campus community, and we believe this Self Evaluation Report accurately reflects the nature and substance of this institution.

Signed

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Dr. Helen Benjamin, Chancellor,
Contra Costa Community College District
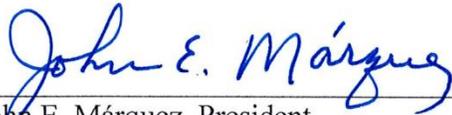
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John E. Márquez, President
Contra Costa Community College District Governing Board

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Dr. Denise Noldon, President, Contra Costa College
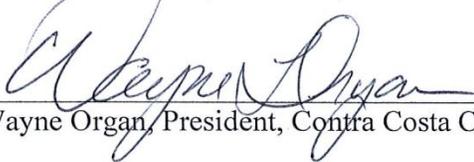
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Wayne Organ, President, Contra Costa College Academic Senate
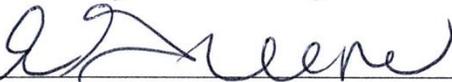
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Erika Greene, President, Contra Costa College Classified Senate

_____
Dr. Donna Floyd, Accreditation Liaison Officer, Contra Costa College

TABLE OF CONTENTS

COLLEGE HISTORY

 The Contra Costa Community College District (CCCCD) was established on December 14, 1948, with boundaries nearly identical to those of Contra Costa County. The District comprises three colleges: Contra Costa College (San Pablo), Los Medanos College (Pittsburg), which also operates the Brentwood Center, and Diablo Valley College (Pleasant Hill), which also operates the San Ramon Campus.
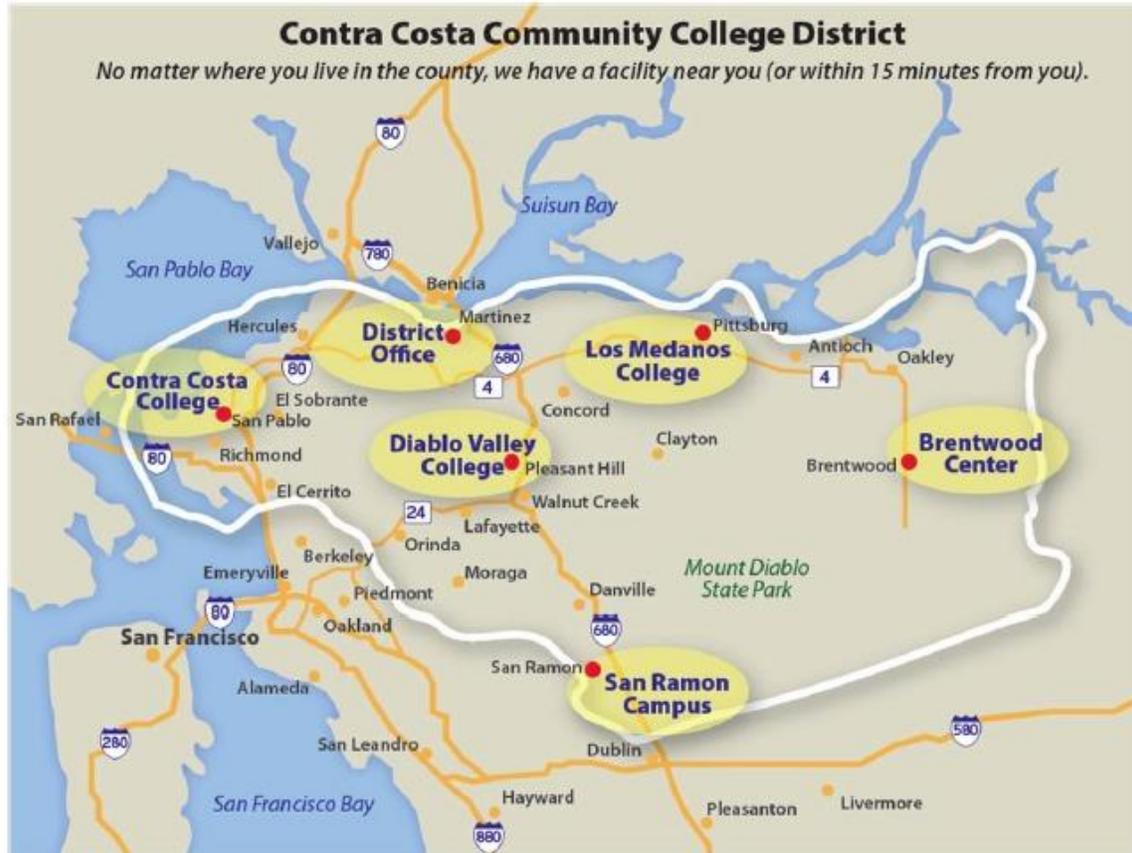
Figure 1. Location of CCCCD colleges

Located in San Pablo, California, Contra Costa College (CCC) is a comprehensive community college that primarily serves the residents of West Contra Costa County. Contra Costa College was the first of the three colleges to be established in the District. 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. The campus consisted of an assortment of wooden buildings, no grass, lots of blacktop, and a parking lot with a railroad line running through it. It also had views of Point Richmond's hills and of the ships moving through the adjacent canal.

Planning began for the new campus on an 83-acre site in the rolling hills overlooking San Pablo Bay, and, in 1956, the college moved to its present location. Construction continued

throughout the 1960's, yielding buildings for physical education, music, the library, the student union, vocational education, and administrative headquarters. By 1966, CCC had 10 permanent buildings in addition to 15 temporary structures. The planetarium and physical sciences annex were ready for use in 1975. The Health Sciences Building had opened the year before. In February of 1976, $2.5 million was approved for construction of the Applied Arts Building. In 1980, the new Performing Arts Center opened, and, in 1982, the Applied Arts Building finally opened for use. Middle College High School joined the CCC campus in 1987, and the campus continued to serve its students and community well throughout the 1990's.

In 2002, the CCCCD passed a construction bond, which supported modernization efforts. In 2004, the Early Learning Center opened and in January 2007, the Computer Technology Center opened its doors for the beginning of the spring semester. In September 2006, Contra Costa College celebrated the groundbreaking for the Student Services Center and the remodeled Library and Learning Resource Center opened in fall 2007.

In 2006, CCCCD passed a second construction bond, which led to the development of an Educational Master Plan and Facilities Master Plan to guide the next stage of campus modernization and revitalization. In July 2008, the new Student Services Center opened, funded by a CCCCD construction bond passed in 2006, creating a one-stop location for the major student services offices: Admissions and Records, Financial Aid, Counseling, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), International Students, and the office of the Dean of Student Services. In summer 2013, the extensively remodeled Music Building opened for classes. In fall 2013, CCC broke ground for the new College Center, which will house all student life functions, the bookstore, new campus administration spaces, the culinary arts program and a dining center, as well as a new classroom building and a new community meeting room building.

Contra Costa College remains fully committed to supporting West Contra Costa County residents in their quest for education and advancement. In keeping with its mission statement, CCC provides an open door to university preparation classes, retraining classes for those in need of employment or career advancement, first-time educational opportunities for many adults, enrichment classes for those seeking a broader perspective, career technical training for those entering the technical and paraprofessional workforce, academic skills education, and English as a second language education.

Since the last accreditation, the College and District have gone through several challenging budgetary cycles, which have taxed their human resources. Despite budget reductions that were a nearly annual occurrence until the passage of Proposition 30 in fall 2012, the District decentralized its budget, stabilized its long-term financial concerns, and successfully dedicated itself to the improvement of its reserves. Over the last several years the District has experienced an enrollment downturn. CCC has experienced greater enrollment declines than the other colleges in the District, and has begun to focus on its outreach efforts in order to build enrollment and provide the services and programs needed by West Contra Costa County.

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. In addition to the successful efforts to acquire grant funding for CSE, in 2011 CCC was awarded a Hispanic Serving Institution (HSI) Grant from the U.S Department of Education.

During the 2012-2013 academic year, CCC engaged in an in-depth review of its governing statements, including its mission statement. In fall 2013 and spring 2014, CCC reviewed its Educational Master Plan, Facilities Master Plan, and strategic initiatives to ensure that they continue to align with the College's core values.

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. In an effort to improve its institutional effectiveness and accountability, the College will review its administrative and committee structure during the 2013-2014 academic year. Like the mission statement review process, the administrative and committee review will be wide-ranging and inclusive and will engage every constituent group in substantial discussions. CCC has a deeply held commitment to participatory (shared) governance and 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. Contra Costa College is strongly committed to serving its students and community, always relying upon good research and assessment to guide decisions and improvements.

RESULTS OF THE 2008 COMPREHENSIVE VISIT

The last comprehensive visit to Contra Costa College was conducted from October 13-16, 2008, as part of the comprehensive evaluation of the college. Based on the Self Study Report (INTRO.01) and the report from the visiting team, the Commission acted to reaffirm accreditation (INTRO.02), with the requirement that the college complete a Follow-Up Report by October 15, 2009. The Commission also took action to require that the college complete a Focused Midterm Report by October 15, 2011.

On October 15, 2009, in fulfillment of the conditions of its 2009 reaffirmation of accreditation, the College submitted an Accreditation Follow-Up Report (INTRO.03). In January 2010, the Commission took action to accept the October 15, 2009, report with a requirement to complete another Follow-Up Report by October 15, 2010 (INTRO.04). The 2010 Follow-Up Report (INTRO.05) was required to demonstrate the institution's resolution of the District Recommendation 1: In order to improve its resource allocation process, the district should expedite development of a financial allocation model. The Accrediting Commission reviewed the October 2010 Follow-Up Report at its January 2011 meeting (INTRO.06).

In fulfillment of the conditions of its 2009 reaffirmation of accreditation, the College prepared and submitted an Accreditation Focused Midterm Report on October 15, 2011 (INTRO.07). In a letter received by the College in February 2012 (INTRO.08), from the Accrediting Commission, it was noted that the Focused Midterm Report was reviewed to

assure that the recommendations made by the evaluation team in the Self Study Report had been resolved and the self-identified plans for improvement had been addressed by the institution. In addition, the Commission noted the College's progress on the recommendations made in the 2008 accreditation visit and reminded the College of the expectation to meet Standards at all times during the six-year review cycle. The Commission expressed continuing interest in the institution's educational quality and students' success.

In April 2012, the College submitted a Substantive Change Proposal (INTRO.09) to offer four associate degrees and eight certificate programs at 50 percent or more via a mode of distance or electronic delivery. On May 11, 2012, the Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges (ACCJC) acted to approve the College's Substantive Change Proposal (INTRO.10).

INSTITUTIONAL DATA

Contra Costa College incorporates data into its decision-making processes whenever possible. With the help of the Contra Costa Community College Office of Research and Planning, the College community has worked very hard to create a data-informed culture. As both the characteristics of students and community needs evolve, it is the responsibility of CCC to adjust practices and make decisions that better support these new conditions. All of the following data will continue to be discussed during the College's Strategic Planning activities beginning in fall 2014.

Student Demographics by Age Group Fall 2013

Three age groups share generally the same percentage of the total student population. The largest is the 25 to 49 age group (31%), followed by the 20 to 24 age group (32%) and the under 20 age group (31%).
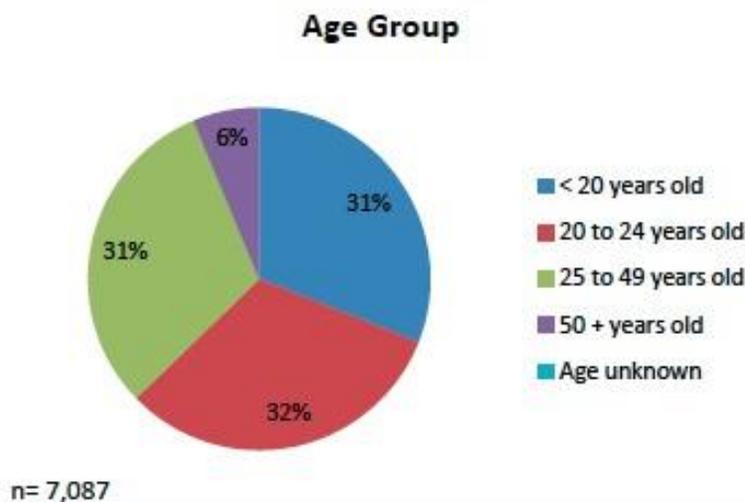
Figure 2. Student Demographics by Age Group Fall 2013
Source: CCCCD Research and Planning

Student Demographics by Race/Ethnicity Fall 2013

Hispanics represent the largest group by race/ethnicity (36%). African American students comprise the next largest group (24%).

Race/Ethnicity

1%
4% 10%
24%
5%
0%
14%
36%
6%

- African American
- American Indian
- Asian
- Filipino
- Hispanic
- Multi-Race
- Other/Undeclared
- Pacific Islander
- White

n= 7,087
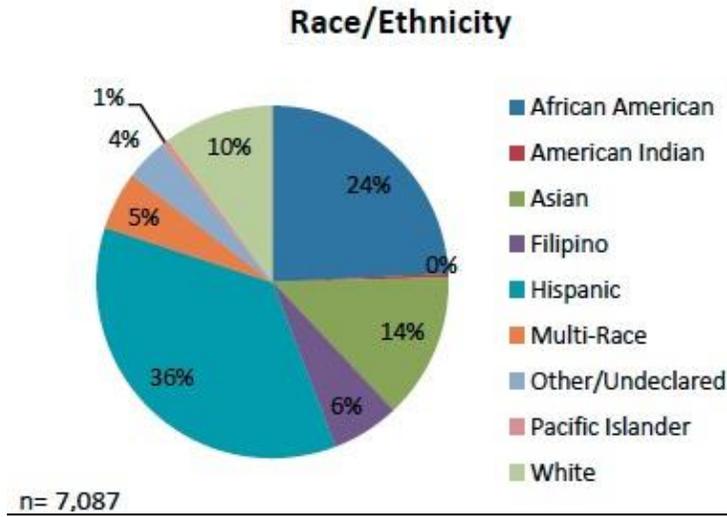
Figure 3. Student Demographics by Race/Ethnicity Fall 2013
Source: CCCCD Research and Planning

Student Demographics by Gender Fall 2013

Female students represent a majority of the students (57%). Male students represent 41% of the population.

Gender

2%
41%
57%

- Female
- Male
- Unknown

n= 7,087
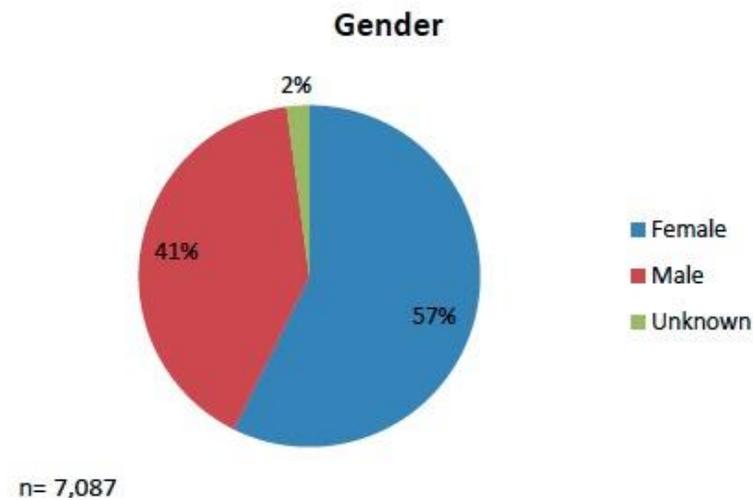
Figure 4. Student Demographics by Gender Fall 2013
Source: CCCCD Research and Planning

Overall Enrollment by Headcount

Overall enrollment by headcount has declined from fall 2008 (7,861) to fall 2013 (7,087).

Number of Students

Head Count	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
	7,861	8,683	8,234	7,870	7,107	7,087
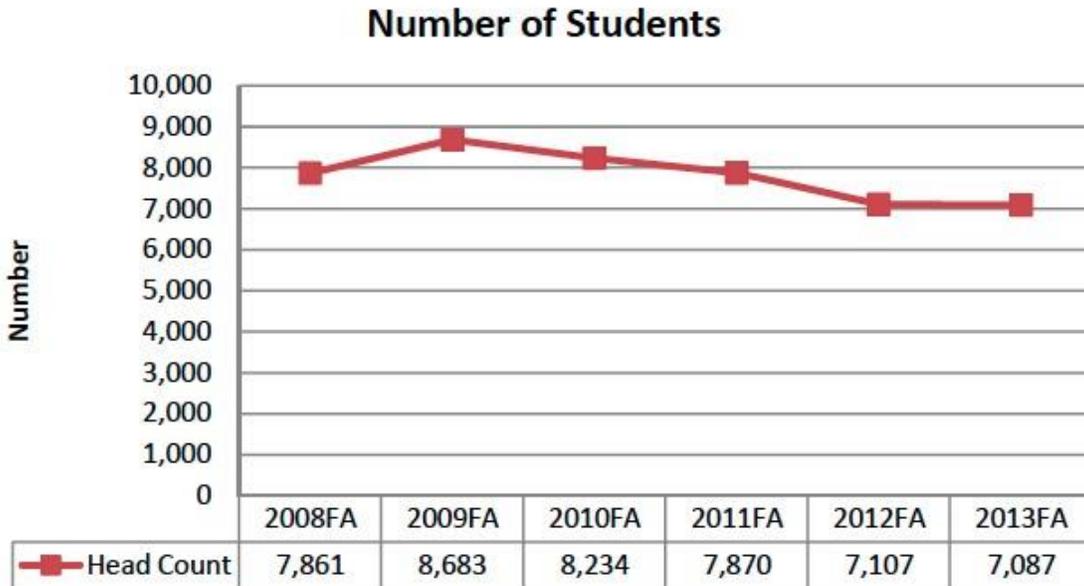
Figure 5. CCC Enrollment by Headcount over the last 5 years.
Source: CCCCD Research and Planning

Overall Enrollment by FTES

Overall FTES has declined from 6,360 FTES in 2008-2009 to 5,493 FTES in 2012-2013.
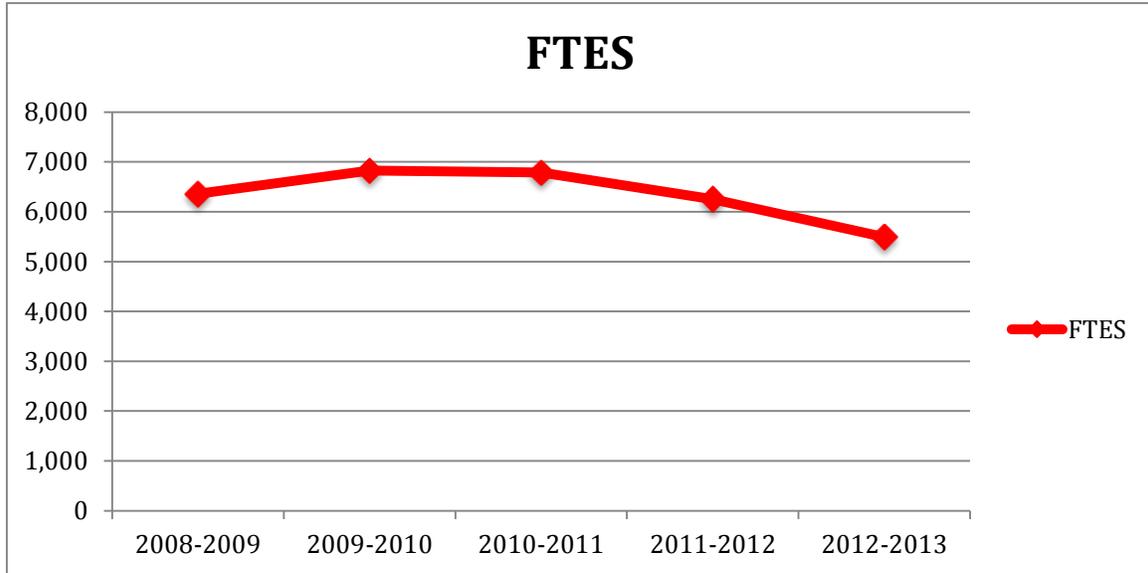
FTES

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FTES	6,360	6,828	6,786	6,253	5,493

Figure 6. CCC Enrollment by FTES over the last 5 years
Source: CCCCD Research and Planning

Enrollment by Age Group

The most significant trend in the age distribution of the college since 2008 has been the increase in the of CCC students 20-24 years of age. This demographic has increased 6% from fall 2008 (26%) to fall 2013 (32%). At the same time the College has seen a 4% reduction in students 25-49 years of age and a 3% reduction in students over 50 years of age.

By Age Group

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
<20 years	30%	29%	26%	26%	27%	31%
20-24 years	26%	27%	30%	31%	33%	32%
25-49 years	35%	35%	36%	35%	33%	31%
50+ years	9%	9%	9%	8%	7%	6%
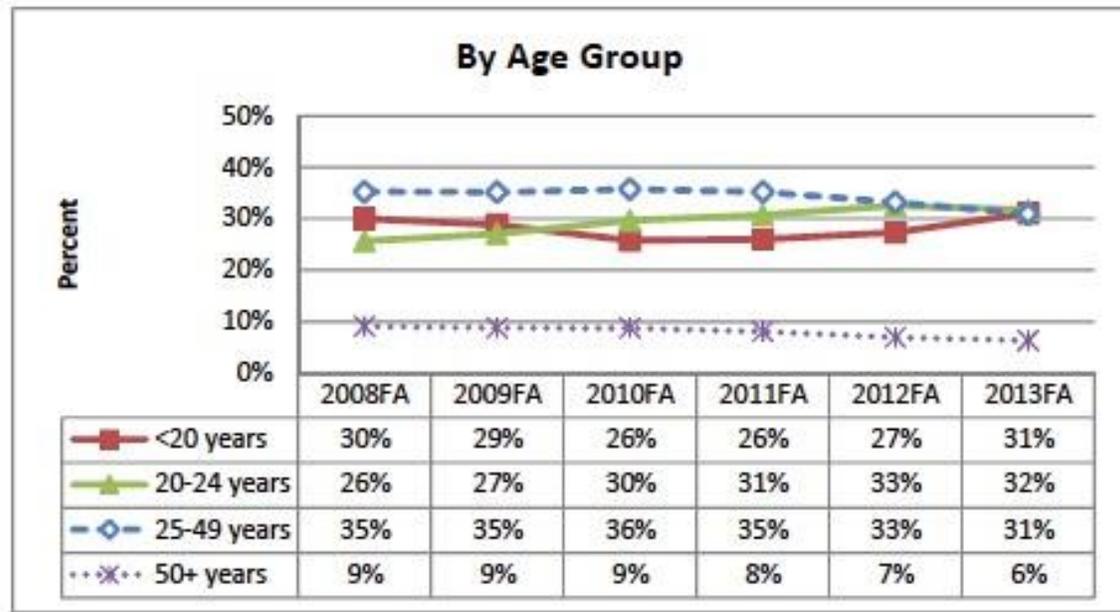
Figure 7. CCC Enrollment by Age Group over the last 5 years.
Source: CCCCD Research and Planning

Enrollment by Race/Ethnicity

CCC's service area has become more Hispanic. Since fall 2008 the percentage of CCC students that identify as Hispanic has increased by 5% from 31% in fall 2008 to 36% in fall 2013. At the same time the percentage of students that identify as Asian has declined by 3%, the students that identify as White has declined by 3% and the students that identify as African American has declined by 1%.

By Race/Ethnicity

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
African Am.	25%	27%	28%	28%	26%	24%
Asian	23%	21%	21%	20%	20%	20%
Hispanic	31%	29%	29%	31%	34%	36%
White	13%	13%	12%	12%	11%	10%
Other/Unk.	9%	10%	9%	9%	9%	10%
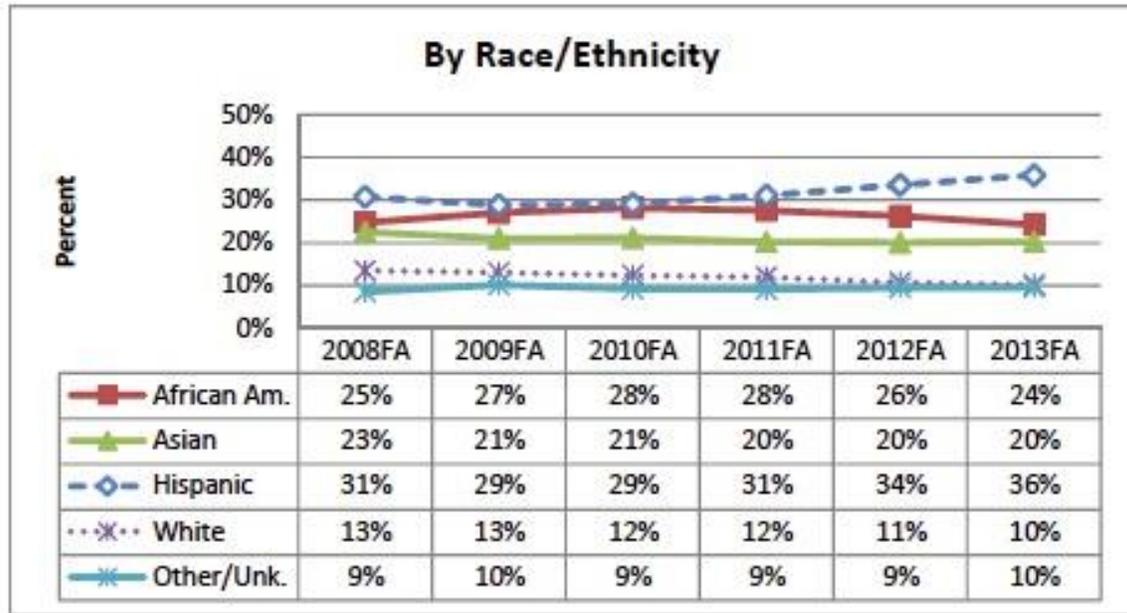
Figure 8. CCC Enrollment by Ethnicity over a 5-year period.
Source: CCCCD Research and Planning

Enrollment by Gender

From fall 2008 until fall 2013 the percentage of female students has declined by 3%, from 60% in fall 2008 to 57% in fall 2013. At the same time the male population has increased by 4% from 37% in fall 2008 to 41% in fall 2013.

By Gender

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Female	60%	60%	60%	60%	59%	57%
Male	37%	38%	37%	38%	39%	41%
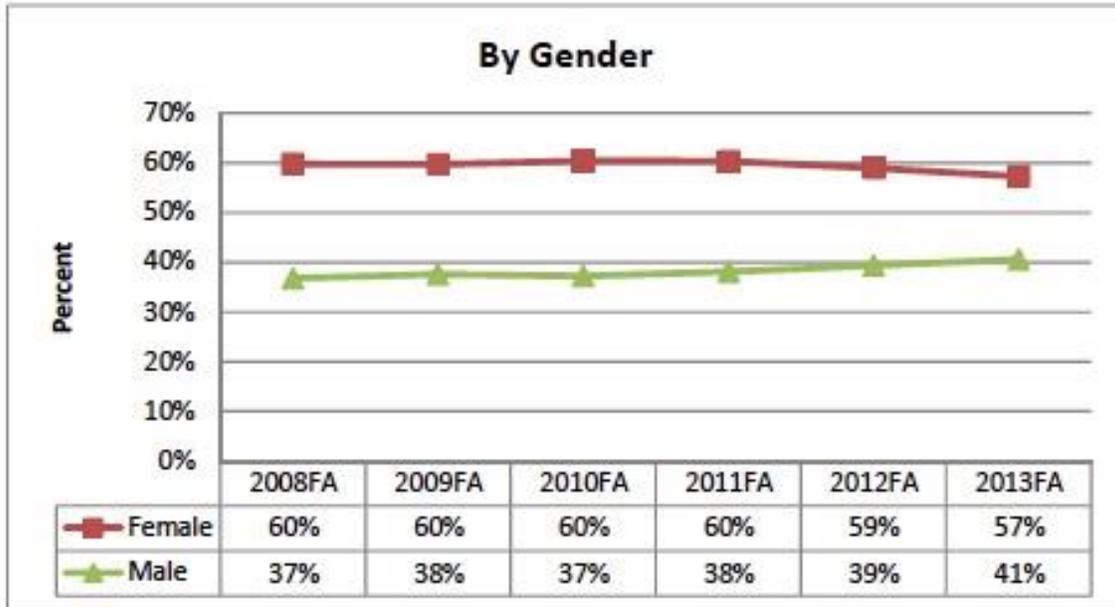
Figure 9. CCC Enrollment by Gender over a 5-year period.
Source: CCCCD Research and Planning

Student Outcomes and Achievement

The majority of CCC students declare that their goal is to obtain a degree or to transfer. 56% of students declare that they intend to transfer either with or without a degree. An additional 14% of students declare that their goal is career development that includes all certificates and degrees.
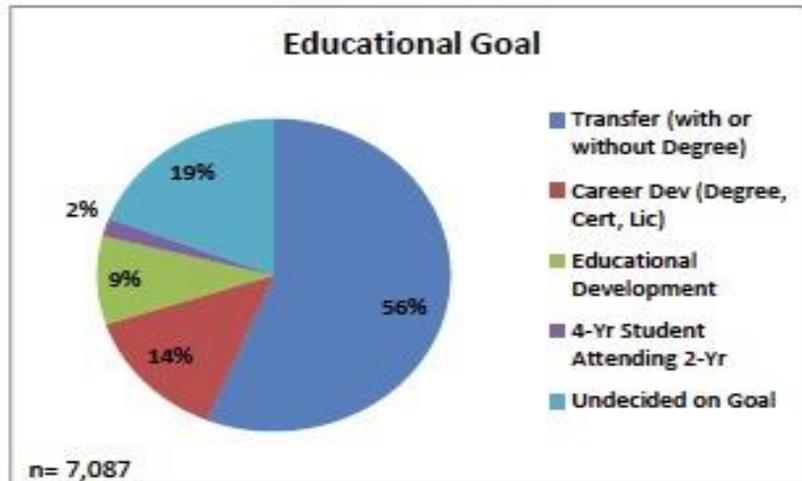
Figure 10. Student Educational Goals fall 2013.
Source: CCCCD Research and Planning

Awards by Type

Since 2007-2008, Contra Costa College has increased its total degree awards, particularly AA/AS degrees, from 321 AA/AS degrees awarded in 2007-2008 to 476 AA/AS degrees in 2012-2013. The total number of AA/AS degrees awarded peaked in 2011-2012 with 603 AA/AS degrees awarded.

Awards by Type

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
AA/AS degree	321	430	463	511	603	476
1 but <4 yr. cert	72	67	77	72	83	64
<1 yr. cert	229	59	209	280	272	209
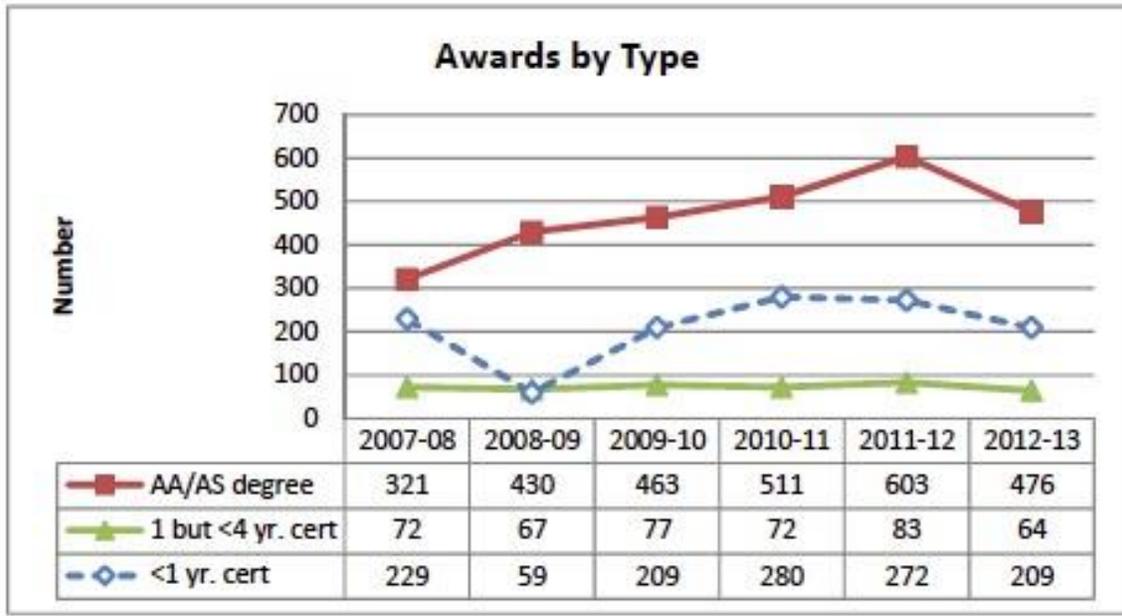
*Figure 11. Awards by Type over a 6-year period.*
Source: CCCCD Research and Planning

Awards:
AA/AS degree: Associate of Arts (A.A.) degree, Associate of Science (A.S.) degree
Less than 1-year certificate includes certificates ranging 6 to fewer than 30 units.
At least 1 year but less than 2-year certificate includes certificates ranging from 30 to 60 or more units.

Awards by Age Group

Awards by age group have followed the general awards trend, peaking in 2011-2012 and decreasing in 2012-2013.

The highest percentage of increases in AA/AS degrees from 2007-2008 until 2011-2012 was in the 20-24 age group (55.2%) and the +50 age group (57%). The 20 age group and under (42.7%), and the 25-49 age group (38.5%) also showed significant increases.

By Age Group

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
< 20 years	68	99	71	69	87	64
20-24 years	197	189	250	336	322	276
25-49 years	301	239	336	379	457	345
50+ years	56	29	91	79	92	64
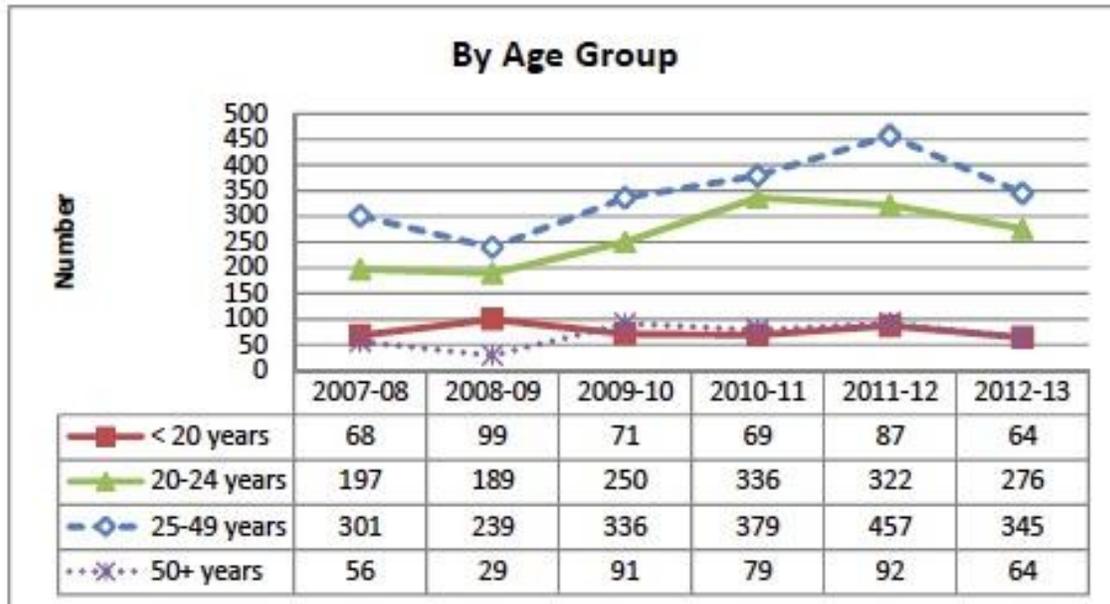
Figure 12. Awards by Age Group over a 6-year period.
Source: CCCCD Research and Planning

Awards by Race/Ethnicity

As with the general awards trend, awards by race/ethnicity peaked in fall 2011, and declined in fall 2012, except by those students who identified as "Other/Unknown". Students identifying as Asian began to decline one year earlier, in fall 2010.

While all groups increased the number of total awards from 2007-2008 to 2011-2012, the greatest gains were made by Hispanic students (50%). This trend was particularly evident in the AA/AS degrees awarded to Hispanic students, which increased by 63.9% over the same time period.

By Race/Ethnicity

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
African Am.	174	140	189	247	258	181
Asian	138	139	166	240	181	156
Hispanic	158	151	214	202	315	206
White	98	74	112	99	120	104
Other/Unk.	54	52	68	75	84	102
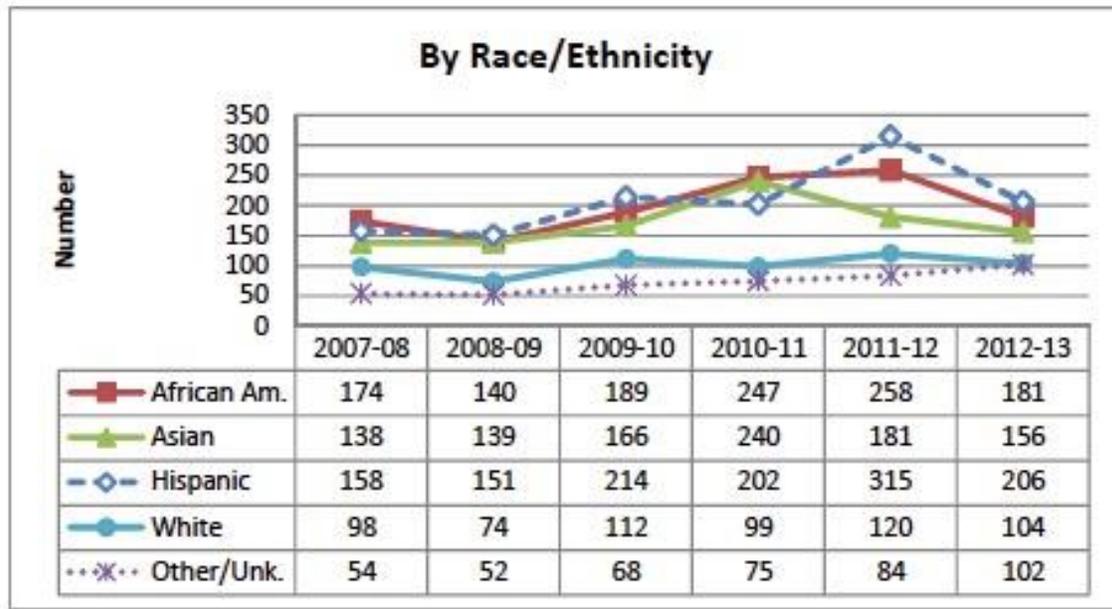
Figure 13. Awards by Race/Ethnicity over a 6-year period.
Source: CCCCD Research and Planning

Awards by Gender

Awards by gender have followed the general awards trend with females generally achieving twice the number of awards as males. From 2007-2008 to the peak of 2011-2012, AA/AS awards to females increased from 209 to 402, or 48%, while AA/AS awards to males increased from 101 to 188, or 45.7%.

By Gender

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Female	391	365	513	591	616	500
Male	208	180	226	262	315	234
Unknown	23	11	10	10	27	15

Figure 14. Awards by Gender over a 6-year period.
*Source: CCCCD Research and Planning*

Student Outcomes and Achievement

In the Self Evaluation Report, overall student achievement data are reported for the general population as well as disaggregated by age, race/ethnicity, and gender. The data for basic skills, CTE, and general education will be reported for overall population and disaggregated by age, race/ethnicity and gender.

Overall Fall-to-Spring Persistence Rates

CCC's fall-to-spring persistence rates have remained constant over the last five years. Approximately two-thirds of students from the fall semester continue their enrollment into the spring semester.
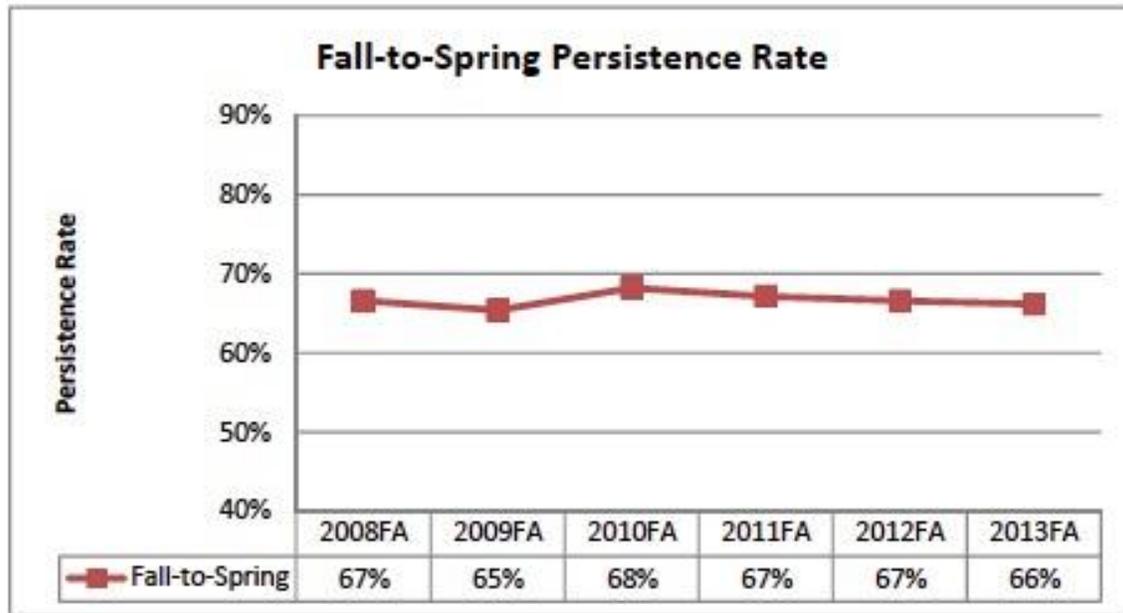

Figure 15. Fall-to-Spring Persistence rate over a 5-year period.
Source: CCCCD Research and Planning

Fall-to-Spring Persistence Rates by Age Group

The fall-to-spring persistence rates among all age groups remained approximately the same from fall 2008 to fall 2013, except among the 50+ age group, which declined by 7%. The rate for the under-20 group is 74% compared to other groups that range from 60 to 66 percent.

By Age Group	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
<20 years	74%	73%	78%	77%	77%	74%
20-24 years	65%	66%	68%	66%	66%	66%
25-49 years	61%	60%	62%	62%	60%	60%
50+ years	67%	63%	63%	63%	62%	60%
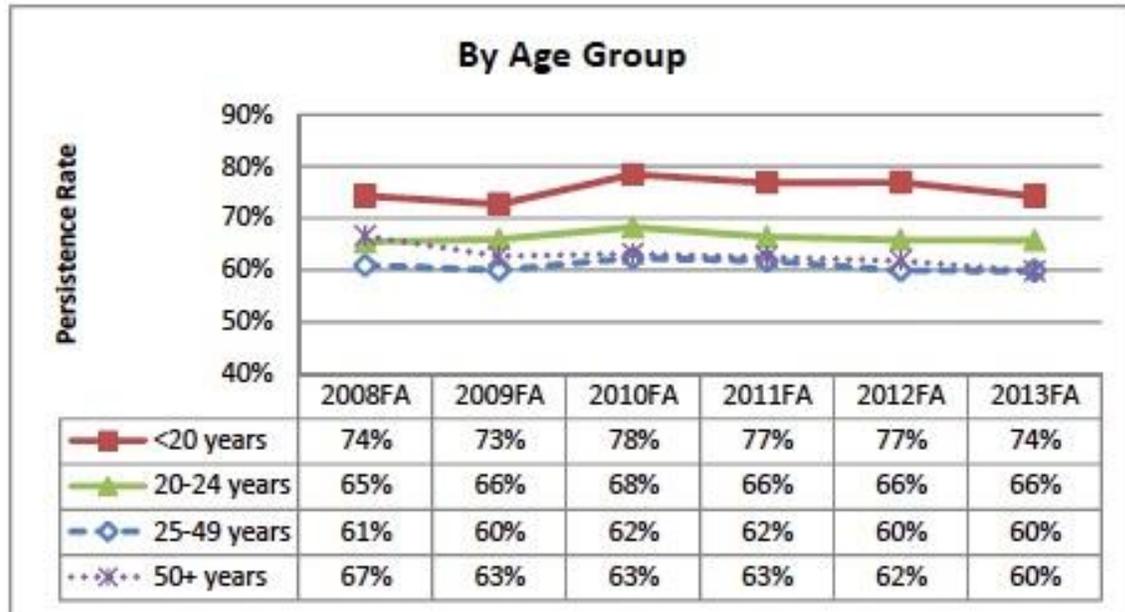
Figure 16. Fall-to-Spring Persistence Rate by Age Group over a 5-year period
Source: CCCCD Research and Planning

Fall-to-Spring Persistence Rates by Race/Ethnicity

Fall-to-spring persistence rates decreased 2-3% for African American and Asian students from fall 2008 to fall 2013, while increasing approximately 1% for other groups.

By Race/Ethnicity

|	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
African Am.	62%	60%	62%	61%	60%	59%
Asian	72%	72%	73%	74%	72%	70%
Hispanic	67%	65%	70%	69%	68%	68%
White	66%	64%	65%	67%	67%	67%
Other/Unk.	65%	69%	72%	67%	69%	67%
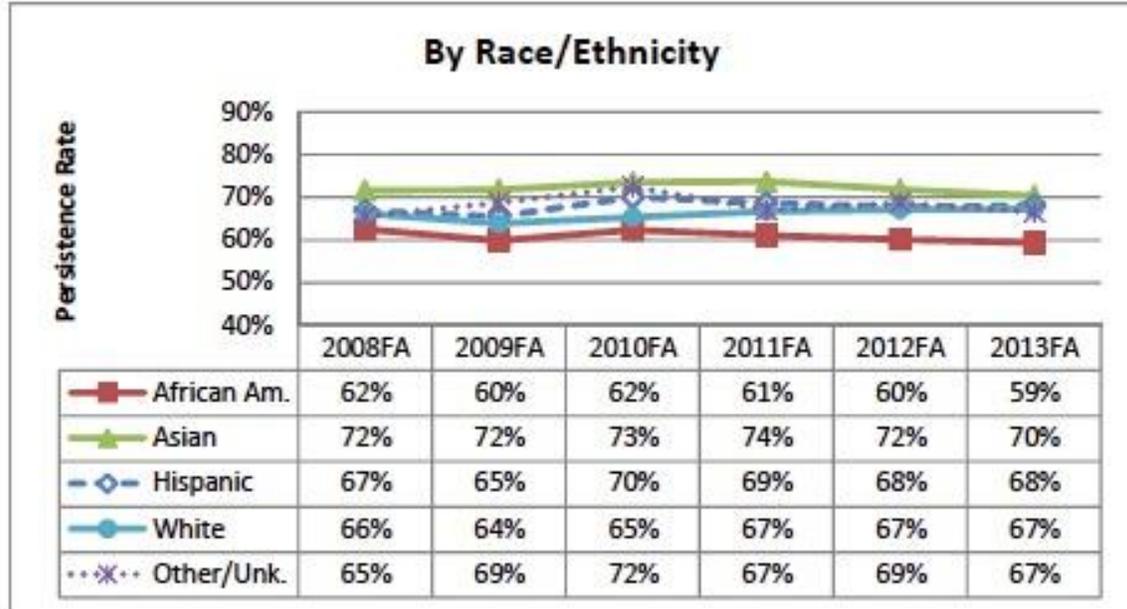
Figure 17. Fall-to-Spring Persistence Rate by Race/Ethnicity over a 5-year period
Source: CCCCD Research and Planning

Fall-to-Spring Persistence Rates by Gender

Fall-to-spring persistence rates by gender declined marginally from fall 2008 to fall 2013. Both males and females persist at roughly a rate of two-thirds, which is similar to the persistence rate for the total student population.

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Female	67%	66%	69%	68%	66%	66%
Male	67%	65%	68%	66%	68%	66%
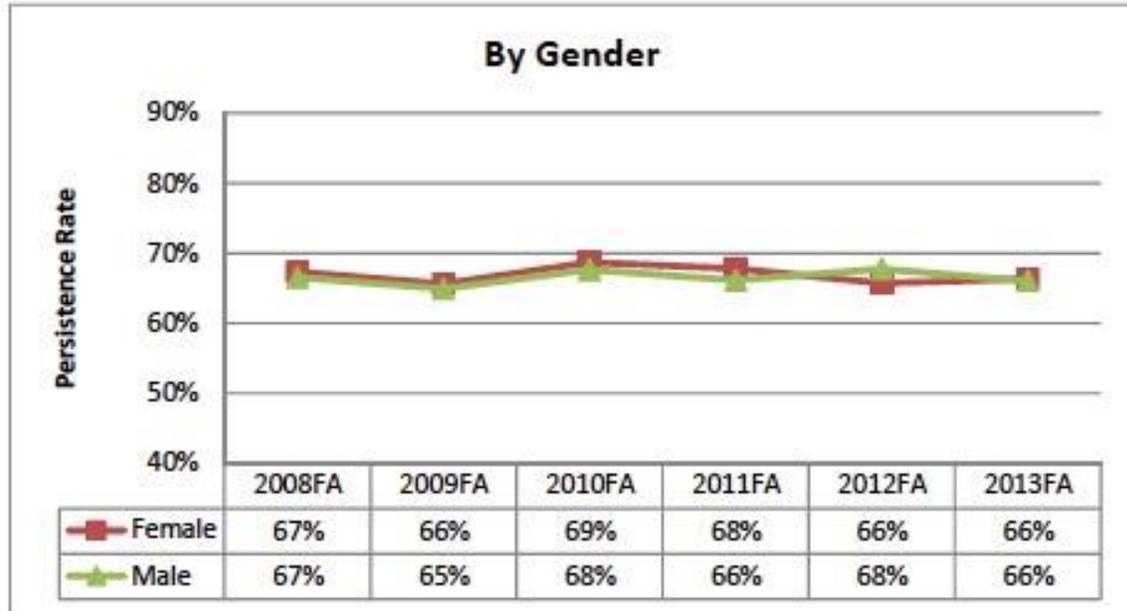
Figure 18. Fall-to-Spring Persistence Rate by Gender over a 5-year period
Source: CCCCD Research and Planning

Overall Fall-to-Fall Persistence Rates

Fall-to-fall persistence rates decreased by 2% from fall 2008 to fall 2012

	2008FA	2009FA	2010FA	2011FA	2012FA
Fall-to-Fall	51%	49%	50%	48%	49%
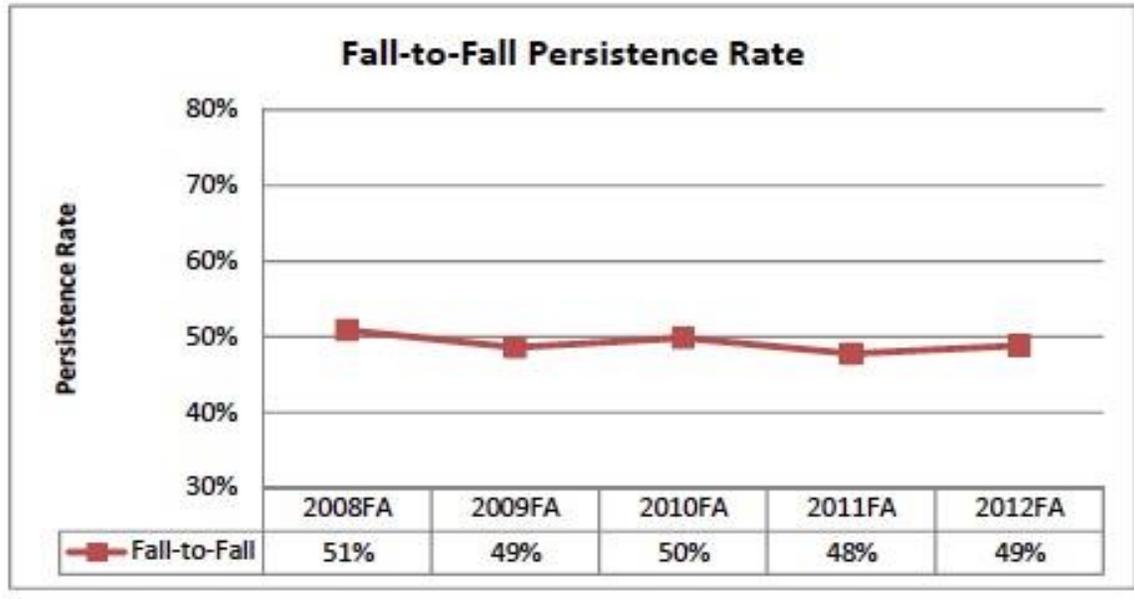
Figure 19. Fall-to-Fall Persistence Rates over a 4-year period.
Source: CCCCD Research and Planning

Fall-to-Fall Persistence Rates by Age Group

Fall-to-fall persistence rates by all age groups have decreased slightly from fall 2008 to fall 2012, with the exception of the 50+ age group which decreased by 7%.


By Age Group	2008FA	2009FA	2010FA	2011FA	2012FA
<20 years	61%	58%	63%	60%	62%
20-24 years	49%	48%	47%	47%	47%
25-49 years	44%	41%	45%	41%	42%
50+ years	46%	49%	44%	41%	39%
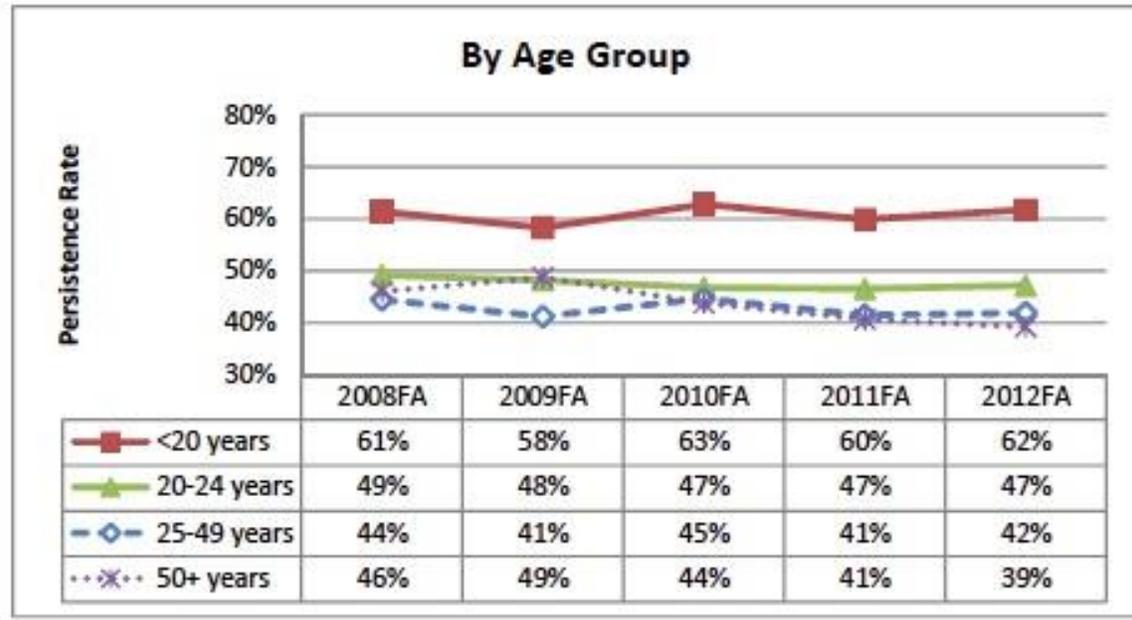
Figure 20. Fall-to-Fall Persistence rates by Age Group over a 4-year period
Source: CCCCD Research and Planning

Fall-to-Fall Persistence Rates by Race/Ethnicity

Fall-to-fall persistence rates for African American students declined from 47% to 41% from fall 2008 to fall 2012. Fall-to-fall persistence rates for Asian and White students declined slightly, while Hispanic students were stable.

By Race/Ethnicity

	2008FA	2009FA	2010FA	2011FA	2012FA
African Am.	47%	43%	44%	42%	41%
Asian	56%	56%	54%	52%	54%
Hispanic	52%	49%	54%	52%	52%
White	48%	48%	46%	42%	46%
Other/Unk.	48%	48%	51%	50%	50%
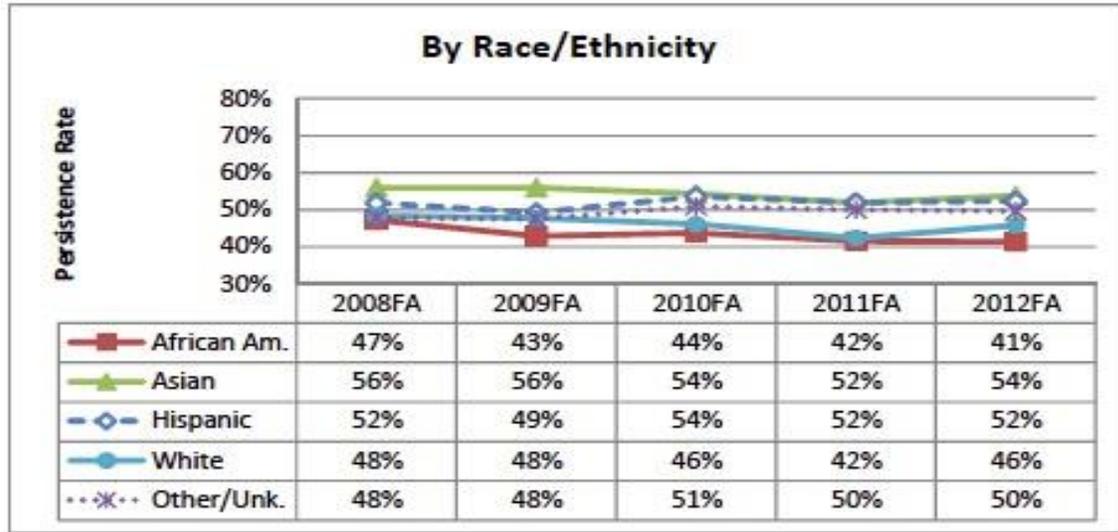
Figure 21. Fall-to-Fall Persistence rates by Race/Ethnicity over a 4-year period.
Source: CCCCD Research and Planning

Fall-to-Fall Persistence Rates by Gender

Fall-to-fall persistence rates by gender have decreased by 3% for females and 1% for males from fall 2008 to fall 2012.
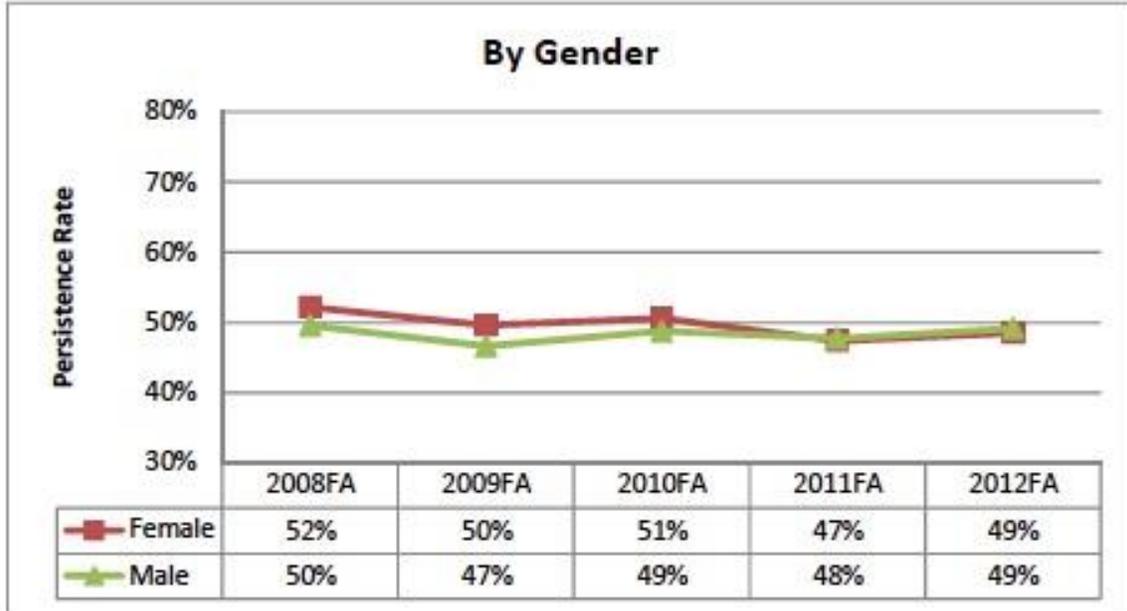
Figure 22. Fall-to-Fall Persistence Rates by Gender over a 4-year period.
Source: CCCCD Research and Planning

Retention Rates

While the retention rate for face-to-face classes declined by 3% from fall 2008 to fall 2013, the retention rate for hybrid 0-50% classes declined by 12% over the same period of time.


Retention Rate	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Face-to-face	70%	68%	69%	67%	68%	67%
Hybrid 0-50%	56%	36%	26%	38%	47%	44%
Hybrid 51%-99%	56%	53%	64%	62%	62%	58%
100% Online	51%	42%			66%	
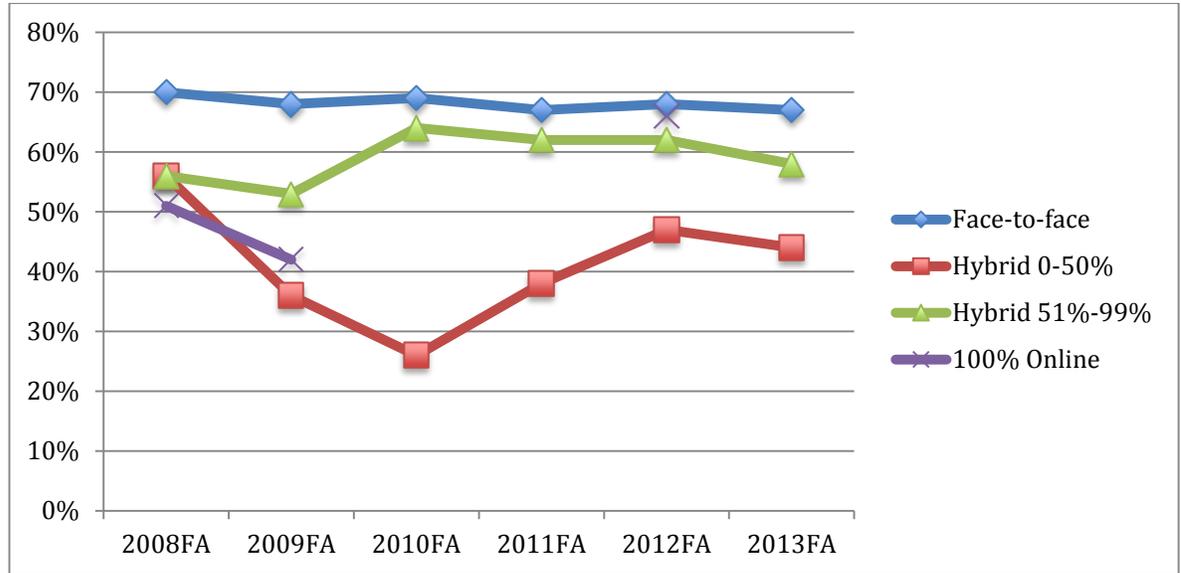
Figure 23. Overall Retention Rate over a 5-year period.
Source: CCCCD Research and Planning

Retention Rates by Age Group

Retention for most age groups declined marginally from fall 2008 to fall 2013. The over 50 age group declined the most (9%).
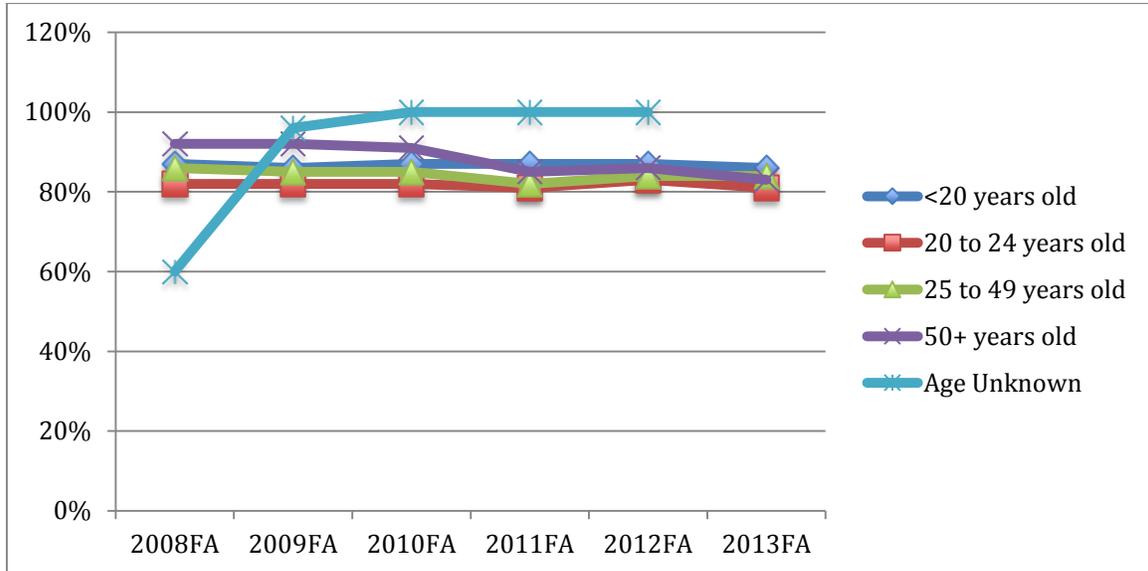

Retention Rate	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
<20 years old	87%	86%	87%	87%	87%	86%
20 to 24 years old	82%	82%	82%	81%	83%	81%
25 to 49 years old	86%	85%	85%	82%	84%	84%
50+ years old	92%	92%	91%	85%	86%	83%
Age Unknown	60%	96%	100%	100%	100%	

Figure 24. Overall Retention Rate by Age Group over a 5-year period.

Retention Rates by Race/Ethnicity

Retention by race/ethnicity declined marginally from fall 2008 to fall 2013 (average = 2.25%).
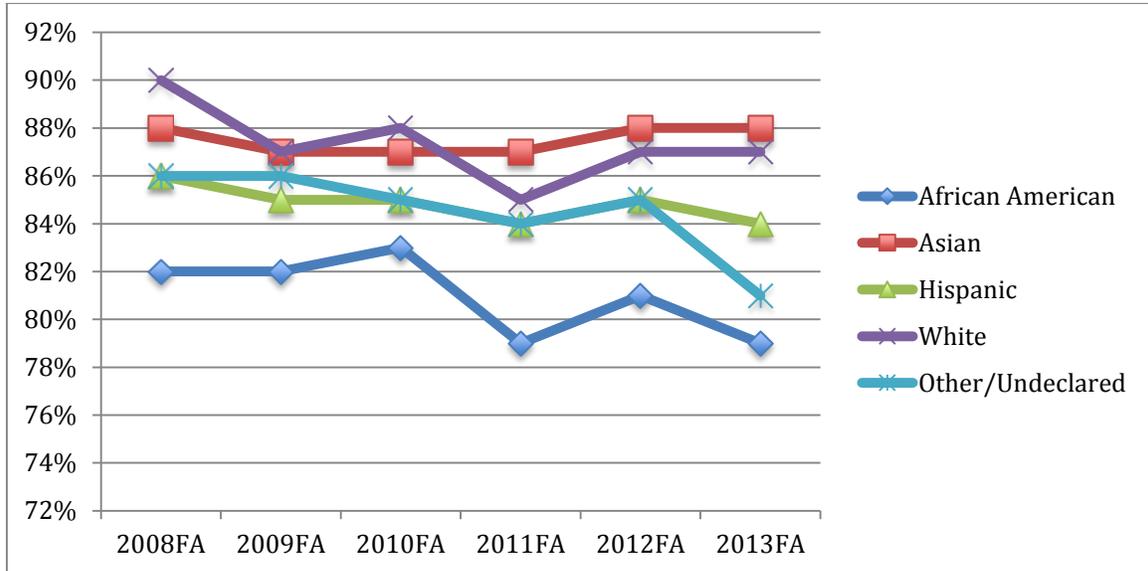
Retention Rate	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
African American	82%	82%	83%	79%	81%	79%
Asian	88%	87%	87%	87%	88%	88%
Hispanic	86%	85%	85%	84%	85%	84%
White	90%	87%	88%	85%	87%	87%
Other/Undeclared	86%	86%	85%	84%	85%	81%

Figure 25. Overall Retention Rate by Race/Ethnicity over a 5-year period.

Retention Rates by Gender

Retention by gender declined marginally from fall 2008 to fall 2013 (average = 2.5%, excluding Gender Unknown).
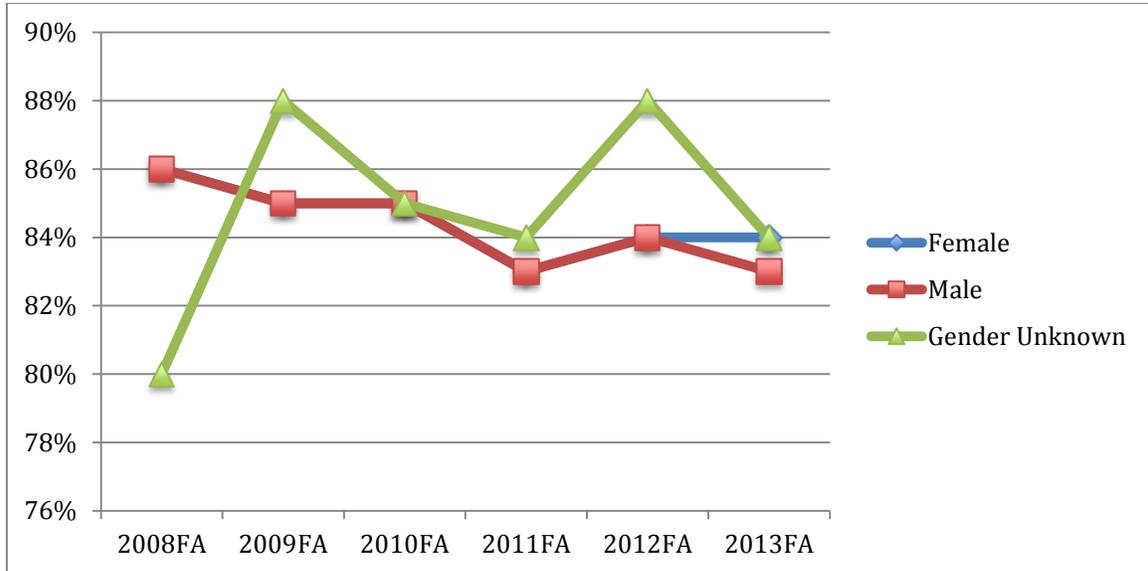
Retention Rate	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Female	86%	85%	85%	83%	84%	84%
Male	86%	85%	85%	83%	84%	83%
Gender Unknown	80%	88%	85%	84%	88%	84%

Figure 26. Overall Retention Rate by Gender over a 5-year period.

Overall Student Success

The overall course success rate (as defined by "C" or better) for face-to-face classes and hybrid 0-50% classes declined marginally from fall 20108 to fall 2013. Course success rates for Hybrid 51-99% classes increased marginally from fall 2008 to fall 2013. There is insufficient data to determine trends for 100% online classes.

Course Success Rate

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Face-to-face	70%	68%	69%	67%	68%	67%
Hybrid 0-50%	56%	36%	26%	38%	47%	44%
Hybrid 51-99%	56%	53%	64%	62%	62%	58%
100% Online	51%	42%		66%		
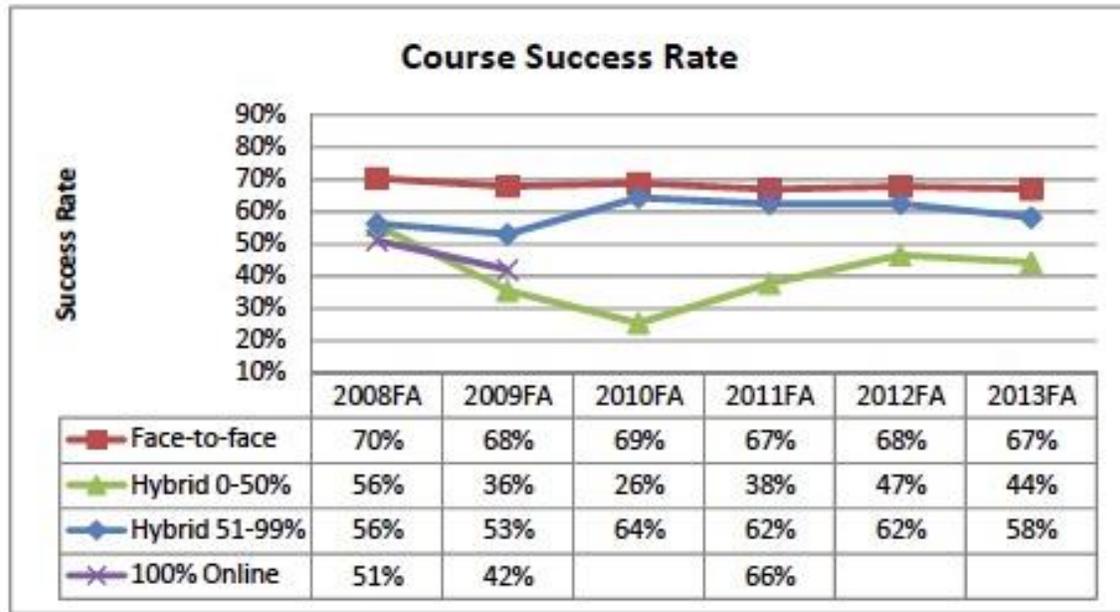
Figure 27. Course success rates over a 5-year period.
Source: CCCCD Research and Planning

Course Success Rate: Percentage of students who receive a passing/satisfactory grade.
Numerator: A, B, C, CR, IA, IB, IC, IP, P
Denominator: A, B, C, CR, D, F, IA, IB, IC, ID, IF, IN, P, NC, NP, P, W
Excluded grade notations: MW, RD

Course Success Rates by Age Group

Success rates for all age groups declined marginally (2-3%) from fall 2008 to fall 2013, with the exception of the 50+age group which declined by 9%. The 25-49 age group currently shows the highest success rate at 70%.


By Age Group

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
<20 years	69%	66%	70%	70%	68%	66%
20-24 years	66%	63%	64%	63%	65%	64%
25-49 years	72%	70%	70%	67%	69%	70%
50+ years	77%	80%	78%	70%	72%	68%
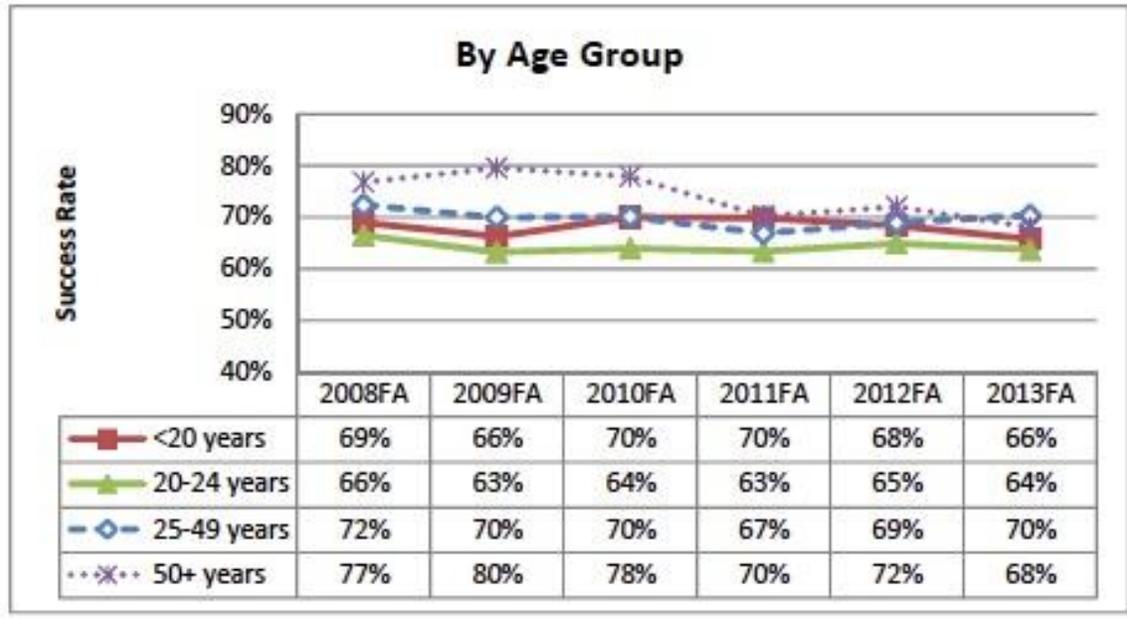
Figure 28. Course success rates by Age Group over a 5-year period.
Source: CCCCD Research and Planning

Course Success Rates by Race/Ethnicity

Course success rates for all ethnic groups declined marginally (average=3%) from fall 2008 to fall 2013. The largest decline was among African American students (5%). The lowest success rates were among African American (57%) and Hispanic (66%) students. The highest success rates were among Asian and White students (75%).

By Race/Ethnicity

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
African Am.	62%	59%	62%	58%	58%	57%
Asian	76%	74%	75%	75%	74%	75%
Hispanic	68%	67%	68%	68%	69%	66%
White	77%	75%	76%	70%	75%	75%
Other/Unk.	71%	69%	69%	68%	69%	66%
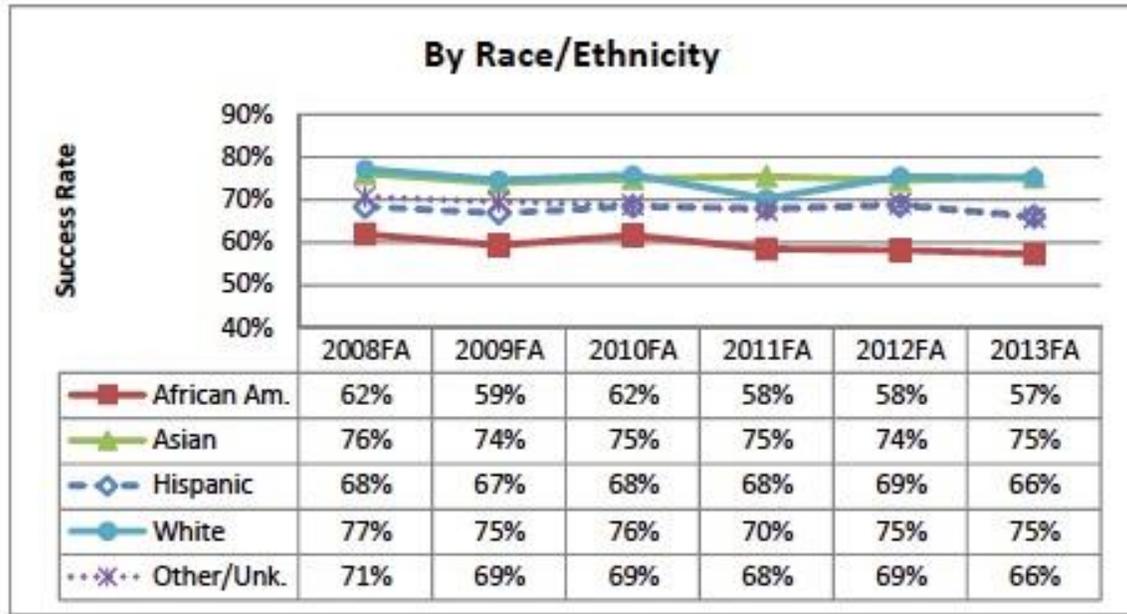
Figure 29. Course success rates by Race/Ethnicity over a 5-year period.
Source: CCCCD Research and Planning

Course Success Rates by Gender

The overall success rates of males and females have decreased from fall 2008 (males 68%, females 71%) to fall 2013 (males 64%, females 69%). The gap between the overall success rates of males and females is widening from a 3-point gap in fall 2008 to a 5 point gap in fall 2013.


	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Female	71%	69%	70%	68%	68%	69%
Male	68%	65%	67%	65%	66%	64%
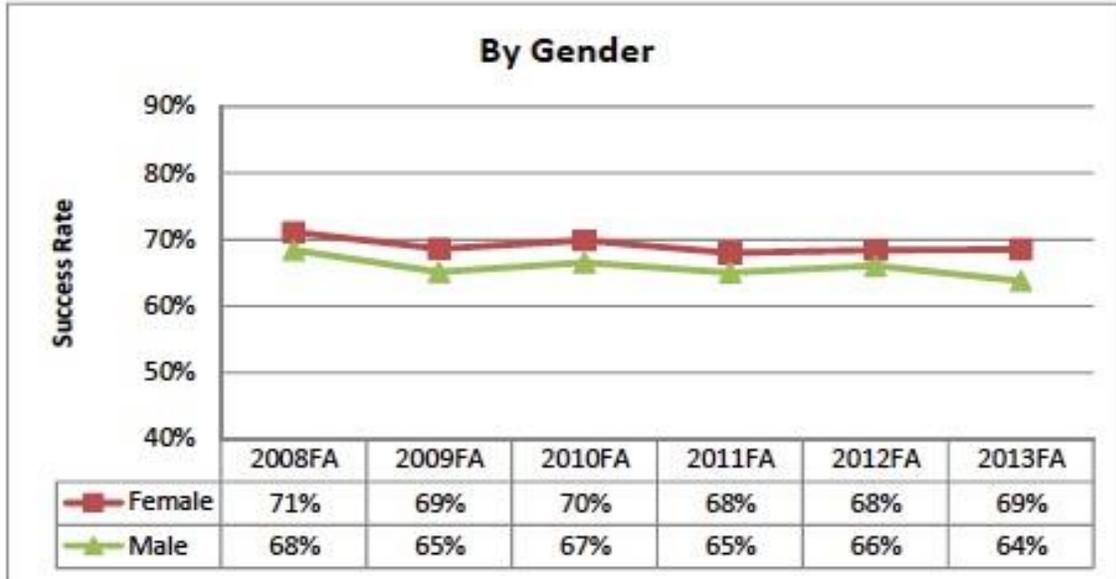
Figure 30. Course success rates by Gender over a 5-year period.
Source: CCCCD Research and Planning

Basic Skills Retention Rates by Age Group

Basic Skills retention rates have improved from fall 2008 to fall 2013 by all age groups, except the over 50 age group, which declined by 5%. The largest gains were by the under 20 age group (8%) and the 20-24 age group (7%).
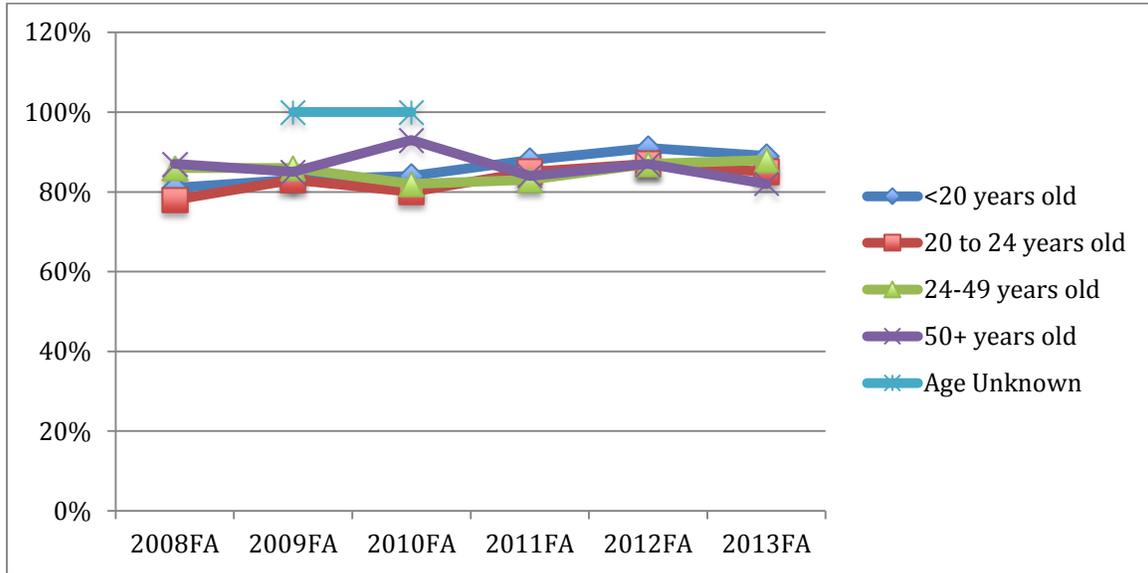

Retention Rate	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
<20 years old	81%	83%	84%	88%	91%	89%
20 to 24 years old	78%	83%	80%	85%	87%	85%
24-49 years old	86%	86%	82%	83%	87%	88%
50+ years old	87%	85%	93%	84%	87%	82%
Age Unknown		100%	100%			

Figure 31. Basic Skills Retention Rates by Age Group over a 5-year period.
Source: CCCCD Research and Planning

Basic Skills Retention Rates by Race/Ethnicity

Basic Skills retention rates improved for all groups from fall 2008 to fall 2013, with an average improvement of 4.4%.
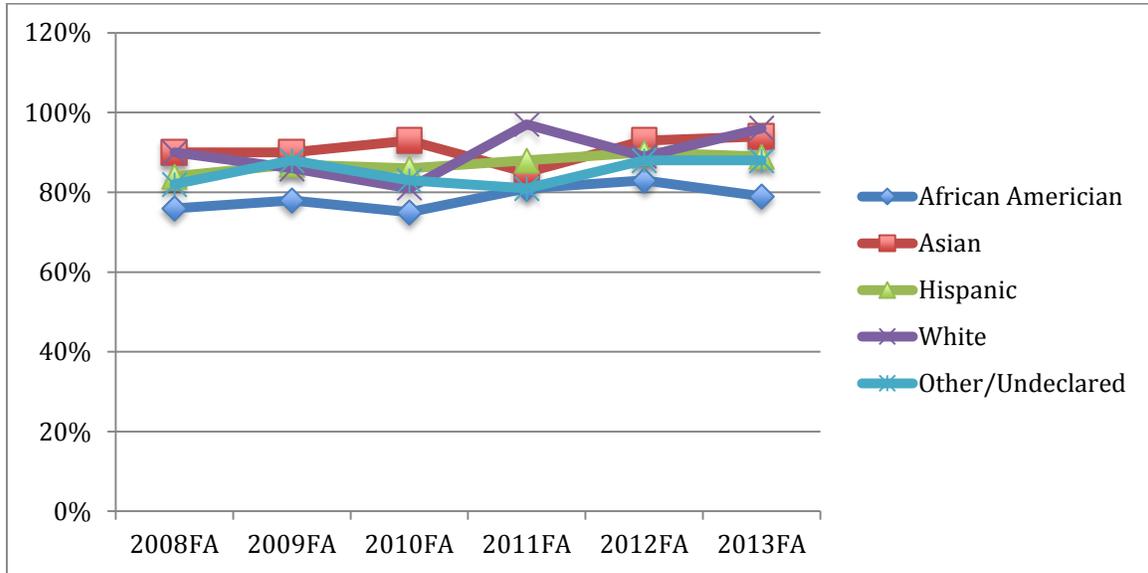

Retention Rate	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
African American	76%	78%	75%	81%	83%	79%
Asian	90%	90%	93%	85%	93%	94%
Hispanic	84%	87%	86%	88%	90%	89%
White	90%	86%	81%	97%	89%	96%
Other/Undeclared	82%	88%	83%	81%	88%	88%

Figure 32. Basic Skills Retention Rates by Race/Ethnicity over a 5-year period.
Source: CCCCD Research and Planning

Basic Skills Retention Rates by Gender

Basic Skills retention rates by gender improved by 6% from fall 2008 to fall 2013. Females improved by 5% and males improved by 6%.
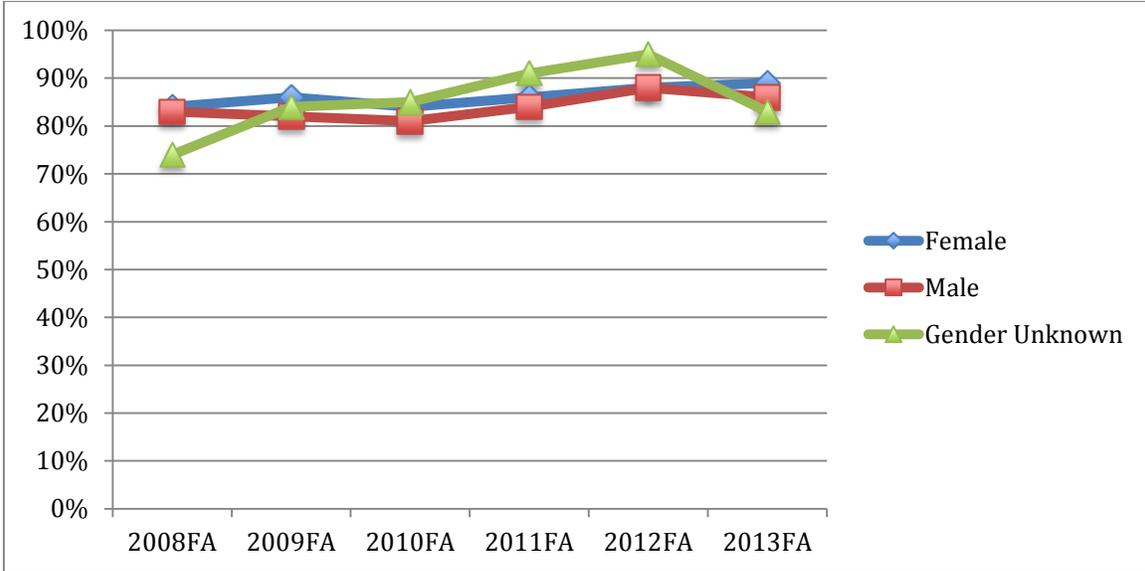
Retention Rate	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Female	84%	86%	84%	86%	88%	89%
Male	83%	82%	81%	84%	88%	86%
Gender Unknown	74%	84%	85%	91%	95%	83%

Figure 33. Basic Skills Retention Rates by Gender over a 5-year period.
Source: CCCCD Research and Planning

Overall Basic Skills Course Success Rates

Course success rates for Basic Skills courses declined marginally (2%) from fall 2008 to fall 2013. This is slightly less than the overall rate (3%). The under 20 age group shows modest gains in course success rates.

Basic Skills Courses

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Face-to-face	61%	61%	62%	61%	67%	59%
Hybrid 0-50%						
Hybrid 51-99%						
100% Online						
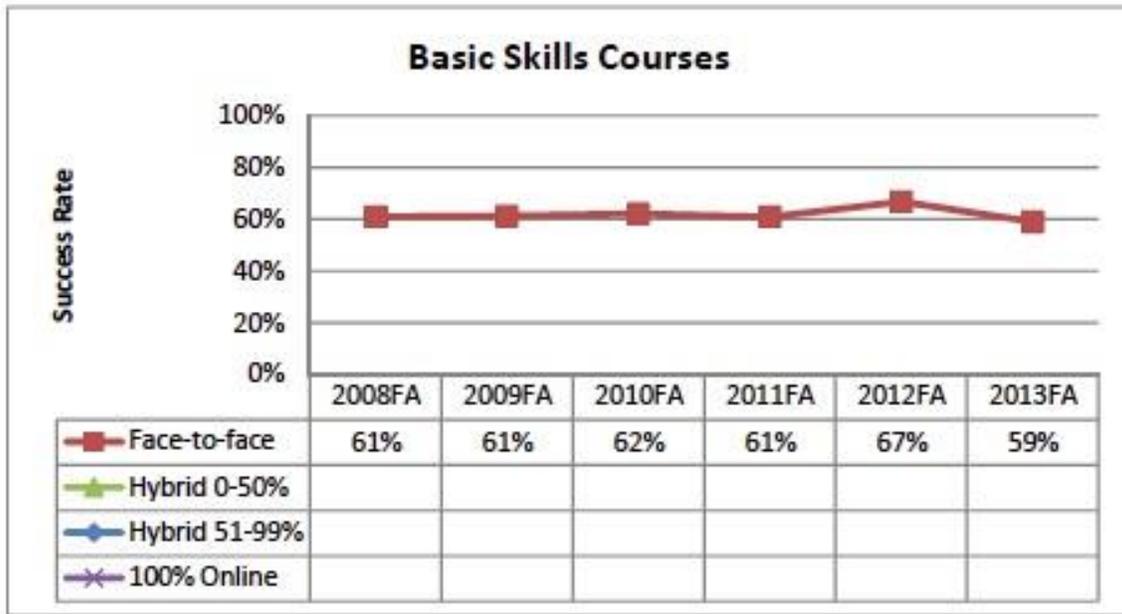
Figure 34. Course success rates for Basic Skills courses over a 5-year period.
Source: CCCCD Research and Planning

Course Success Rates for Basic Skills Courses by Age Group

Course success rates for Basic Skills by age group increased marginally from fall 2008 to fall 2012, and declined in fall 2013. The largest increase was in the under 20 age group (14.5%).


By Age Group	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
<20 years	59%	58%	62%	64%	69%	58%
20-24 years	61%	61%	60%	57%	62%	54%
25-49 years	63%	63%	63%	62%	68%	65%
50+ years	59%	67%	66%	61%	66%	55%
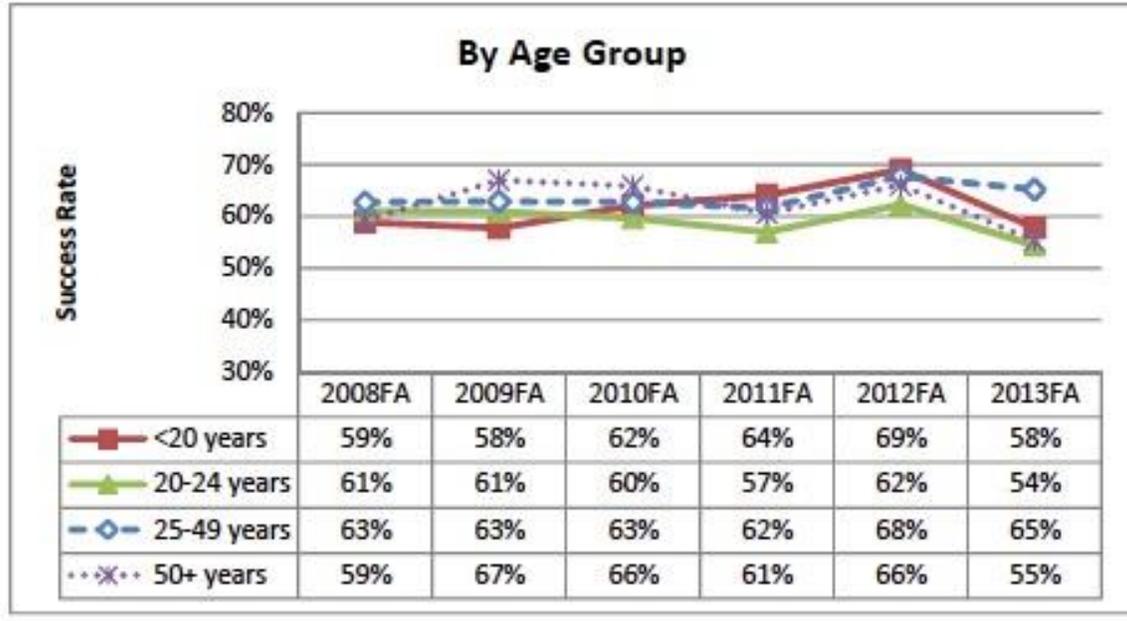
Figure 35. Course success rates for Basic Skills courses by Age Group over a 5-year period.
Source: CCCCD Research and Planning

Course Success Rates for Basic Skills Courses by Race/Ethnicity

Course success rates for Basic Skills by Race/Ethnicity increased for all groups from fall 2008 until fall 2012, except for students identifying as Other/Unknown. The greatest increases were among Hispanic students (11%). In fall 2013 course success rates declined for all groups except students identifying as White.

By Race/Ethnicity

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
African Am.	55%	52%	51%	52%	56%	44%
Asian	73%	73%	78%	70%	78%	72%
Hispanic	58%	63%	64%	64%	69%	62%
White	75%	65%	68%	74%	67%	70%
Other/Unk.	59%	62%	60%	54%	70%	56%
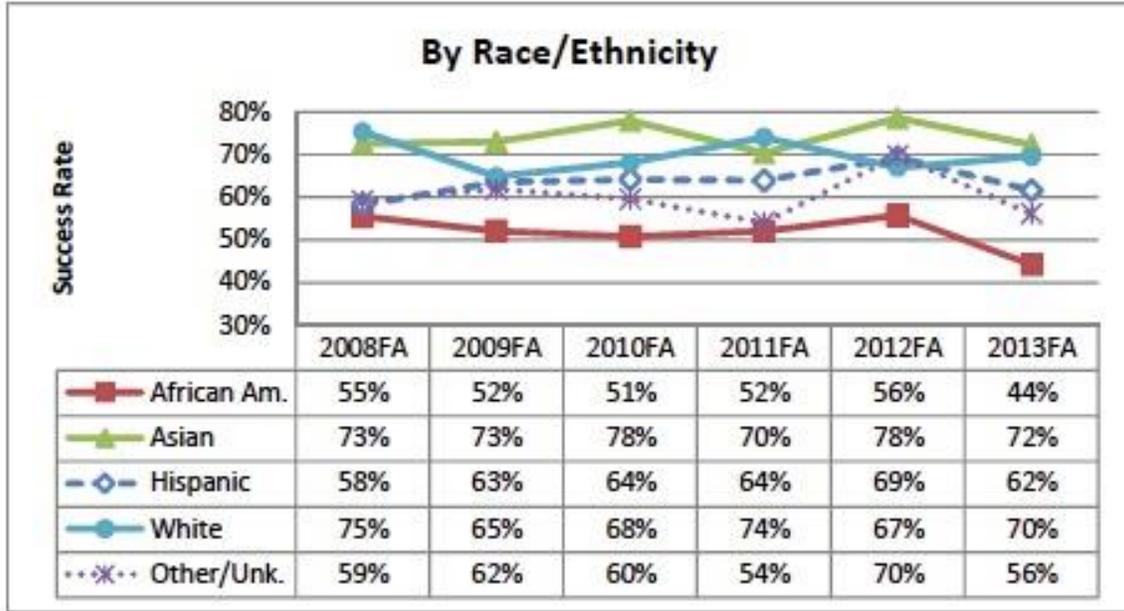
Figure 36. Course success rates for Basic Skills courses by Race/Ethnicity over a 5-year period.

Source: CCCCD Research and Planning

Course Success Rates for Basic Skills Courses by Gender

While Basic Skills course success rates for females remained stable (1% increase), Basic Skills course success rates for males declined from 61% in fall 2008 to 53% in fall 2013.

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Female	63%	63%	65%	64%	68%	64%
Male	61%	59%	58%	54%	65%	53%
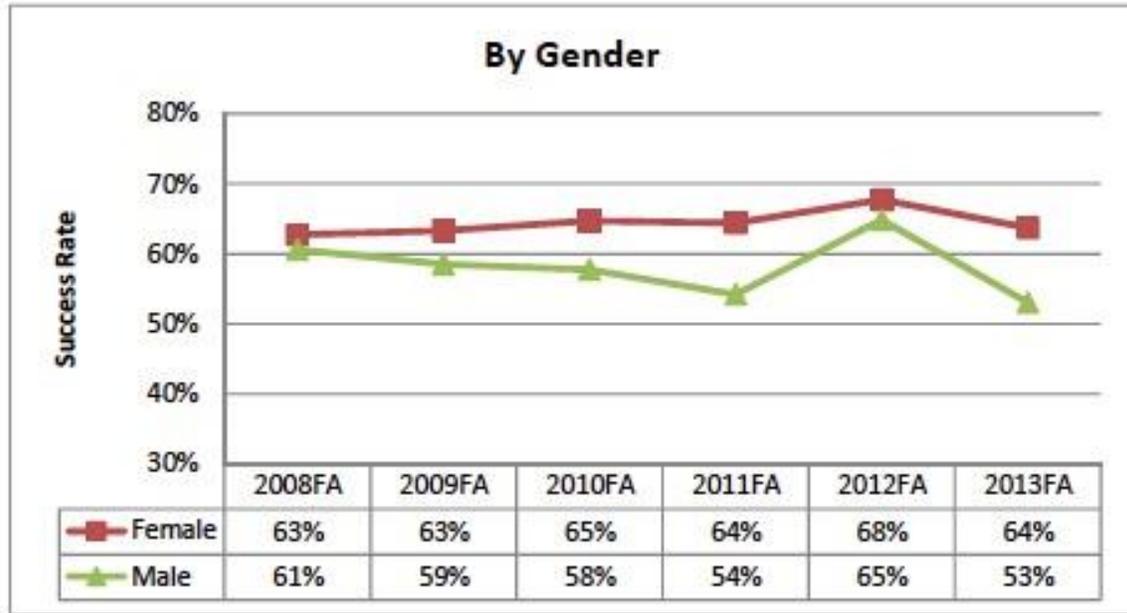
Figure 37. Course success rates for Basic Skills courses by Gender over a 5-year period.
Source: CCCCD Research and Planning

Overall Course Success Rates for General Education (GE) Courses

Course success rates for face-to-face General Education (GE) courses remained stable. Course success rates for Hybrid 51-99% General Education courses have declined by 6 points in fall 2013. Course success rates for Hybrid 0-50% General Education courses increased from fall 2010 to fall 2012, then decreased by 3 points in fall 2013.

| General Education Courses	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Face-to-face	71%	69%	70%	69%	69%	70%
Hybrid 0-50%	56%	36%	26%	38%	47%	44%
Hybrid 51-99%	56%	53%	64%	63%	64%	58%
100% Online	51%	42%		66%		
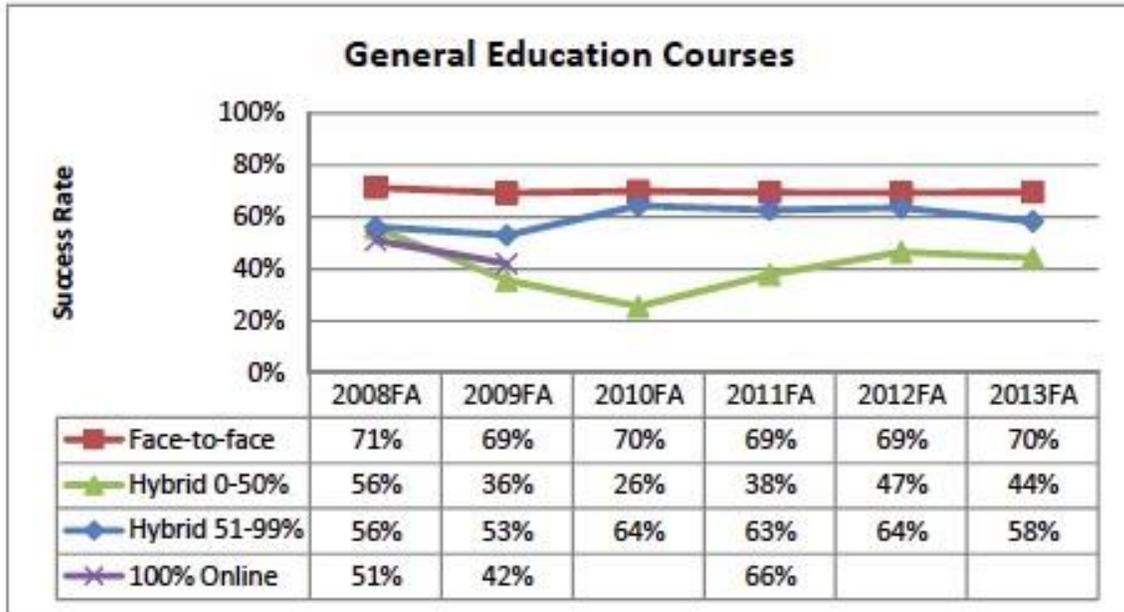
Figure 38. Course success rates for General Education courses over a 5-year period.
Source: CCCCD Research and Planning

**Course Success Rates for General Education (GE) Courses by Age Group**

Course success rates for General Education (GE) courses by age group declined slightly from fall 2008 to fall 2013, with the exception of the under 20 age group, which have remained stable.
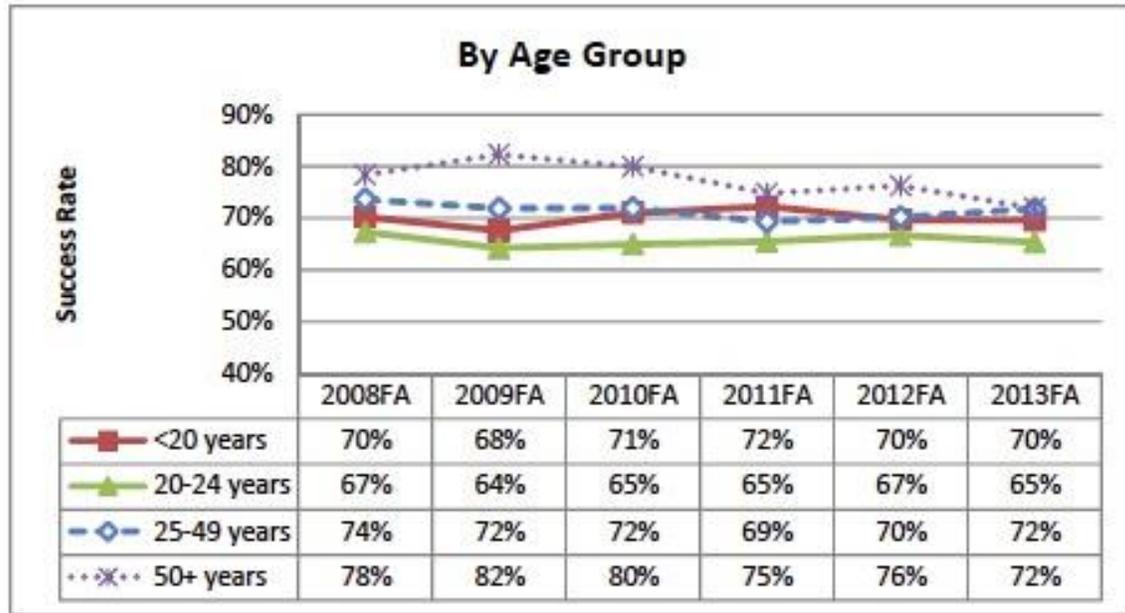

Figure 39. Course success rates for General Education courses by Age Group over a 5-year period. Source: CCCCD Research and Planning

Course Success Rates for General Education (GE) Courses by Race/Ethnicity

Course success rates for General Education (GE) courses by race/ethnicity declined marginally from fall 2008 to fall 2013.

By Race/Ethnicity

|	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
African Am.	62%	60%	63%	61%	60%	60%
Asian	77%	75%	76%	77%	75%	77%
Hispanic	70%	68%	69%	70%	70%	68%
White	77%	76%	77%	73%	77%	76%
Other/Unk.	72%	71%	70%	70%	70%	68%
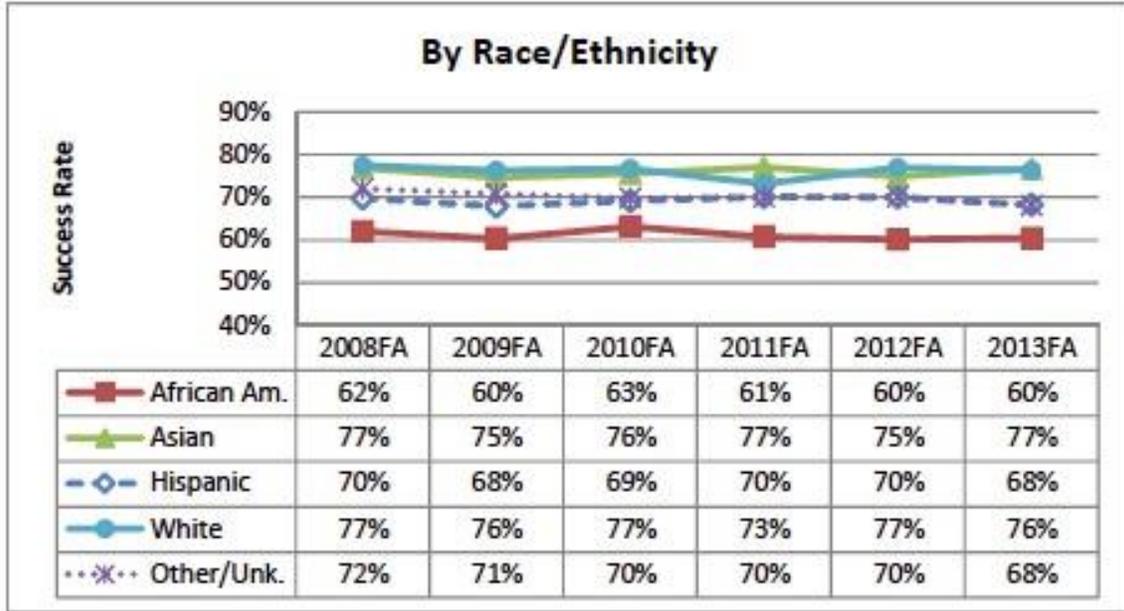
Figure 40. Course success rates for General Education courses by Race/Ethnicity over a 5-year period. Source: CCCCD Research and Planning

Course Success Rates for General Education (GE) Courses by Gender

Course success rates for General Education (GE) courses declined slightly from fall 2008 to fall 2013.
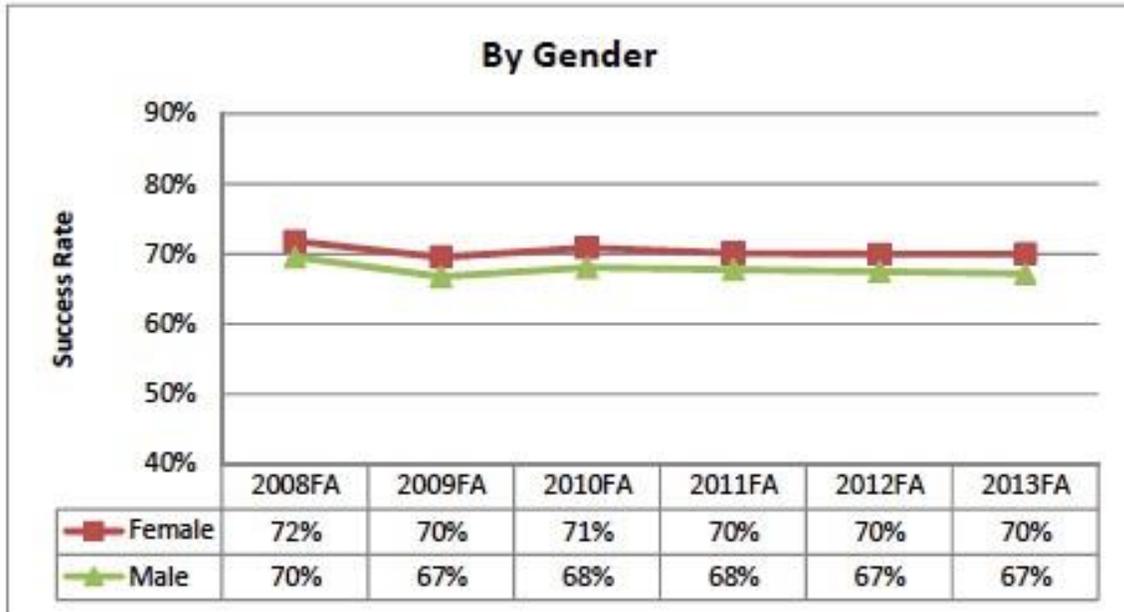
Figure 41. Course success rates for General Education courses by Gender over a 5-year period. Source: CCCCD Research and Planning

Overall Course Success Rates for Career Technical Education (CTE) Courses

Course success rates for face-to-face CTE courses declined slightly from fall 2008 to fall 2013. Course success rates for Hybrid 51-99% CTE courses have increased dramatically from 65% in fall 2009 to 100% in fall 2011.

CTE Courses	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Face-to-face	76%	75%	74%	70%	69%	73%
Hybrid 0-50%	55%					
Hybrid 51-99%	68%	65%	78%	100%		
100% Online	50%	37%				
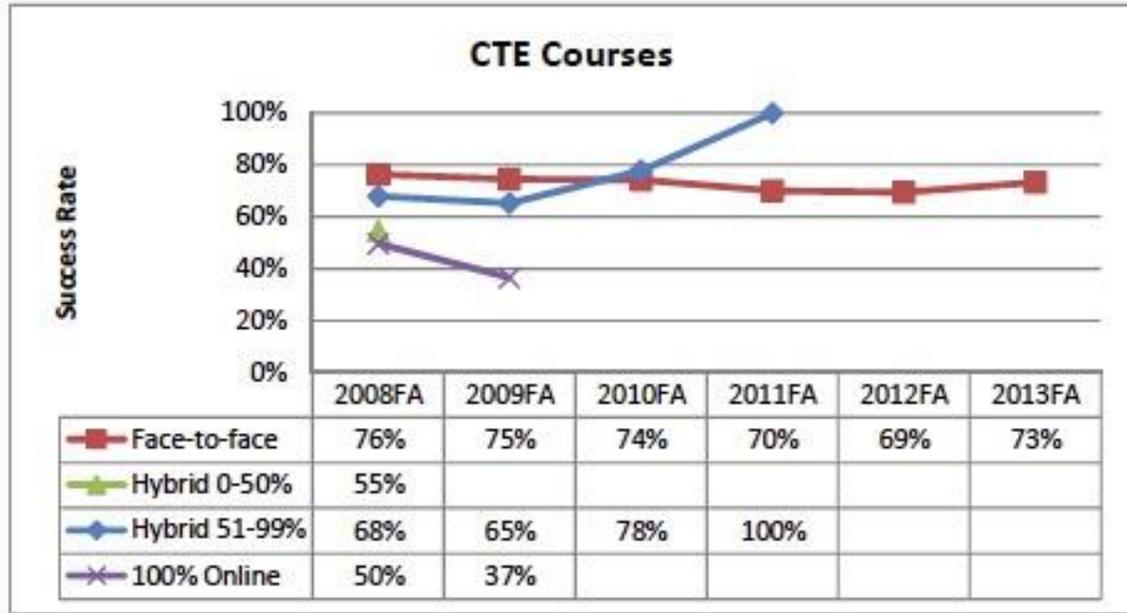
Figure 42. Course success rates for CTE courses over a 5-year period.
Source: CCCCD Research and Planning

Course Success Rates for Career Technical Education (CTE) Courses by Age Group

Course success rates for CTE courses by age group remained stable for all groups from fall 2008 until fall 2013, except for students over 50, where success rates declined from 85% in fall 2008 to 73% in fall 2013.

By Age Group	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
<20 years	70%	67%	71%	69%	66%	71%
20-24 years	71%	70%	68%	64%	68%	69%
25-49 years	76%	75%	77%	73%	70%	78%
50+ years	85%	84%	83%	77%	79%	73%
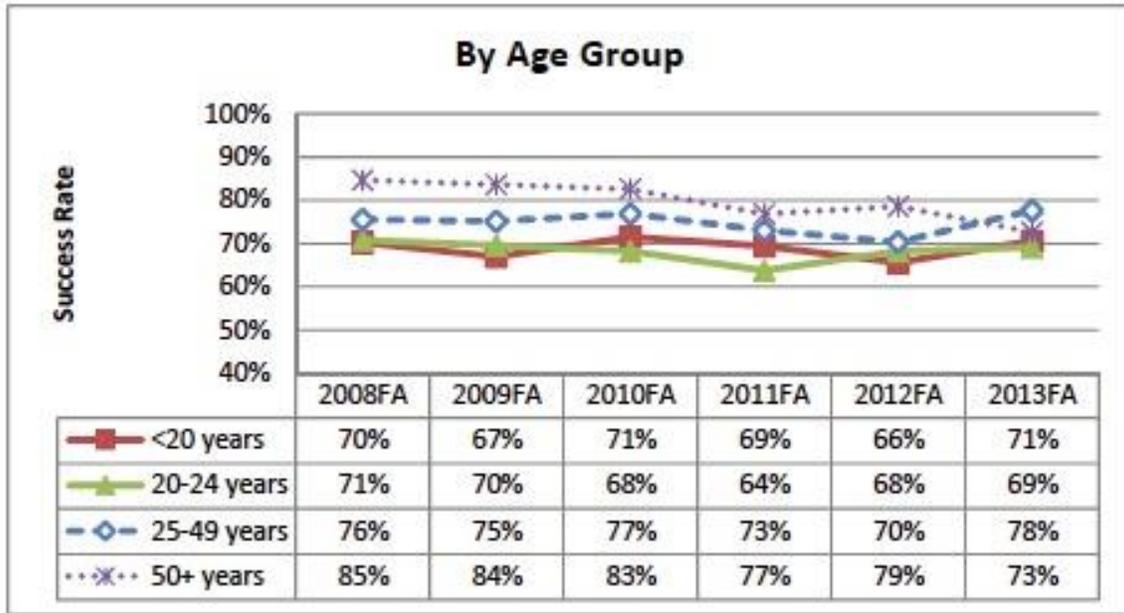
Figure 43. Course success rates for CTE courses by Age Group over a 5-year period.
Source: CCCCD Research and Planning

Course Success Rates for Career Technical Education (CTE) Courses by Race/Ethnicity

Course success rates for all groups declined slightly from fall 2008 to fall 2012, and increased in fall 2013.

By Race/Ethnicity	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
African Am.	68%	68%	69%	62%	62%	65%
Asian	77%	77%	82%	78%	74%	80%
Hispanic	76%	72%	73%	72%	70%	75%
White	83%	79%	82%	75%	75%	78%
Other/Unk.	77%	76%	75%	70%	75%	68%
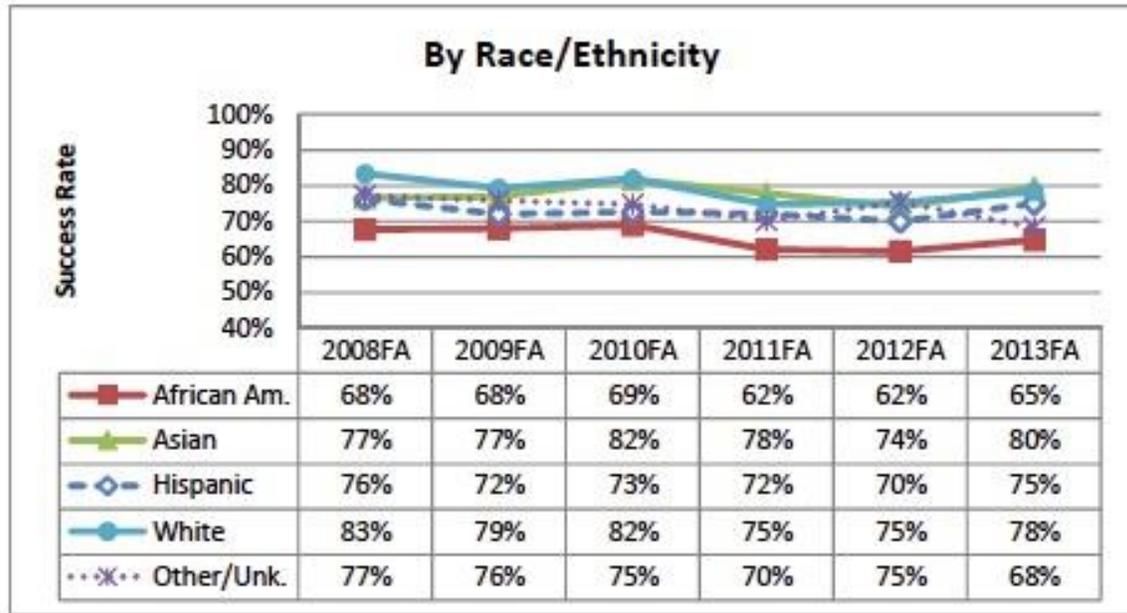
Figure 44. Course success rates for CTE courses by Race/Ethnicity over a 5-year period.
Source: CCCCD Research and Planning

Course Success Rates for Career Technical Education (CTE) Courses by Gender

Course success rates for CTE courses by gender declined marginally for both groups from fall 2008 until fall 2013. Course success rates for CTE courses increased for females in fall 2013.
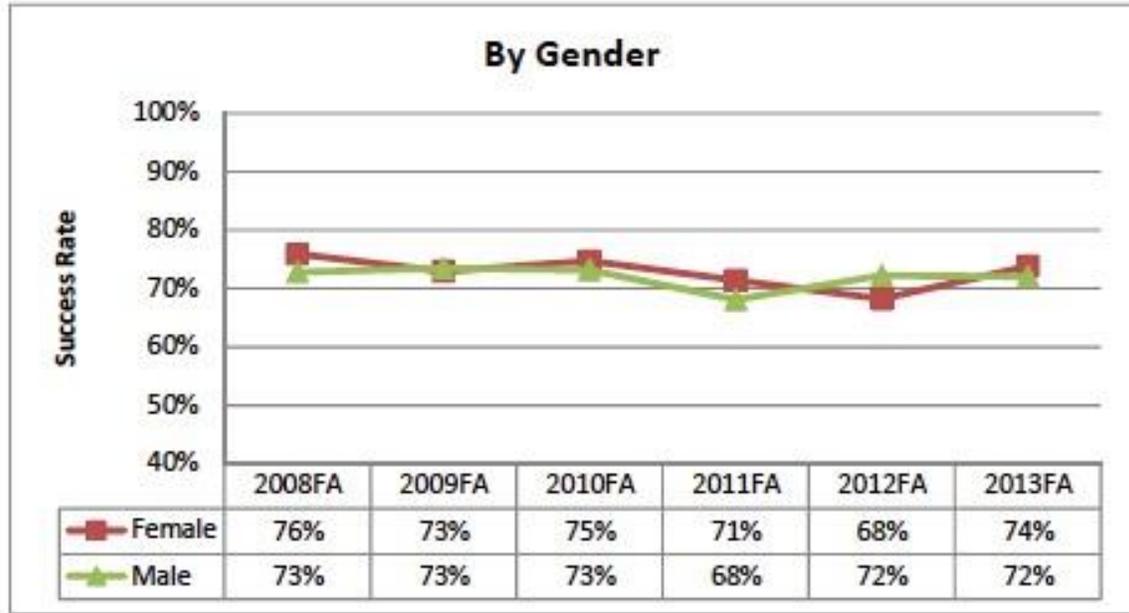
Figure 45. Course success rates for CTE courses by Gender over the last 6 years.
Source: CCCCD Research and Planning

Overall Financial Aid

The percentage of all Contra Costa College students receiving financial aid increased from 40% to 53% from fall 2008 to fall 2013. Notable increases are in the over 50 age group and among males.

Percent of Students Receiving Financial Aid

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Rec. Fin Aid	40%	45%	50%	54%	54%	53%
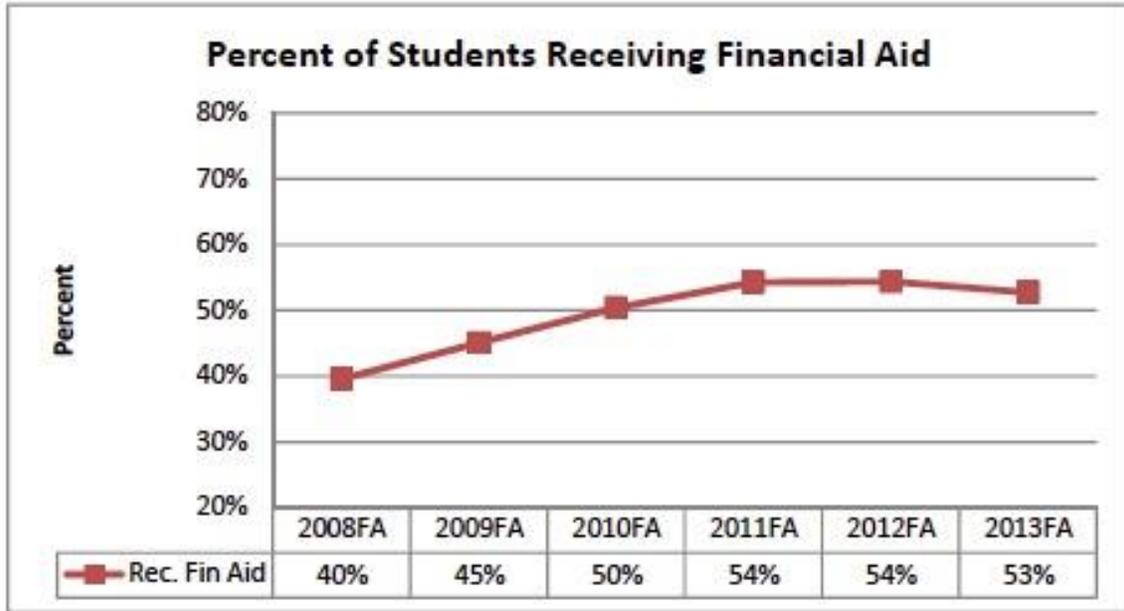
Figure 46. CCC students receiving financial aid over a 5-year period.
Source: CCCCD Research and Planning

Financial Aid by Age Group

The financial aid percentage distribution by age group followed the general trend from fall 2008 until fall 2013, with the exception of a dramatic increase of 24% in the percentage of students over 50 receiving financial aid over the 5-year period.

By Age Group

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
<20 years	36%	40%	42%	46%	44%	44%
20-24 years	47%	51%	55%	58%	57%	56%
25-49 years	41%	48%	56%	60%	61%	58%
50+ years	25%	30%	37%	42%	48%	49%
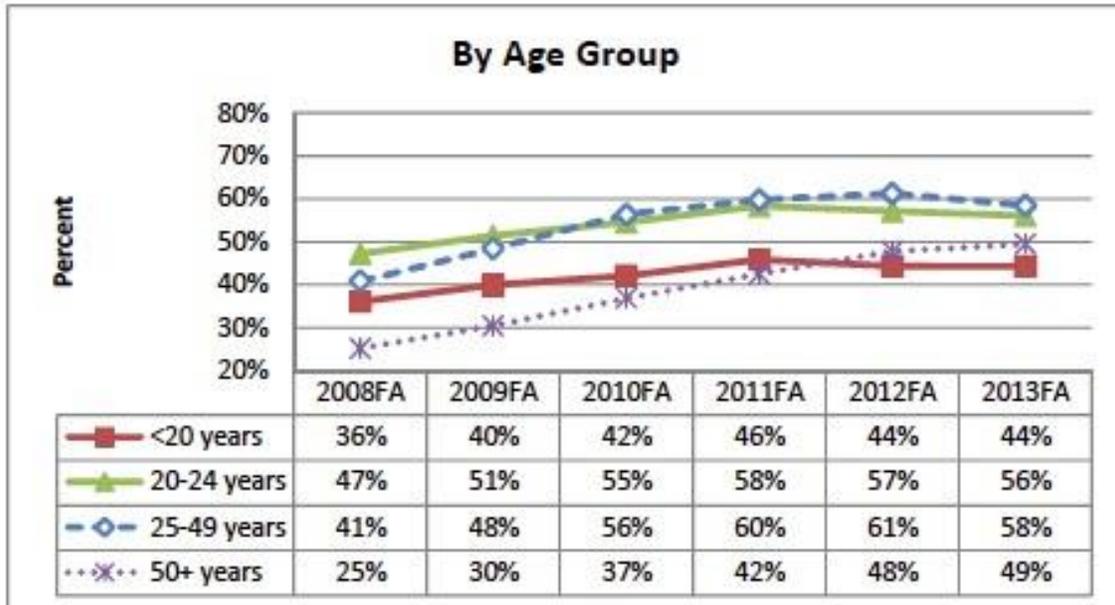
Figure 47. CCC students receiving financial aid by Age Group over a 5-year period
Source: CCCCD Research and Planning

Financial Aid by Race/Ethnicity

The financial aid percentage distribution by ethnicity followed the general trend from fall 2008 until fall 2013. While other groups marginally declined in financial aid percentage from fall 2011 to fall 2013, Hispanic students continued to slightly increase.

By Race/Ethnicity

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
African Am.	55%	60%	68%	71%	70%	68%
Asian	33%	37%	41%	47%	50%	47%
Hispanic	37%	42%	45%	49%	49%	50%
White	28%	32%	37%	42%	44%	41%
Other/Unk.	39%	46%	52%	54%	51%	48%
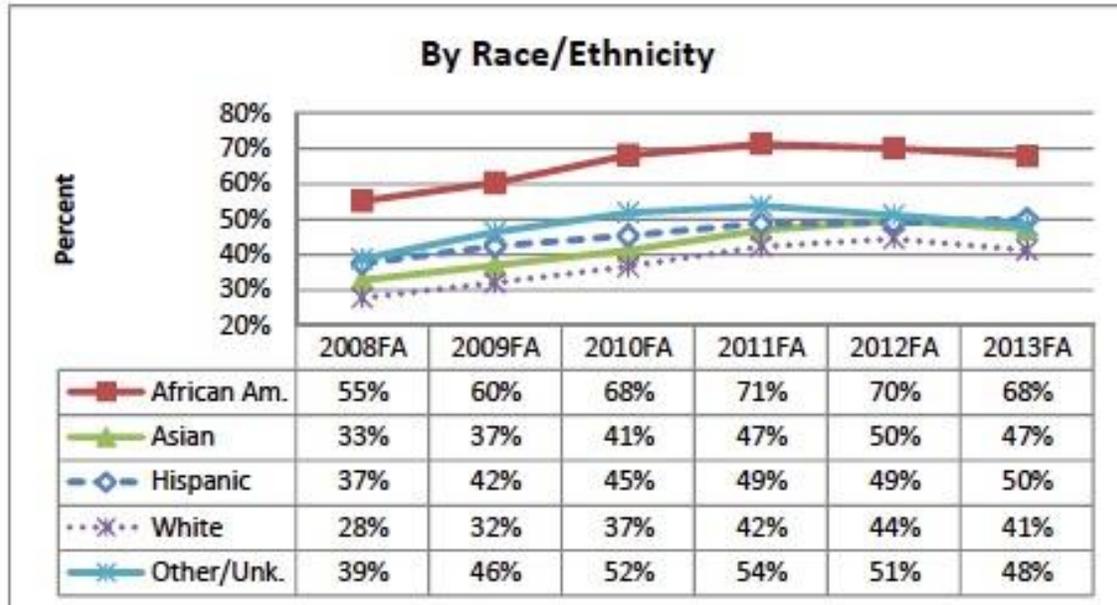
Figure 48. CCC students receiving financial aid by Race/Ethnicity over a 5-year period.
Source: CCCCD Research and Planning

Financial Aid by Gender

The financial aid percentage distribution by gender followed the general trend from fall 2008 until fall 2013, but with a slightly narrower gap between male and female students by fall 2013. In fall 2008, female students constituted 60% of the college enrollment, with 43% receiving financial aid. At the same time, male students constituted 37% of the college enrollment, with 35% receiving financial aid. By fall 2013, female student enrollment constituted 57% of the college enrollment, with 55% receiving financial aid. At the same time, male students constituted 41% of the college enrollment, with 50% receiving financial aid.

By Gender

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Female	43%	47%	52%	55%	56%	55%
Male	35%	41%	48%	53%	52%	50%
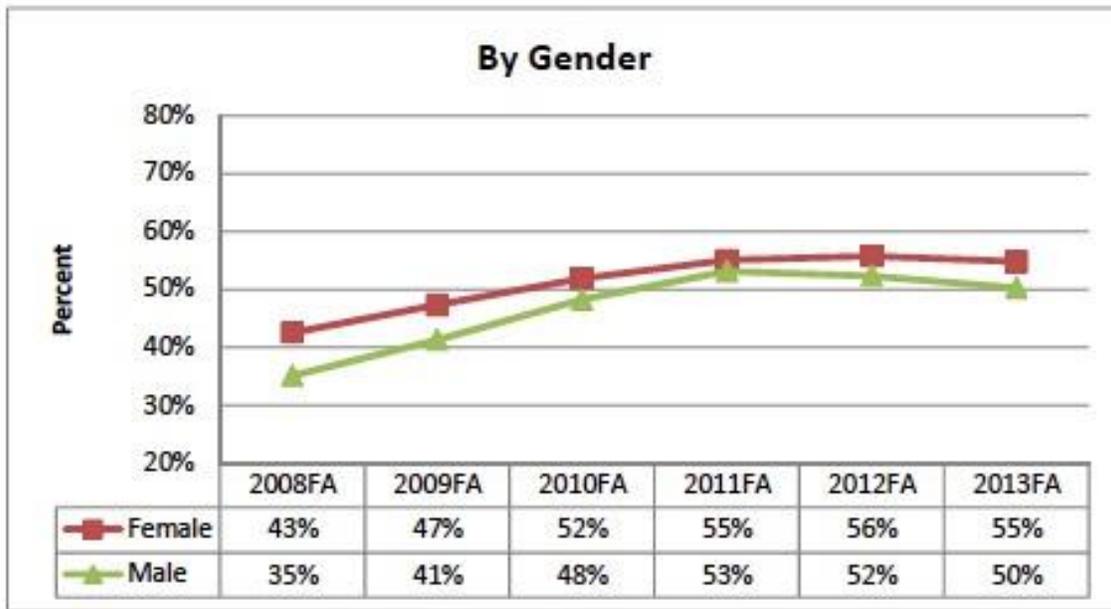
Figure 49. CCC students receiving financial aid by Gender over a 5-year period.
Source: CCCCD Research and Planning

Assessment and Placement

Between summer 2013 and spring 2014, 72.3% of new high school graduates entering Contra Costa College assessed at basic skills level English and 83.7% of new high school graduates entering the College assessed at basic skills level Math. This was an improvement from the previous cohort-year, where 74.4% of new high school graduates entering CCC assessed at basic skills level English (+2.1%) and 97.2% of new high school graduates entering the College assessed at basic skills level Math (+13.5%).

In fall 2013, 49.2% of other fall 2013 new students entering CCC assessed at basic skills level English, and 61.6% assessed at basic skills level Math. This was an increase from the fall 2012 new student cohort, where 46.5% of other fall 2012 new students assessed at basic skills level English (-2.7%) and an improvement from 68.5% for other fall 2012 new students assessed at basic skills level Math (+6.9%).

SU2013-SP2014 New Student Assess Cohorts	Cohort Size	English Assessments	Basic Skill-level English	Math Assessments	Basic Skills-level Math
New HS Grads	441	434 (98.4%)	319 (72.3%)	426 (96.6%)	369 (83.7%)
Other Fall 2013 New Students	2264	1670 (73.8%)	1115 (49.2%)	1602 (70.8%)	1395 (61.6%)

SU2012SP-2013 New Student Assess Cohorts	Cohort Size	English Assessments	Basic Skill-level English	Math Assessments	Basic Skills-level Math
New HS Grads	215	206 (95.8%)	160 (74.4%)	193 (89.7%)	209 (97.2%)
Other Fall 2012 New Students	2122	1673 (78.9%)	987 (46.5%)	1701 (80.2%)	1454 (68.5%)

SU2011SP-2012 New Student Assess Cohorts	Cohort Size	English Assessments	Basic Skill-level English	Math Assessments	Basic Skills-level Math
New HS Grads					
Other Fall 2011 New Students		1720	381	1758	1564

SU2010SP-2011 New Student Assess Cohorts	Cohort Size	English Assessments	Basic Skill-level English	Math Assessments	Basic Skills-level Math
New HS Grads					
Other Fall 2010 New Students		1952	524	2402	2134

SU2009SP-2010 New Student Assess Cohorts	Cohort Size	English Assessments	Basic Skill-level English	Math Assessments	Basic Skills-level Math
New HS Grads					
Other Fall 2009 New Students		2972	663	3046	2757

SU2009SP-2010 New Student Assess Cohorts	Cohort Size	English Assessments	Basic Skill-level English	Math Assessments	Basic Skills-level Math
New HS Grads					
Other Fall 2008 New Students		2537	734	2586	2255

Table 1: New Student Assess Cohorts SU2009-SP2014
Source: CCC Admission and Records

INSTITUTIONAL SET STANDARDS

Contra Costa College is committed to increasing the level of student success. Over the last year, the College was asked to engage in a process of developing institutional measures, which will help drive student success. The College is currently undergoing a comprehensive process to determine and set institutional standards for course completion rate, retention percentage, degree and certification completion, and transfer to 4-year colleges/universities. In part, departments, units and programs have used the data from the program review as an institutional standard of success, retention and completion. The Academic Senate president pointed out the need to get to the level of performance that the institution believes meets its mission of a quality education for its students and recommended a 3-part program. The first phase will include informing and educating the campus community on the ARCC Scorecard and the key performance metrics. This phase includes informing and educating all constituency groups, divisions, and the Student Success and Basic Skills Committees. The second phase will be to engage in an institutional dialogue about where to set the College's standards. All the constituencies consulted during phase one will be consulted again, with the goal of reaching consensus on identified measuring standards of student success. The third phase will include the procedural process to determine how the institution will make the change. While completing this 3-phase process, CCC will use the benchmark of five and six year average data for institutional standards (see *Table 2*).

Contra Costa College has made a substantial start on developing its model for student success. Prior to the fall 2013 semester, the College Council designated the Student Success Committee as one of the four major subcommittees of College Council. The vice president made a presentation on student success to the entire College community at the fall 2013 All College Day. Subsequently, the Student Success Committee was charged with shepherding the development of College wide measures of student success. In order to encourage campus-wide participation in this process, the Student Success Committee made a presentation to Council of Chairs in late fall 2013. In spring 2014, the Committee refined its action plan to provide a clearer starting point for an investigation of appropriate measures of success. The Committee initially adopted the statewide measurements of student success identified on the "Scorecard"; the committee has also proposed some additional possible measures of success, such as student GPA, student employment, other personal development measures, etc. Over the next several months, the Committee will solicit feedback from all constituencies on ways to have a positive impact on these measures. The Associated Students Union, for example, plans to create a survey asking students how the institution can support them in the attainment of their goals.

In discussions with the Academic Senate president, it was suggested that the Committee focus on specific areas, such as English, math, ESL, and CTE, that play a central role in student success. The Committee, informed by the work of the Center for Urban Education,

believes it is important to examine student success through the lenses of equity and excellence. This means that increasing student success depends on improving both student and institutional capacity. The Committee has outlined a tentative process for incentivizing the identification, assess0ment, and continuous improvement of student success.

The Committee has proposed that "student success" become an integral part of the program review/budget allocation process and that it be aligned with the College and District strategic planning process. To that end, the Committee has suggested that the focus areas identified above (English, math, etc.) examine existing disaggregated longitudinal data on student success (i.e., the Scorecard and other traditional measures) in order to identify areas for improvement. Subsequently, departments will engage in dialogue to establish ambitious, attainable goals, with specific timeframes, assisted, as needed, by the Student Success Committee. Departments would be asked to report on student success measures as a regular part of the program review process, and this element would be an important part of the program review validation process. Furthermore, student success measures will also be taken into consideration as part of the annual unit plan/budget allocation process. The Student Success Committee will report annually to College Council about this process.

Institutional Trends and Variances								
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Five Year Average		Current Variance
AA/AS Awards	430	463	511	603	476	495		(-19)
1 but <2 yr. cert.	67	77	72	83	64	73		(-9)
<1 yr cert	229	59	209	280	272	210		62
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Six Year Average	Current Variance
Fall-to-Spring Persistence Rate	67%	65%	68%	67%	67%	66%	67%	(-1%)
Fall-to-Fall Persistence Rate	51%	49%	50%	48%	49%		49%*	0%
Face-to-Face Course Retention Rate	70%	68%	69%	67%	68%	67%	68%	(-1%)
Hybrid 0-50% Course Retention Rate	56%	36%	26%	38%	47%	44%	41%	3%
Hybrid 51-99% Course Retention Rate	56%	53%	64%	62%	62%	58%	59%	(-1%)
Face-to-Face Course Success Rate	70%	68%	69%	67%	68%	67%	68%	(-1%)
Hybrid 0-50% Course Success Rate	56%	36%	26%	38%	47%	44%	41%	3%
Hybrid 51-99% Course Success Rate	56%	53%	64%	62%	62%	58%	59%	(-1%)
Basic Skills Face-to-Face Course Success Rate	61%	61%	62%	61%	67%	59%	62%	(-3%)
General Education Face-to-Face Course Success Rate	71%	69%	70%	69%	69%	70%	70%	0%
General Education Hybrid 0-50% Course Success Rate	56%	36%	26%	38%	47%	44%	41%	3%
General Education Hybrid 51-99% Course Success Rate	56%	53%	64%	63%	64%	58%	60%	(-2%)
CTE Face-to-face Course Success	76%	75%	74%	70%	69%	73%	73%	0%
Source:CCCCD Research and Planning							* Five Year Average	
Awards:								
AA/AS degree: Associate of Arts (A.A.) degree, Associate of Science (A.S.) degree								
Less than 1-year certificate includes certificates ranging from 6 to fewer than 30 units								
At least 1 year but less than 2-year-year certificate includes certificates ranging from 30 to 60 or more units								

Table 2: Institutional Trends and Variances
Source: CCCCD Research and Planning

EXTERNAL DATA FOR THE CONTRA COSTA COLLEGE SERVICE AREA

External Environmental Implications for Planning

The population of Contra Costa County has been growing steadily over the past 100 years. The number of county residents increased from fewer than 20,000 persons in 1900 to more than one million in 2011. Demographers project a relatively slower rate of growth in the county's population in the next 25 years, particularly in West County.

Working age adults (18 to 64) in West County represent a sizable county age group (61.9% percent of the population). This group includes the traditional college age students (18 to 24) and others who are in their prime career building, childbearing, and home buying years. The group will have a major impact on the business outlook, the housing market, college enrollment, and adult learning within West County over the next several decades.

Between 2000 and 2011, the population in West County grew by 7,583 persons (3.1%). Most of this growth was the result in the increase in the population of Hispanics and Asians.

The number of foreign-born residents in West County increased from 64,318 in 2000 to 78,861 persons in 2011, or 22.6% increase during this period.

Between 2000 and 2011, the number of West County persons speaking a language other than English at home increased from 89,731 persons in 2000 to 127,168 persons in 2011, an increase of 22,417 persons or 26.9%, during this period.

The relative share of Contra Costa County college enrollment in comparison to total enrollment at all levels of education increased from 25.3% in 2000 to 27.4.0% in 2011. This increase reflects a slightly higher level of community participation in higher education than in past years.

Educational attainment has a direct impact on household income and employment. Persons with a bachelor's degree earn 61% higher income compared to those who have a high school diploma and are more likely to be employed. Contra Costa County residents with the bachelor's degree and those with graduate or professional degrees constituted 31% of the population 25 years and older in 2011, compared to 27.5% in 2000.

The high school graduation rate in the county for 2010-11 was 83.1%. Asian and White students have graduation rates that are 15 to 25 percentage points higher than those of African American and Hispanic students. These show how high school graduation rates mean lower lifetime economic opportunity, higher unemployment rates, and lower chances for completing college.

The serious gap in the Academic Performance Index (API) among schools in different parts of the county is a reflection of the differences in educational attainment and the household

income of the respective regions. API score for Contra Costa College's feeder schools are at the bottom of the feeder high schools in the county.

While UC, CSU and independent colleges have increased their share of high school graduates, community colleges in West County appear to have some difficulty attracting their rightful share. Intense marketing efforts will be needed to recruit more students at Contra Costa College.

Recruitment of adult learners is another piece of the enrollment puzzle. Adult participation rate represents the proportion of the general population 18 to 64 years old who enrolled at community colleges in the district within a given period. A lower participation rate reflects a smaller college enrollment, a relatively older population, or both. In 2011-12 the annual adult participation rate for West County stood at 7.6%, compared to 8.3% for the county.

The market potential for Contra Costa College represents the population 25 years and older who have an educational attainment less than an associate degree. In 2011, the market included 103,401 persons in West County. Examining how to appeal to these individuals can increase college participation rates and expand college enrollments.

Job openings in the county show continued growth and stability over the next ten years. However, reliance on manufacturing, extraction, mining and farming is currently transitioning to more service-oriented industries including healthcare, environmental technology, and software development. The implication for Contra Costa College is that program for healthcare should be strengthened and expanded. The college may want to invest their limited resources in developing curricula in the areas of telecommunication, bioscience, medical technology and environmental technology.

In 2011, the median household income for the wealthiest city in the county (Danville) was $133,360, compared to $45,305 for the lowest income city (San Pablo). The implication for higher education is that a steadily large number of elite applicants to elite colleges because the upper middle class wants the best for their children. The open admissions institutions and the community colleges, such as Contra Costa College, are left with students who are under-prepared for college work.

The implication of the unaffordable housing market is that recruitment of professional talent to fill faculty and staff positions becomes a serious challenge. Industry relocation in the area becomes extremely difficult. Students who graduate from colleges in the district will be facing a tough housing market and may have to locate elsewhere. Students who are education in California but locate in other states represent a brain drain and a net loss for the state's taxpayers.

SERVICE AREA DEMOGRAPHIC TRENDS
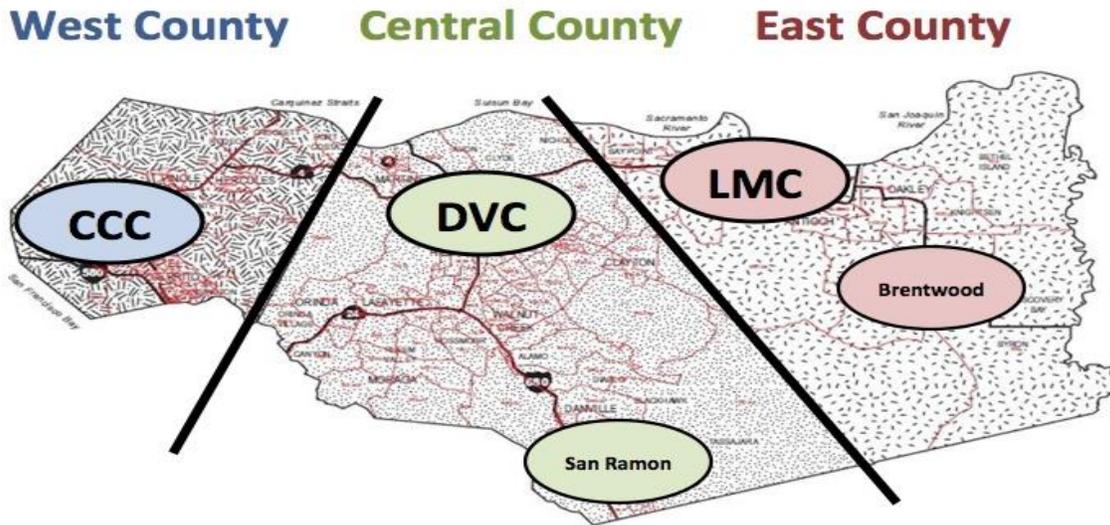
Figure 50: College Service Areas
Source: CCCCD Research and Planning

Population Growth

The population of Contra Costa County has been growing steadily over the past 100 years. The number of county residents increased from less than 20,000 persons in 1900 to more than one million in 2010. This phenomenal increase represents the gradual settlement of the county through domestic and foreign migration. With the exception of the phenomenal growth following World War II, each ten-year period witnessed a double-digit growth rate. Despite the continued increase in population, the rate of growth has been slowing down, particularly in West Contra Costa County, where the rate of growth has been substantially slower than the Central County, East County or Contra Costa County as a whole (*Table 3*).

Year	West County	Central County	East County	All Contra Costa
2000	242,439	475,403	230,974	948,816
2010	254,165	502,422	292,438	1,049,025
% Growth	4.8%	5.7%	26.6%	10.6%

Source: U.S. Census Bureau Decennial Census information for Contra Costa County, 2000 and 2010.

Table 3: Regional Differences in Population Growth for Contra Costa County

Gender

There are some differences among the county's regions and these differences are reflected, to some extent, in college enrollment. East County has the highest proportion of men to women (967 men per 1,000 women) among all three regions. This is mostly due to the movement of young families in their prime age into this area. West County has a lower proportion of men to women (950 men per 1,000 women). This relatively lower ratio may be due to population aging (women's life expectancy is higher than men) and probably the existence of a larger percentage of female households.

Region / Gender	2000		2011 ACS			Change: 2000 to 2011	
	n	%	n	%		n	%
Contra Costa County	(a)		(b)			(b-a)	(b-a)/a
Female	485,546	51.2%	531,217	51.2%		45,671	9.4%
Male	463,270	48.8%	506,600	48.8%		43,330	9.4%
Total	948,816	100.0%	1,037,817	100.0%		89,001	9.4%
West County							
Female	125,018	51.6%	128,228	51.3%		3,210	2.6%
Male	117,421	48.4%	121,794	48.7%		4,373	3.7%
Total	242,439	100.0%	250,022	100.0%		7,583	3.1%
Central County							
Female	243,973	51.3%	263,098	51.3%		19,125	7.8%
Male	231,430	48.7%	249,579	48.7%		18,149	7.8%
Total	475,403	100.0%	512,677	100.0%		37,274	7.8%
East County							
Female	116,555	50.5%	139,891	50.8%		23,336	20.0%
Male	114,419	49.5%	135,227	49.2%		20,808	18.2%
Total	230,974	100.0%	275,118	100.0%		44,144	19.1%

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Table 4: Change to Gender Distribution in Contra Costa County, 2000 to 2011
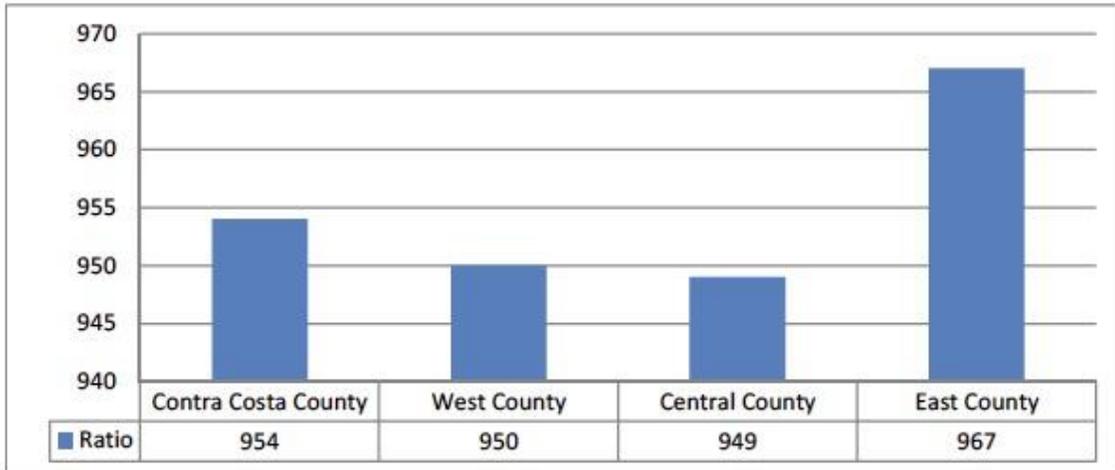
Figure 51: Ratio of Males to Females per One Thousand Persons in Contra Costa County,
2011
Source: CCCCD Research and Planning

Age

In 2011, Contra Costa County had a population of 1,037, 817 persons, with a median age of 38.3 years, compared to 35.1 years for California and 37.0 for the U.S. (*Table 5*). The age distribution is grouped into five categories. Following is the relative size of these groups in Contra Costa County, in 2011.

- The school age group (under 19), 27.5% of the population
- The college age group (20-24), 5.8% of the population
- The young adults group (25-44), 26.8% of the population
- The older adults group (45-64), 27.7% of the population
- The elderly group (65 and older), 12.3% of the population
-

In contrast, West Contra Costa County has a relatively smaller school age group (26.3%) and a larger percentage of working age adults (18-64) (61.9%). Over the long term, this indicates a population that will be aging. Elderly communities require a high level of social services including healthcare, adult learning activities and other social services. The types of educational programs offered by Contra Costa College must continue to reflect the demographic makeup of the population. Following is the relative size of these groups in West Contra Costa County, in 2011:

- The school age group (under 19), 26.3% of the population
- The college age group (20-24), 6.2% of the population
- The young adults group (25-44), 28.4% of the population
- The older adults group (45-64), 27.2% of the population
- The elderly group (65 and older), 11.8% of the population

Changes to the population of West Contra Costa County mirror the changes in the state. The Department of Finance Unit projects that by 2050 the percentage of the elderly will increase from its current level of 12.3% to almost 22.4%. On the other hand, by 2050, the percentage of school age youth (those under the age of 18) is expected to decline from 27.5% to 20.5% of the county's population. Working age adults will represent a sizable, but smaller group (57.1% of the population).

The working age group includes the traditional college age students (18-24) and others in their prime career building, childbearing, and home buying years. A decline in this population will have a major impact on the business outlook, the housing market, college enrollment, and adult learning within the county over the next several decades.

Region / Group	2000		2011 ACS			Change: 2000 to 2011	
	n	%	n	%		n	%
Contra Costa County	(a)		(b)			(b-a)	(b-a)/a
Under 19	274,300	28.9%	285,627	27.5%		11,327	4.1%
20 to 24	50,696	5.3%	59,788	5.8%		9,092	17.9%
25 to 44	290,142	30.6%	277,835	26.8%		(12,307)	-4.2%
45 to 64	226,406	23.9%	287,030	27.7%		60,624	26.8%
65 plus	107,272	11.3%	127,537	12.3%		20,265	18.9%
Total	948,816	100.0%	1,037,817	100.0%		89,001	9.4%
West County							
Under 19	70,123	28.9%	65,872	26.3%		(4,251)	-6.1%
20 to 24	15,545	6.4%	15,501	6.2%		(44)	-0.3%
25 to 44	74,113	30.6%	71,046	28.4%		(3,067)	-4.1%
45 to 64	55,284	22.8%	68,057	27.2%		12,773	23.1%
65 plus	27,374	11.3%	29,546	11.8%		2,172	7.9%
Total	242,439	100.0%	250,022	100.0%		7,583	3.1%
Central County							
Under 19	124,485	26.2%	132,078	25.8%		7,593	6.1%
20 to 24	21,602	4.5%	24,799	4.8%		3,197	14.8%
25 to 44	141,882	29.8%	132,151	25.8%		(9,731)	-6.9%
45 to 64	125,733	26.4%	151,766	29.6%		26,033	20.7%
65 plus	61,701	13.0%	71,883	14.0%		10,182	16.5%
Total	475,403	100.0%	512,677	100.0%		37,274	7.8%
East County							
Under 19	79,692	34.5%	87,677	31.9%		7,985	10.0%
20 to 24	13,549	5.9%	19,488	7.1%		5,939	43.8%
25 to 44	74,147	32.1%	74,638	27.1%		491	0.7%
45 to 64	45,389	19.7%	67,207	24.4%		21,818	48.1%
65 plus	18,197	7.9%	26,108	9.5%		7,911	43.5%
Total	230,974	100.0%	275,118	100.0%		44,144	19.1%

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

*Table 5: Change in Age Distribution by County Region, 2000 to 2011*

	Under 19	20 to 24	25 to 44	45 to 64	65 plus
Contra Costa County	27.5%	5.8%	26.8%	27.7%	12.3%
West County	26.3%	6.2%	28.4%	27.2%	11.8%
Central County	25.8%	4.8%	25.8%	29.6%	14.0%
East County	31.9%	7.1%	27.1%	24.4%	9.5%
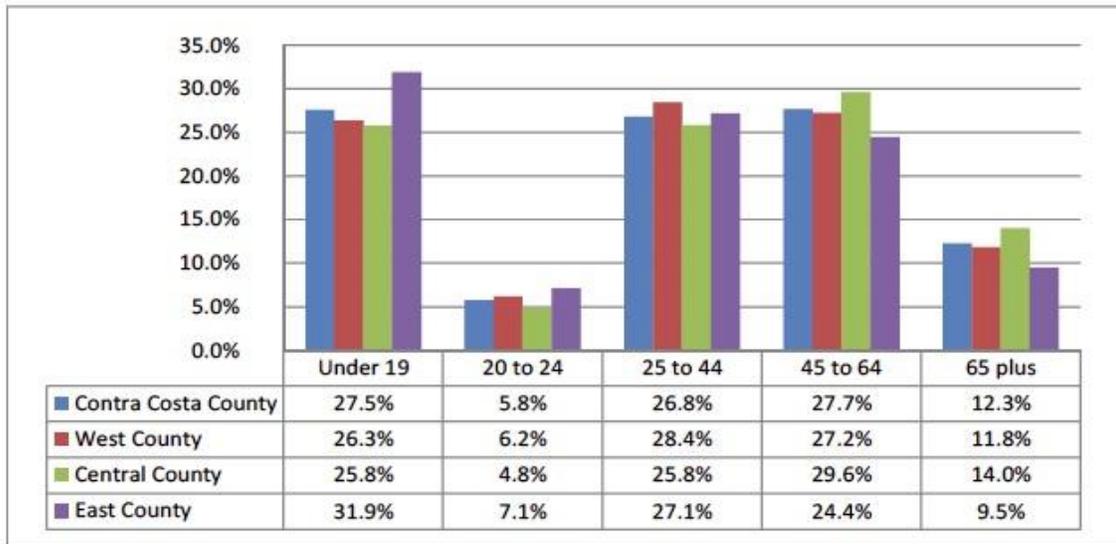
Figure 52: Age Distribution by County Region 2011
Source: CCCCD Research and Planning

Race/Ethnicity

Contra Costa County has a significant mix of races and ethnic groups that vary by county region. Of the 1,037,817 county residents in 2011, 96.5% indicated only one race while 3.5% cited two or more races. The county has the following ethnic breakdown in 2011 (*Table 6*):

- White Non-Hispanic accounted for 48.5%
- African American Non-Hispanic represented 8.9%
- Asian/Pacific Islanders Non-Hispanic accounted for 14.5%
- Hispanics of any race represented 23.9%
- American Indians accounted for 0.2%
- Two or more races and other races represented 3.9%

In contrast, West Contra Costa County has a higher percentage of Hispanic (32.2%) and African American (17.7%) populations and a lower percentage of White Non-Hispanic (27.5%) populations:

- White Non-Hispanic accounted for 27.5%
- African American Non-Hispanic represented 17.7%
- Asian/Pacific Islanders Non-Hispanic accounted for 19.3%
- Hispanics of any race represented 32.2%
- American Indians accounted for 0.3%
- Two or more races and other races represented 3.6%

There have been significant racial and ethnic shifts in West Contra Costa County from 2000 to 2011. Over that period, the percentage of African American populations declined from 25.3% of the population to 17.7% of the population, a downward shift of -28.0%. At the same time the percentage of Hispanic populations increased from 24.3% of the population to 31.2% of the population, an upward shift of 32.2%.

Region / Group	2000 Population		2011 Population			Change: 2000 to 2011	
	n	%	n	%		n	%
Contra Costa County	(a)		(b)			(b-a)	(b-a)/a
American Indian	3,648	0.4%	2,488	0.2%		(1,160)	-31.8%
Asian/ Pac.Is.	105,838	11.2%	150,630	14.5%		44,792	42.3%
Black or African American	86,851	9.2%	92,044	8.9%		5,193	6.0%
Hispanic	167,776	17.7%	248,089	23.9%		80,313	47.9%
Some Other Race	2,636	0.3%	4,350	0.4%		1,714	65.0%
Two or More Races	32,658	3.4%	36,511	3.5%		3,853	11.8%
White	549,409	57.9%	503,705	48.5%		(45,704)	-8.3%
Total	**948,816**	**100.0%**	**1,037,817**	**100.0%**		**89,001**	**9.4%**
West County							
American Indian	699	0.3%	691	0.3%		(8)	-1.1%
Asian/ Pac.Is.	45,094	18.6%	48,339	19.3%		3,245	7.2%
Black or African American	61,337	25.3%	44,175	17.7%		(17,162)	-28.0%
Hispanic	58,913	24.3%	77,897	31.2%		18,984	32.2%
Some Other Race	921	0.4%	1,119	0.4%		198	21.5%
Two or More Races	9,047	3.7%	8,963	3.6%		(84)	-0.9%
White	66,428	27.4%	68,838	27.5%		2,410	3.6%
Total	**242,439**	**100.0%**	**250,022**	**100.0%**		**7,583**	**3.1%**
Central County							
American Indian	1,251	0.3%	966	0.2%		(285)	-22.8%
Asian/ Pac.Is.	46,114	9.7%	76,881	15.0%		30,767	66.7%
Black or African American	8,557	1.8%	12,315	2.4%		3,758	43.9%
Hispanic	52,294	11.0%	75,363	14.7%		23,069	44.1%
Some Other Race	956	0.2%	2,097	0.4%		1,141	119.4%
Two or More Races	15,384	3.2%	18,075	3.5%		2,691	17.5%
White	350,847	73.8%	326,980	63.8%		(23,867)	-6.8%
Total	**475,403**	**100.0%**	**512,677**	**100.0%**		**37,274**	**7.8%**
East County							
American Indian	1,121	0.5%	831	0.3%		(290)	-25.9%
Asian/ Pac.Is.	18,709	8.1%	25,410	9.2%		6,701	35.8%
Black or African American	24,021	10.4%	35,554	12.9%		11,533	48.0%
Hispanic	60,284	26.1%	94,829	34.5%		34,545	57.3%
Some Other Race	521	0.2%	1,134	0.4%		613	117.7%
Two or More Races	9,214	4.0%	9,473	3.4%		259	2.8%
White	117,104	50.7%	107,887	39.2%		(9,217)	-7.9%
Total	**230,974**	**100.0%**	**275,118**	**100.0%**		**44,144**	**19.1%**

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Table 6: Change in the Race/Ethnicity of Contra Costa County Population, 2000 to 2011

	American Indian	Asian/ Pac.Is.	Black or African American	Hispanic	Some Other Race	Two or More Races	White
Contra Costa County	0.2%	14.5%	8.9%	23.9%	0.4%	3.5%	48.5%
West County	0.3%	19.3%	17.7%	31.2%	0.4%	3.6%	27.5%
Central County	0.2%	15.0%	2.4%	14.7%	0.4%	3.5%	63.8%
East County	0.3%	9.2%	12.9%	34.5%	0.4%	3.4%	39.2%
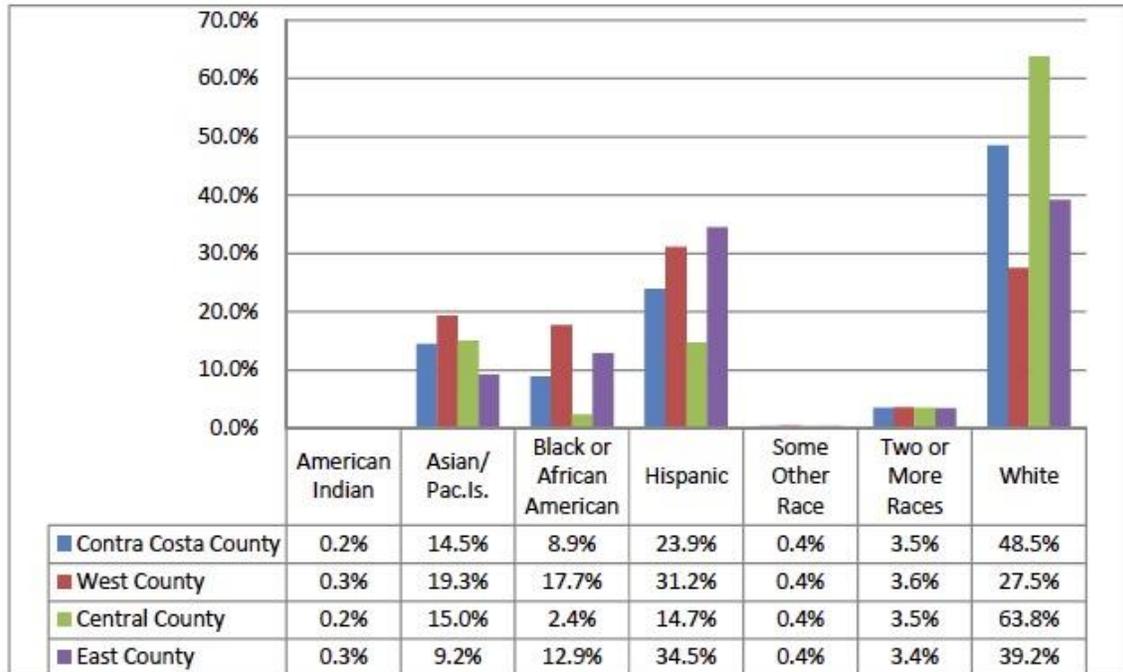
Figure 53: Race/Ethnicity Distribution by County Region, 2011
Source: CCCCD Research and Planning

Place of Birth

Contra Costa County has a mosaic of cultures and people who were born in six different continents. In 2011, 23.6% of the people in Contra Costa County were foreign-born, compared to only 19.0% in 2000. In 2011, the percentage of people in West Contra Costa County that were foreign-born was 31.5%.

West County's foreign born residents came almost equally from Latin America (49.5%) and Asia (42.3%). Europeans accounted for a much smaller share of only 4.1 %. Other continents had much smaller shares.

The implications for Contra Costa College are that programs in English as a Second Language (ESL) may be expanded, bilingual student services should become more accessible and the college should make serious efforts to integrate the multicultural perspectives in the curriculum.

Enhancing the faculty and staff diversity is also an important factor to be considered in the hiring process. Contra Costa College must develop strategies for preparing students and workers who are more competent culturally and globally.

Region / Group	2000		2011 ACS			Change: 2000 to 2011	
	n	%	n	%		n	%
Contra Costa County	(a)		(b)			(b-a)	(b-a)/a
Native Born in U.S.	768,328	81.0%	792,691	76.4%		24,363	3.2%
Foreign Born	180,488	19.0%	245,126	23.6%		64,638	35.8%
Total Population	948,816	100.0%	1,037,817	100.0%		89,001	9.4%
West County							
Native Born in U.S.	178,121	73.5%	171,161	68.5%		(6,960)	-3.9%
Foreign Born	64,318	26.5%	78,861	31.5%		14,543	22.6%
Total Population	242,439	100.0%	250,022	100.0%		7,583	3.1%
Central County							
Native Born in U.S.	397,929	83.7%	404,839	79.0%		6,910	1.7%
Foreign Born	77,474	16.3%	107,838	21.0%		30,364	39.2%
Total Population	475,403	100.0%	512,677	100.0%		37,274	7.8%
East County							
Native Born in U.S.	192,278	83.2%	216,691	78.8%		24,413	12.7%
Foreign Born	38,696	16.8%	58,427	21.2%		19,731	51.0%
Total Population	230,974	100.0%	275,118	100.0%		44,144	19.1%

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Table 7: Nativity of Birth by County Region, 2000 to 2011

	Africa	Asia	Europe	Latin America	Northern America	Oceania
Contra Costa County	2.9%	42.4%	9.1%	42.7%	1.5%	1.4%
West County	2.7%	42.3%	4.1%	49.5%	0.5%	0.9%
Central County	2.3%	49.8%	15.6%	28.5%	2.6%	1.2%
East County	4.1%	28.9%	4.0%	59.9%	0.9%	2.3%
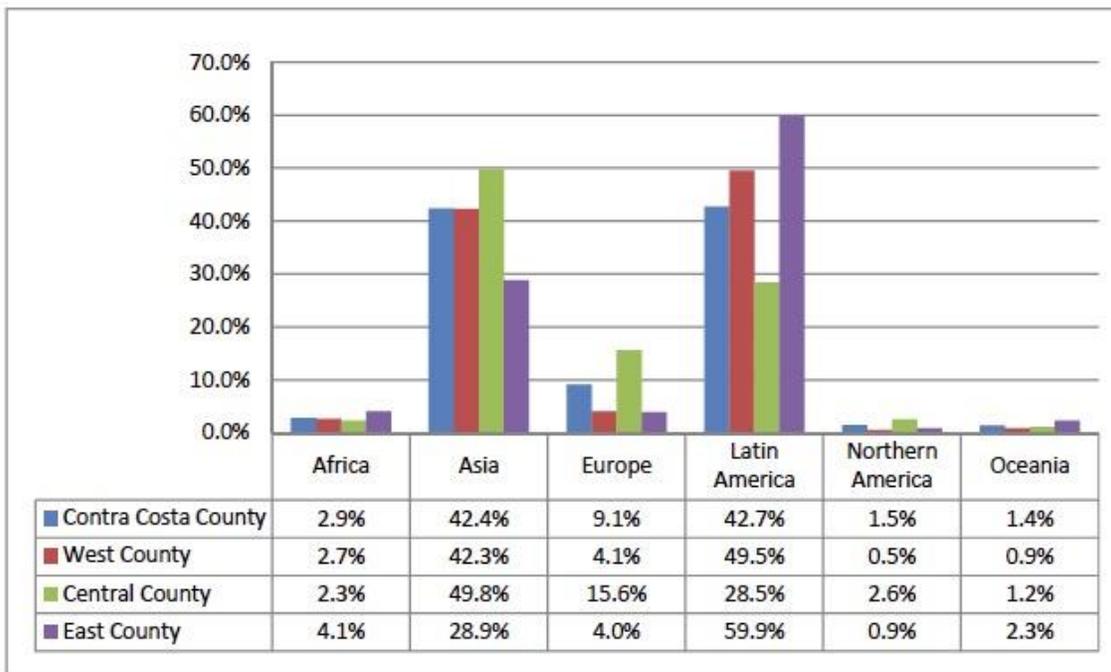
Figure 54: Region of Foreign-Born by County Area, 2011
Source: CCCCD Planning and Research

Language Spoken At Home

Cultural and linguistic diversity of the population may be represented by the proportion of persons (5 years or older) speaking languages other than English at home. While English remains the dominant language of choice for the majority of people in California, other languages have gained some importance as several waves of immigrants arrived at shores over the past 100 years. California lies at the high end of the spectrum regarding the percentage of persons speaking languages other than English at home. In 2011, the percentage of those who spoke a language other than English at home stood at 44%, compared to only 21% for the US as a whole. In Contra Costa County, 32.8% of the population who were 5 years and older spoke a language other than English at home. West County had the highest percentage in Contra Costa County of those who spoke a language other than English at home (45.4%). This percentage exceeded that of the state (44%).

Region / Group	2000		2011 ACS			Change: 2000 to 2011	
	n	%	n	%		n	%
Contra Costa County	(a)		(b)			(b-a)	(b-a)/a
English Only	624,278	73.1%	652,835	67.2%		28,557	4.6%
Language other than English	229,484	26.9%	318,027	32.8%		88,543	38.6%
Do not speak English "very well"	101,195	44.1%	227,078	71.4%			
Total Population	853,762	100.0%	970,862	100.0%		117,100	13.7%
West County							
English Only	142,536	63.1%	127,243	54.6%		(15,293)	-10.7%
Language other than English	83,329	36.9%	105,746	45.4%		22,417	26.9%
Do not speak English "very well"	41,069	49.3%	53,028	50.1%			
Total Population	225,865	100.0%	232,989	100.0%		7,124	3.2%
Central County							
English Only	356,531	79.9%	355,686	73.7%		(845)	-0.2%
Language other than English	89,731	20.1%	127,168	26.3%		37,437	41.7%
Do not speak English "very well"	34,359	38.3%	58,197	45.8%			
Total Population	446,262	100.0%	482,854	100.0%		36,592	8.2%
East County							
English Only	155,211	73.3%	169,906	66.6%		14,695	9.5%
Language other than English	56,424	26.7%	85,113	33.4%		28,689	50.8%
Do not speak English "very well"	25,767	45.7%	35,007	41.1%			
Total Population	211,635	100.0%	255,019	100.0%		43,384	20.5%

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

*Table 8: Language Spoken at Home by County Region, 2000 to 2011*

Educational Opportunity

School Enrollment

In 2011, Contra Costa County had a total school enrollment (population of 3 years and older) of 283,527 students, of whom 25.0% enrolled in college or graduate school, and 75.0% enrolled in nursery school through high school. The comparable rates for California were 28.9% for college or graduate school and 71.1% for nursery school through high school. For the USA, the rates were 27.5% and 72.5%, respectively. For West Contra Costa County, 27.4% enrolled in college or graduate school, representing the highest rate among the three county regions. On the other hand, it had the lowest rate of pre-college enrollment at 72.6%. The lower rate of pre-college enrollment will have a significant impact on the potential for enrollment growth for Contra Costa College.

Region / Group	2000 n	2000 %	2011 ACS n	2011 ACS %	Change: 2000 to 2011 n	Change: 2000 to 2011 %
Contra Costa County	(a)		(b)		(b-a)	(b-a)/a
Nursery-Kindergarten	32,943	12.2%	32,979	11.6%	36	0.1%
Elementary (1-8)	119,161	44.1%	115,812	40.8%	(3,349)	-2.8%
High School (9-12)	56,052	20.7%	63,751	22.5%	7,699	13.7%
College or Graduate	61,975	22.9%	70,985	25.0%	9,010	14.5%
Population 3+ yrs. enrolled	270,131	100.0%	283,527	100.0%	13,396	5.0%
West County						
Nursery-Kindergarten	7,678	10.9%	7,370	11.3%	(308)	-4.0%
Elementary (1-8)	30,982	44.0%	25,791	39.4%	(5,191)	-16.8%
High School (9-12)	13,939	19.8%	14,352	21.9%	413	3.0%
College or Graduate	17,813	25.3%	17,905	27.4%	92	0.5%
Population 3+ yrs. enrolled	70,412	100.0%	65,418	100.0%	(4,994)	-7.1%
Central County						
Nursery-Kindergarten	16,494	13.0%	17,099	12.6%	605	3.7%
Elementary (1-8)	53,254	41.8%	54,643	40.4%	1,389	2.6%
High School (9-12)	26,703	21.0%	28,967	21.4%	2,264	8.5%
College or Graduate	30,815	24.2%	34,629	25.6%	3,814	12.4%
Population 3+ yrs. enrolled	127,266	100.0%	135,338	100.0%	8,072	6.3%
East County						
Nursery-Kindergarten	8,771	12.1%	8,510	10.3%	(261)	-3.0%
Elementary (1-8)	34,925	48.2%	35,378	42.7%	453	1.3%
High School (9-12)	15,410	21.3%	20,432	24.7%	5,022	32.6%
College or Graduate	13,347	18.4%	18,451	22.3%	5,104	38.2%
Population 3+ yrs. enrolled	72,453	100.0%	82,771	100.0%	10,318	14.2%

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Table 9: Change in School Enrollment in Contra Costa County, 2000 to 2011
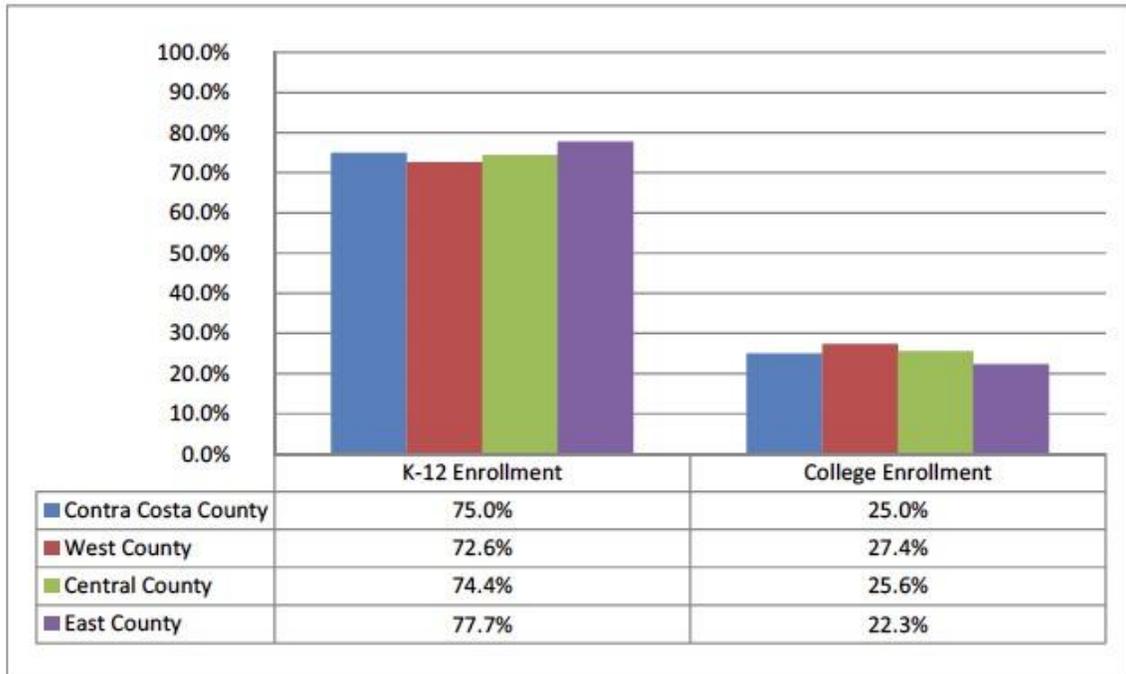
Figure 55: School Enrollment by County Region, 2011
Source: CCCCD Research and Planning

Educational Attainment

Educational attainment is one of the most important indicators of lifetime economic opportunities. Higher educational attainment is associated with lower unemployment, higher wages, higher family income and better health. Parental education is associated with enriched environment and greater educational opportunities for the children. For the purposes of this discussion, there are four categories of educational attainment: high school or less, college including the associate degree, bachelor's degree, and graduate or professional degrees. In 2011, the county surpassed the state in terms of higher levels of educational attainment. Comparison between the county and the state follows:

- High School or less: 30.2% for the county vs. 40.3% for California
- Associate Degree or Some College: 30.9% for the county vs. 29.5% for California
- Bachelor's Degree: 24.8% for the county vs. 19.3% for California
- Graduate or Professional Degrees: 14.1% for the county vs. 11.0% for California.

However, while West Contra Costa County surpasses California in terms of higher levels of educational attainment in some categories, it lags behind the county average.

- High School or less: 39.6% for West County vs. 30.2% for Contra Costa County
- Associate Degree or Some College: 29.4% for West County vs. 30.9% for Contra Costa County
- Bachelor's Degree: 20.1% for West County vs. 24.8% for Contra Costa County

- Graduate or Professional Degrees: 10.9% for West County vs. 14.1% for Contra Costa County

While these numbers have improved since 2000 the distribution of educational attainment in West County will impact the college's strategic directions. While Contra Costa College has a comprehensive mission to prepare students for transfer, train them for different occupations, meet their aspiration for life-long learning, and address their remedial educational needs, the educational attainment of the residents of West County provides the mandate for each college to place emphasis on certain aspects of the mission more than others.

Region / Group	2000		2011 ACS		Change: 2000 to 2011	
	n	%	n	%	n	%
Contra Costa County	(a)		(b)		(b-a)	(b-a)/a
High school or less	205,823	32.9%	205,987	30.2%	164	0.1%
Associate degree / Some college	200,770	32.1%	210,810	30.9%	10,040	5.0%
Bachelor's degree	142,909	22.8%	169,329	24.8%	26,420	18.5%
Graduate or professional degree	76,139	12.2%	96,276	14.1%	20,137	26.4%
Population 25 yrs. and over	625,641	100.0%	682,402	100.0%	56,761	9.1%
West County						
High school or less	65,586	41.7%	66,794	39.6%	1,208	1.8%
Associate degree / Some college	48,352	30.8%	49,616	29.4%	1,264	2.6%
Bachelor's degree	27,232	17.3%	33,880	20.1%	6,648	24.4%
Graduate or professional degree	16,065	10.2%	18,359	10.9%	2,294	14.3%
Population 25 yrs. and over	157,235	100.0%	168,649	100.0%	11,414	7.3%
Central County						
High school or less	76,566	23.2%	66,305	19.2%	(10,261)	-13.4%
Associate degree / Some college	100,780	30.5%	98,488	28.5%	(2,292)	-2.3%
Bachelor's degree	98,672	29.9%	111,791	32.3%	13,119	13.3%
Graduate or professional degree	54,413	16.5%	69,216	20.0%	14,803	27.2%
Population 25 yrs. and over	330,431	100.0%	345,800	100.0%	15,369	4.7%
East County						
High school or less	63,671	46.1%	72,888	43.4%	9,217	14.5%
Associate degree / Some college	51,638	37.4%	62,706	37.3%	11,068	21.4%
Bachelor's degree	17,005	12.3%	23,658	14.1%	6,653	39.1%
Graduate or professional degree	5,661	4.1%	8,701	5.2%	3,040	53.7%
Population 25 yrs. and over	137,975	100.0%	167,953	100.0%	29,978	21.7%

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Table 10: Educational Attainment by County Region, 2000 to 2011
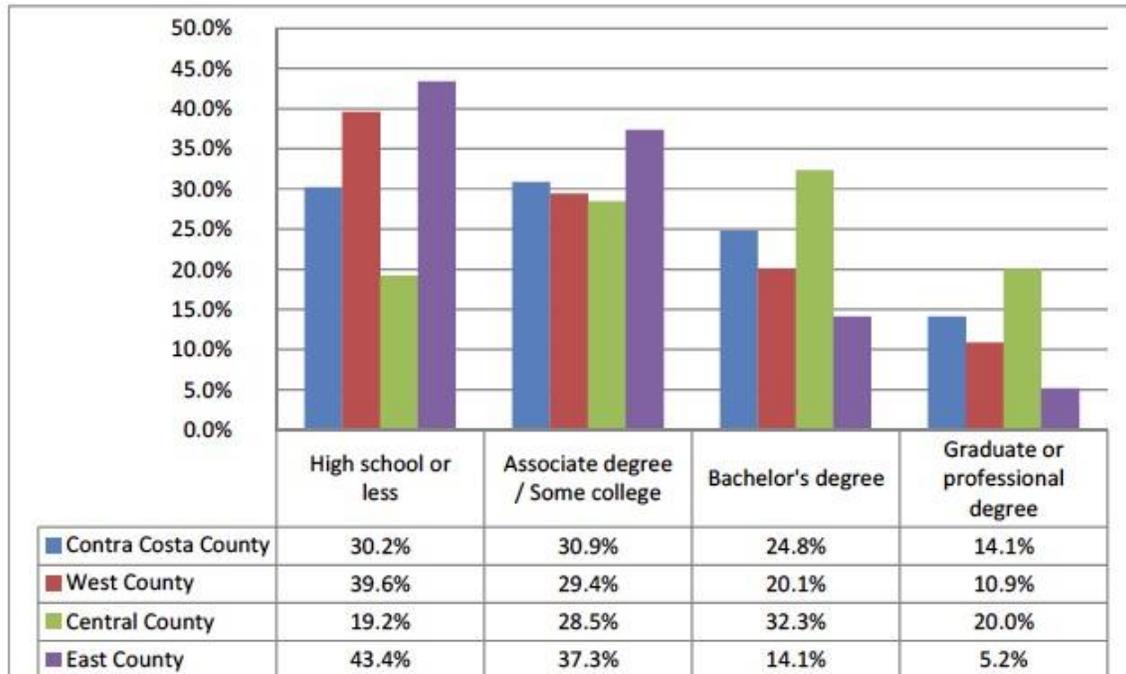
Figure 56: Educational Attainment by County Region, 2011
Source: CCCCD Research and Planning

High School Graduates

The number of high school graduates is an important predictor of future enrollment in postsecondary institutions. For planning purposes, the combination of the number of high school graduates and the college-going rate is used as a basis for projecting future enrollment patterns at the community colleges. In comparison to other parts of Contra Costa County, West County experienced the least growth in the number of public high school graduates in the past ten years. The number of graduates increased from 1,764 in 2000-01 to 1,863 in 2010-11, a slower than average growth of only 5.6%. Based on population changes, slow growth rates are expected in the next few years. Over the same period the average growth rate for Contra Costa County was 23.4%.

Public High Schools Graduates	2000-01		2010-11			Change: 2000-01 to 2010-11	
	n	%	n	%		n	%
	(a)		(b)			(b-a)	(b-a)/a
West County (CCC Feeder High Schools)	1,764	19.3%	1,863	16.5%		99	5.6%
Central County (DVC Feeder High Schools)	5,138	56.2%	6,052	53.7%		914	17.8%
East County (LMC Feeder High Schools)	2,237	24.5%	3,358	29.8%		1,121	50.1%
Total County Public High Schools Graduates	9,139	100.0%	11,273	100.0%		2,134	23.4%

Source: California Department of Education: http://dq.cde.ca.gov/dataquest.

Table 11: Public High School Graduates by County Region, 2000-01 to 2010-11
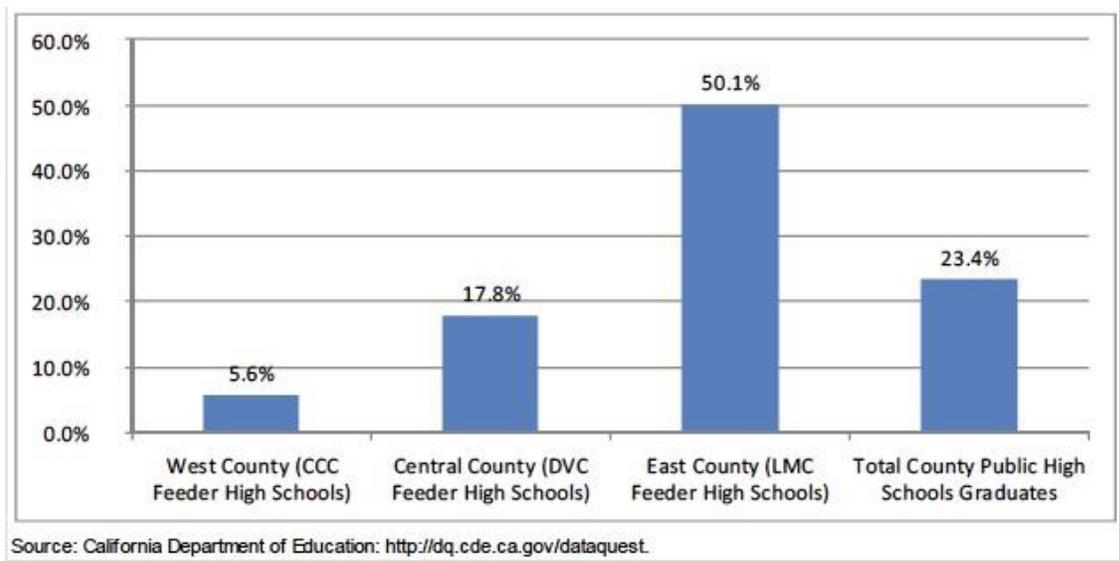
Figure 57: Percent Growth in the Number of Public High School Graduates by County Region, 2000-01 and 2010-11

High School Graduation Rate

One of the major challenges facing Contra Costa College and the county in general is the lower level of high school graduation rate, particularly among the Hispanic and African American populations. The high school graduation rate is based on the percentage of ninth-grade students who receive a high school diploma in four years. The rate for the cohort graduating in Contra Costa County in 2010-11 was 83.1%. The comparable rate for California was 76.3% and California ranks 32nd among other states with respect to high school graduation rates.

The high school graduation rate varies among ethnic groups (*Figure 58*). Asian and White students have graduation rates that are 15 to 25 percentage points higher than those of African American and Hispanic students. These lower high school graduation rates mean lower lifetime economic opportunity higher unemployment rates, and lower chances for completing college.
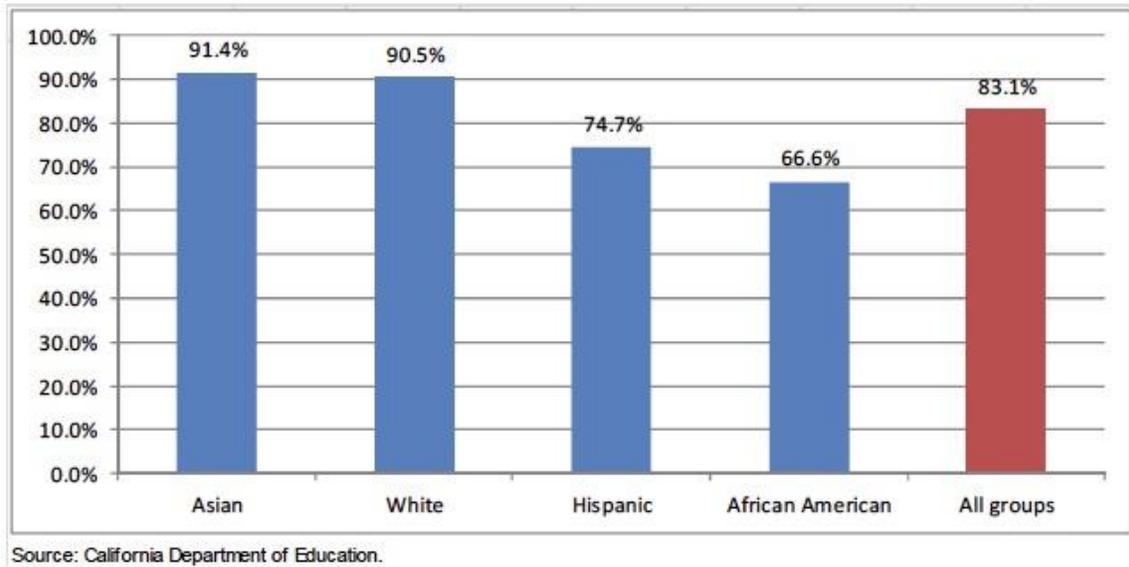
Figure 58: County Public High School Graduation Rate by Race/Ethnicity, 2010-11

Academic Performance Index, 2012

The Academic Performance Index (API) is an indicator of preparation for postsecondary education. The API provides scores based on the results of the California Standardized Testing and Reporting (STAR) program in secondary schools. The API is a rating from 200 to 1,000 and it represents how well a school preformed on the spring testing. Examination of the relationship between API and college success rates for the fall terms immediately following high school graduation indicates a high level of correlation. On the average, graduates from high schools with higher API had higher course success rates, compared to their counterparts from schools that had lower API scores.

The academic performance index for public high schools in Contra Costa County (*Figure 59*) indicates the following:

- The statewide performance target for the API is 800. Of the 27 public schools in Contra Costa County, 10 schools had scores above the target and 17 schools had scores below the target.
- All 7 of the Primary Public Feeder High Schools to Contra Costa College had API scores below the target, ranging from a high of 770 at John Swett High to a low of 544 at Kennedy High.
- The average API score for schools in West County stood at 699, compared to 734 for East County schools and 818 for Central County schools.
- The range of API scores for Kennedy High School in Richmond (West County) to 944 for Miramonte High School in Orinda (Central County) is a staggering gap of 44%.

The serious gap in API scores among the schools in different parts of the county is a reflection of the differences in educational attainment and the household income of the respective regions. The API index translates later into student success, retention and achievement in college.

Colleges that admit students from high schools with higher API scores have enjoyed relatively higher transfer rates to four-year institutions. The challenge for Contra Costa College is to work collaboratively with the local K-12 system to improve the API scores for all students.
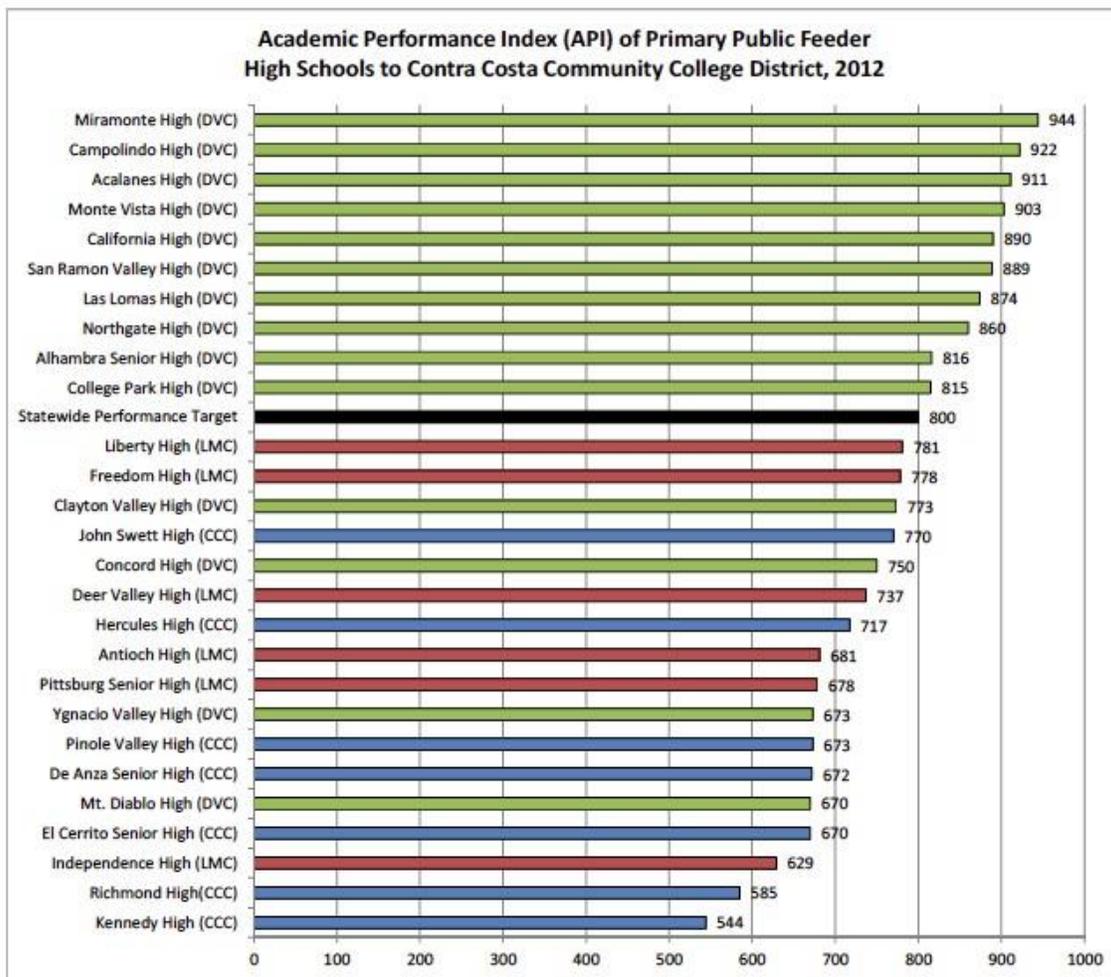
Figure 59: 2012 Academic Performance Index (API) of Primary Public Feeder High Schools to Contra Costa Community College District
Source: CCCCD Research and Planning

High School College Going Rates

The high school college-going rate indicates the proportion of high school graduates enrolled at different levels of post-secondary education within one year immediately following their graduation. The college-going rate presented in this section includes three components that are based on college enrollment in different segments of higher education, comprising the following:

- University of California (UC)
- California State University System (CSU)
- California Public Community College System (CCC)

For many years, the college going rate data were collected, analyzed, and reported by the California Post-Secondary Education Commission (CPEC) for the state as a whole as well as for each of the 58 counties in the state. However, in November 2011 the Commission's funding was eliminated. The last complete year in the data system is 2009-10.

The average college-going rate in Contra Costa County between 2000 and 2009 stood at 34.8% (*Table 12*), compared to 45.6% for the state as a whole. While the numbers for UC and CSU have increased steadily from the year 2000, rates of high school graduates enrollment in community colleges have been erratic due to several factors, including the changing demographics of the population and the successive increases in tuition.

Year	Graduates from Public High Schools	First-Time Freshmen				College-Going Rate			
		UC	CSU	CCC	Total	UC	CSU	CCC	Total
2000	8,738	870	751	847	2,468	10.0%	8.6%	9.7%	28.2%
2001	9,098	896	866	1,738	3,500	9.8%	9.5%	19.1%	38.5%
2002	9,597	993	855	1,947	3,795	10.3%	8.9%	20.3%	39.5%
2003	9,928	980	938	1,695	3,613	9.9%	9.4%	17.1%	36.4%
2004	9,903	904	995	1,903	3,802	9.1%	10.0%	19.2%	38.4%
2005	10,091	942	1,077	1,266	3,285	9.3%	10.7%	12.5%	32.6%
2006	9,597	1,135	1,155	933	3,223	11.8%	12.0%	9.7%	33.6%
2007	9,935	1,022	1,288	1,851	4,161	10.3%	13.0%	18.6%	41.9%
2008	10,336	1,070	1,247	842	3,159	10.4%	12.1%	8.1%	30.6%
2009	10,600	1,013	1,258	708	2,979	9.6%	11.9%	6.7%	28.1%
				Average Rate 2000 to 2009		10.1%	10.6%	14.1%	34.8%

Source: CPEC

Table 12: Public High School College-Going Rate for Contra Costa County, 2000 to 2009

A review of the county public high school graduates attending CCCCD in the academic year 2011-12 (*Table 13*) indicates the following:

- The college-going rate for public community college in the county stands at 25.9%.

75

- East County had the highest college-going rate at 30.6%, compared to 23.9% for West County and 23.8% for Central County.

In contrast to CSU and UC, Contra Costa College appears to have some difficulty attracting its rightful share of the high school graduates. Intense marketing efforts and collaboration with K-12 partners will be needed to recruit more students to the college. As West County ages, the college will need to recruit more adult learners.

Public High Schools Graduates by Service Area	High School Graduates 2010-11 Cohort	Number from 2010-11 Cohort Enrolled at CCCCD 2011-12	Percent of 2010-11 Cohort Enrolled at CCCCD 2011-12
Contra Costa County	11,273	2,916	25.9%
West County (CCC Feeder High Schools)	1,863	445	23.9%
Central County (DVC Feeder High Schools)	6,052	1,443	23.8%
East County (LMC Feeder High Schools)	3,358	1,028	30.6%

New high school graduates have a Grad Type status of 3=high school graduate, have a graduation date of 2011, and their first term occurs in 2011SU, 2011FA, or 2012SP.

Source: 2011-12 high school graduate information from California Dept. of Education. College information from Colleague. Run date 10/21/12.

Table 13: Percentage of County High School Graduates Attending CCCCD, 2011-2012

Population Participation Rates

Adult Participation at the Community Colleges

The adult participation rate is an indicator of the extent of community participation in the educational services provided by the district and its colleges, It represents the proportion of the general population 18 to 64 years old who enrolled at community colleges in the district within a given period, the adult participation rate consists of two components: unduplicated headcount enrollment, and count of the general population age 18 to 64 years (*Table 14*).

Year	County Adult Pop (18-64 yrs.)	Annual Headcount at CCCCD	% Pop at CCCCD	Calif. Adult Pop (18-64 yrs.)	Annual Headcount at System	% Pop at System
2001-02	595,005	70,959	11.9%	20,552,831	2,768,848	13.5%
2002-03	613,074	72,035	11.7%	21,350,457	2,792,452	13.1%
2003-04	627,269	62,043	9.9%	21,708,189	2,512,463	11.6%
2004-05	628,626	59,222	9.4%	21,849,050	2,481,273	11.4%
2005-06	633,033	59,509	9.4%	21,922,522	2,515,368	11.5%
2006-07	650,698	58,451	9.0%	22,998,673	2,596,413	11.3%
2007-08	648,237	60,919	9.4%	23,168,645	2,739,821	11.8%
2008-09	656,828	64,493	9.8%	23,277,872	2,894,133	12.4%
2009-10	656,037	65,047	9.9%	23,112,731	2,758,686	11.9%
2010-11	658,082	59,233	9.0%	23,712,402	2,610,119	11.0%
2011-12	660,391	54,880	8.3%	23,764,806	2,423,853	10.2%

State and County Adult Population figures (18-64 years old) based on U.S Census Bureau, American Community Survey findings, http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

California Community Colleges and CCCCD population figures based on annual headcount totals from the State Chancellor's Data Mart, http://datamart.cccco.edu/Students/Default.aspx

Table 14: Annual Participation of Adults (18-64 yrs.) at CCCCD and California Community Colleges, 2000-01 to 2011-2012

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
CCCCD	11.9%	11.7%	9.9%	9.4%	9.4%	9.0%	9.4%	9.8%	9.9%	9.0%	8.3%
Calif. Comm. Colleges	13.5%	13.1%	11.6%	11.4%	11.5%	11.3%	11.8%	12.4%	11.9%	11.0%	10.2%

Source: California Community Colleges, Data Mart and U.S. Census Bureau, American Community Surveys.
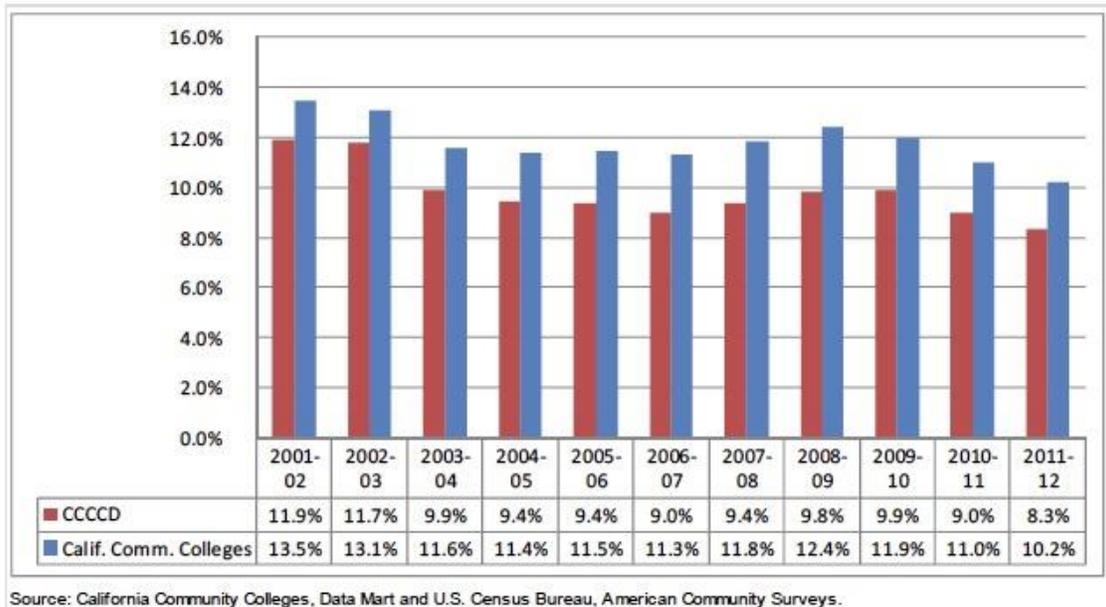
Figure 60: Annual Participation Rate of Adults (18-64 yrs.) at CCCCD and California Community Colleges, 2000-01 to 2011-12

A higher adult participation rate reflects a larger college enrollment, a relatively younger population, or both. On the other hand, a lower participation rate reflects a lower college enrollment, aging of the population, or both.

In 2011-12, the adult participation rate in Contra Costa County stood at 8.3%, compared to 10.2% for the state as a whole. West County had the lowest adult participation rate in the county, at 7.6%. These rates represent a decline from the peak period of 2001-02 (11.9% for the county and 13.5% for the state). This decline is due to a lower enrollment at the district and at the state as a result of successive tuition increases, among other factors. On the other hand the gap between county and the state is caused by the difference in age distribution. The median age in the county stood at 38.3 years, compared to 35.1 years for the state as a whole. With an aging population, and declining enrollment, the participation rate will be lower.

Source: California Community Colleges, Data Mart and U.S. Census Bureau, 2011 American Community Survey.
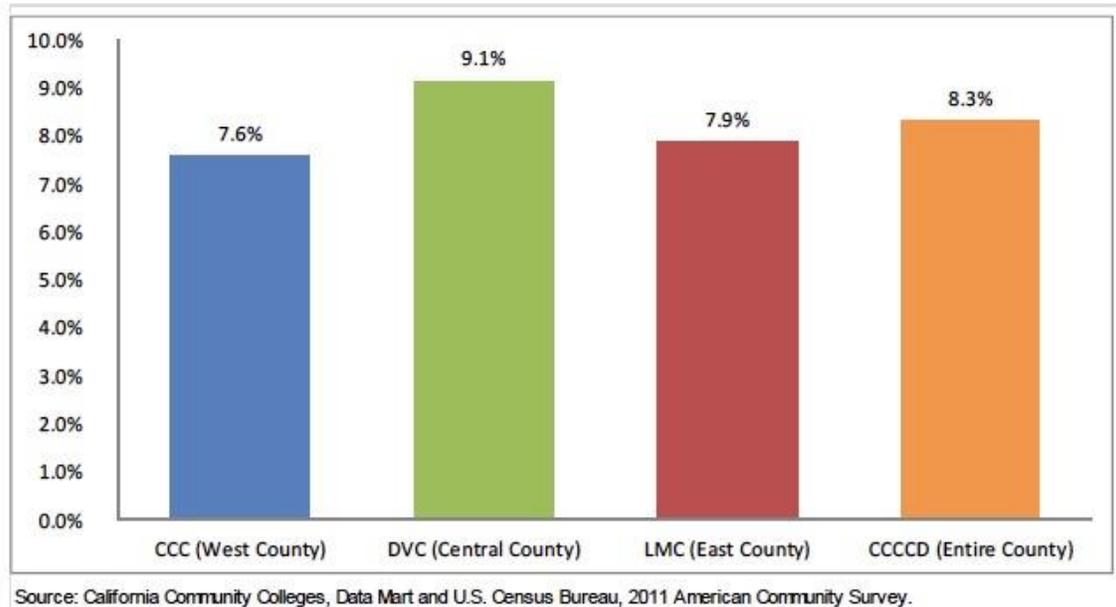
Figure 61: Annual Participation Rate of Adults (18-64 yrs.) by County Region, 2011-12

Market Potential

The market potential in the West County represents the population 25 years and older who have an educational attainment less than an associate degree. This segment includes persons with less than a high school diploma, persons with a high school diploma but no college, and persons with some college but no degree.

Based on the data from the U.S. Census, West County's market potential has slightly expanded since 2000. In 2011, the market included 168,649 persons with less than an associate degree, compared to 157,235 in 2000, a growth rate of .5% (*Table 15*). This is significantly less that the county growth rate of 3.5%.

However, West County had a market potential of 103,401 persons in 2011. This number represents 61.3% of the population 25 years and older with no college degree. This market

potential is a goldmine that should be tapped by Contra Costa College as a potential source of enrollment.

Region / Group	2000 n	2000 %	2011 ACS n	2011 ACS %	Change: n	Change: %
Contra Costa County	(a)		(b)		(b-a)	(b-a)/a
Population 25 years and over	625,641		692,402		66,761	10.7%
Less than high school, no diploma	81,867	13.1%	79,556	11.5%	(2,311)	-2.8%
High school graduate (includes equivalency)	123,956	19.8%	136,431	19.7%	12,475	10.1%
Some college, no degree	152,680	24.4%	154,916	22.4%	2,236	1.5%
Market potential of persons 25 years and over	358,503	57.3%	370,903	53.6%	12,400	3.5%
West County						
Population 25 years and over	157,235		168,649		11,414	7.3%
Less than high school, no diploma	31,641	20.1%	29,903	17.7%	(1,738)	-5.5%
High school graduate (includes equivalency)	33,945	21.6%	36,891	21.9%	2,946	8.7%
Some college, no degree	37,299	23.7%	36,607	21.7%	(692)	-1.9%
Market potential of persons 25 years and over	102,885	65.4%	103,401	61.3%	516	0.5%
Central County						
Population 25 years and over	330,431		355,800		25,369	7.7%
Less than high school, no diploma	24,635	7.5%	22,320	6.3%	(2,315)	-9.4%
High school graduate (includes equivalency)	51,931	15.7%	53,985	15.2%	2,054	4.0%
Some college, no degree	75,016	22.7%	71,573	20.1%	(3,443)	-4.6%
Market potential of persons 25 years and over	151,582	45.9%	147,878	41.6%	(3,704)	-2.4%
East County						
Population 25 years and over	137,975		167,953		29,978	21.7%
Less than high school, no diploma	25,591	18.5%	27,333	16.3%	1,742	6.8%
High school graduate (includes equivalency)	38,080	27.6%	45,555	27.1%	7,475	19.6%
Some college, no degree	40,365	29.3%	46,736	27.8%	6,371	15.8%
Market potential of persons 25 years and over	104,036	75.4%	119,624	71.2%	15,588	15.0%

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Table 15: Market Potential of Population and Over by County Region, 2000 and 2011
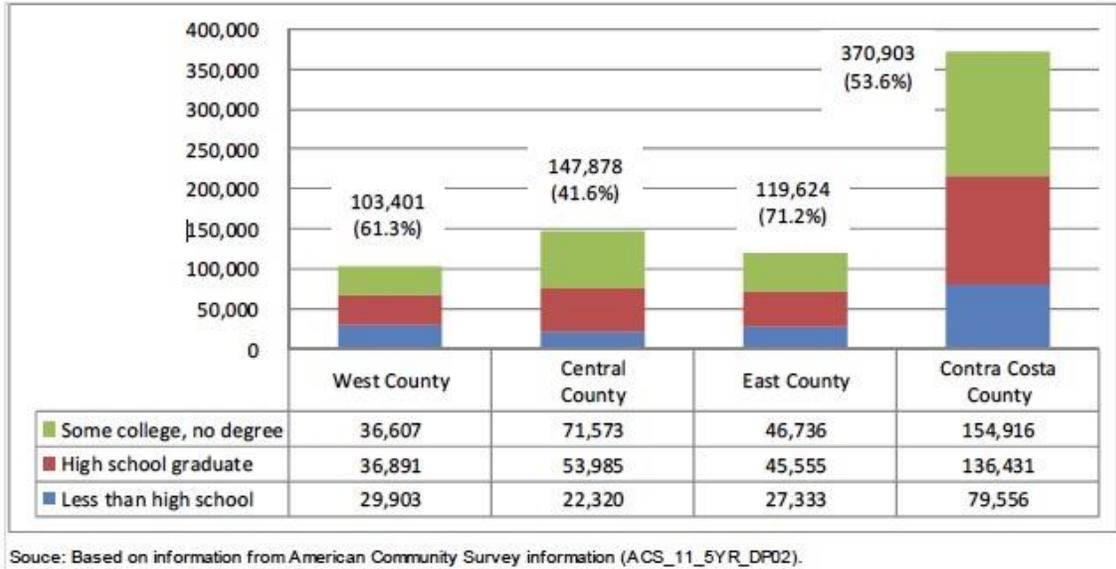
Figure 62: Market Potential of Population 25 years and Over by County Region, 2011

Socio-Economic Factors

To examine the socio-economic characteristics of the community is to address a number of issues, including the changing family structure, the transformation of industry, the occupational outlook, income disparity and housing affordability.

Changing Family Structure

America's divorce rates are among the highest in the world. The traditional institution of marriage has been declining steadily. In 2010, the U.S. Department of Health and Human Services reported that 40.8% of all the children born in the United States were born out of wedlock. In California, that percentage stood at 40.5%. More importantly, the family unit is changing. The 1950's, 60% of the families in the U.S. consisted of a father, a mother and two children. Today, that typical nuclear family amounts to only 24%. According to the 2011 American Community Survey for Contra Costa County (*Table 16*), the percentage of married-couple families with their own children under 18 years of age was 25.3%. The number of female households with no husband present, and with own children under 18, increased by 8.3% (from 22,363 to 24,225) from 2000 to 2011, and the number of county married couples who are separated increased by 23.3% (from 13,383 to 16,501). Statistics show that the nuclear family is now the minority. *Postmodern family* is the new term used to describe the variety of family arrangements that now constitute the majority of households.

Subject	2000		2011 ACS		Change: 2000 to 2011	
	n	%	n	%	n	%
Contra Costa County	(a)		(b)		(b-a)	(b-a)/a
HOUSEHOLDS BY TYPE						
Total households	344,129	344,129	370,925	370,925	26,796	7.8%
Family households (families)	242,233	70.4%	262,415	70.7%	20,182	8.3%
With own children under 18 years	121,884	35.4%	127,060	34.3%	5,176	4.2%
Married-couple family	187,613	54.5%	199,017	53.7%	11,404	6.1%
With own children under 18 years	91,975	26.7%	93,734	25.3%	1,759	1.9%
Female householder, no husband present, family	39,683	11.5%	43,977	11.9%	4,294	10.8%
With own children under 18 years	22,363	6.5%	24,225	6.5%	1,862	8.3%
MARITAL STATUS						
Persons 15 years and over	737,293	737,293	825,780	825,780	88,487	12.0%
Never married	189,832	25.7%	250,562	30.3%	60,730	32.0%
Now married, except separated	416,292	56.5%	433,220	52.5%	16,928	4.1%
Separated	13,383	1.8%	16,501	2.0%	3,118	23.3%
Widowed	43,390	5.9%	45,656	5.5%	2,266	5.2%
Divorced	74,396	10.1%	79,841	9.7%	5,445	7.3%

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Table 16: Select Social Characteristics, 2000 and 2011

Since traditional parents have been the primary educators and chief payers of college tuition, the new pattern of childrearing has had a profound impact of the life of children and on schools.

The implications for higher education will include an increased need for financial aid.

In California, the percentage of community college students needing financial aid doubled from 2001-02 to 2011-12, from 18.5% to 41.1%. In the same timeframe at CCCCD, the percentage of students needing financial aid has more than tripled. In 2001-02, 11.0% (7,800) of students needed financial aid. In 2011-12 that number grew to 35.0% (19,215) of students (*Table 17*). For Contra Costa College, that number grew from 17.2% to 48.1%.

Location	2001-02			2011-12			Change: 2001-02 to 2011-12	
	Annual Headcount	Students Receiving Finacial Aid		Annual Headcount	Students Receiving Finacial Aid			
	n	n	%	n	n	%	n	%
		(a)			(b)		(b-a)	(b-a)/a
Statewide	2,768,848	511,395	18.5%	2,425,898	996,981	41.1%	485,586	95.0%
Districtwide	70,959	7,800	11.0%	54,880	19,215	35.0%	11,415	146.3%
Contra Cost College	15,037	2,592	17.2%	12,229	5,883	48.1%	3,291	127.0%
Diablo Valley College	37,383	3,299	8.8%	29,311	8,319	0.8%	5,020	152.2%
Los Medanos College	18,539	2,331	0.5%	13,340	6,424	0.6%	4,093	175.6%

Source: California Community Colleges, Chancellor's Office, Data Mart.

Table 17: Students Needing Financial Aid, 2001-02 and 2011-12

Today's students tend to work longer hours per week than formerly. The majority of all U.S. undergraduate students work 12 to 40 hours a week to help pay the rising costs of tuition, fees, and books.

A study conducted by American Council on Education during the 2003-2004 academic year found 78% of undergraduates worked while they were enrolled. The share of students who work has remained virtually unchanged since the federal government first began asking students detailed questions about their employment in the mid- 1990s. On average, employed students spend almost 30 hours per week working while enrolled. Again, this figure has changed little since the mid-'90s. Given the profile of Contra Costa College students discussed previously, here are some highlights:

- Regardless of age, gender, race/ethnicity, dependency or marital status, enrollment status, type of institution attended, or even income or educational and living expenses, 70-80% of students work while they are enrolled.
- There is a predictable variability in the amount of time students spend working, with part-time students, older students, low-income students, and students from under-represented groups spending more time at work than others.
- About one-quarter of full-time students work full time.
- One-third of working students describe themselves as employees who also are taking classes. These individuals, most of who are older and attend college part-time, continue to hold the jobs they had prior to enrolling in college.
- Most of the remaining two-thirds of working students state that their primary reason for working is to pay tuition, and living expenses.

Industries

Analysis of the industries and occupations in Contra Costa County provides valuable information for developing and enhancing the career and technical programs at the district. These programs aim at meeting the workforce needs of industry.

The major industries in Contra Costa County in 2013 (*Table 18*) and projected into 2018 are as follows:

- Health Care and Social Assistance
- Retail Trade
- Professional, Scientific and Technical Services
- Government
- Finance and Insurance

NAICS Code	Description	2013 Jobs	2018 Jobs	Change	2012 Avg. Annual Wage
62	Health Care and Social Assistance	56,037	61,132	5,095	$78,107
44-45	Retail Trade	49,630	52,174	2,544	$34,874
54	Professional, Scientific, and Technical Services	49,534	52,157	2,623	$70,461
90	Government	49,136	49,546	410	$73,085
52	Finance and Insurance	37,231	42,801	5,570	$82,294
81	Other Services (except Public Administration)	33,214	35,053	1,839	$27,476
53	Real Estate and Rental and Leasing	33,097	34,526	1,429	$30,701
72	Accommodation and Food Services	30,935	33,644	2,709	$21,567
56	Administrative and Support and Waste Management	27,758	28,427	669	$36,859
23	Construction	26,655	26,488	(167)	$63,735
31-33	Manufacturing	18,523	18,317	(206)	$163,264
71	Arts, Entertainment, and Recreation	13,378	14,118	740	$19,462
61	Educational Services (Private)	11,916	13,174	1,258	$31,443
51	Information	10,950	11,590	640	$96,260
42	Wholesale Trade	10,200	10,482	282	$82,478
48-49	Transportation and Warehousing	9,290	9,608	318	$49,888
55	Management of Companies and Enterprises	5,886	5,160	(726)	$115,662
22	Utilities	2,952	3,158	206	$155,417
21	Mining, Quarrying, and Oil and Gas Extraction	2,809	3,207	398	$105,853
11	Agriculture, Forestry, Fishing and Hunting	1,667	1,544	(123)	$31,683
99	Unclassified Industry	1,479	1,609	130	$70,740
	Total	482,276	507,916	25,640	$60,595

Source: EMSI Complete Employment - 2013.1

Table 18: Industries in Contra Costa County, 2013 to 2018 (Projected)

Occupations

SOC	Description	2013 Jobs	2018 Jobs	Change	% Change	Openings	Annual Openings	Median Hourly Earnings
41-0000	Sales and Related Occupations	73,345	77,479	4,134	6%	14,665	2,933	$17.55
43-0000	Office and Administrative Support Occupations	61,169	63,180	2,011	3%	9,114	1,823	$19.51
13-0000	Business and Financial Operations Occupations	36,328	39,781	3,453	10%	6,895	1,379	$34.77
11-0000	Management Occupations	33,231	34,326	1,095	3%	4,755	951	$36.73
35-0000	Food Preparation and Serving Related Occupations	30,686	33,444	2,758	9%	8,126	1,625	$9.62
25-0000	Education, Training, and Library Occupations	26,593	27,740	1,147	4%	4,009	802	$22.77
29-0000	Healthcare Practitioners and Technical Occupations	24,722	26,358	1,636	7%	4,177	835	$50.19
39-0000	Personal Care and Service Occupations	24,147	26,195	2,048	8%	4,859	972	$11.45
37-0000	Building and Grounds Cleaning and Maintenance Occupations	21,689	23,454	1,765	8%	3,662	732	$13.24
47-0000	Construction and Extraction Occupations	20,998	21,063	65	0%	3,042	608	$24.63
53-0000	Transportation and Material Moving Occupations	19,459	20,340	881	5%	3,416	683	$16.34
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	19,258	20,301	1,043	5%	3,277	655	$17.86
49-0000	Installation, Maintenance, and Repair Occupations	14,800	15,717	917	6%	2,675	535	$23.29
51-0000	Production Occupations	14,376	14,356	(20)	0%	2,033	407	$19.45
31-0000	Healthcare Support Occupations	13,260	14,870	1,610	12%	2,545	509	$15.71
15-0000	Computer and Mathematical Occupations	12,060	12,305	245	2%	1,487	297	$37.82
17-0000	Architecture and Engineering Occupations	8,980	9,061	81	1%	1,253	251	$42.40
21-0000	Community and Social Service Occupations	6,313	6,618	305	5%	978	196	$23.63
33-0000	Protective Service Occupations	5,632	5,902	270	5%	1,004	201	$24.77
19-0000	Life, Physical, and Social Science Occupations	5,620	5,828	208	4%	1,089	218	$35.66
23-0000	Legal Occupations	4,953	5,139	186	4%	623	125	$42.44
99-0000	Unclassified Occupation	2,175	2,206	31	1%	31	6	$13.58
55-0000	Military occupations	1,657	1,530	(127)	(8%)	0	0	$15.31
45-0000	Farming, Fishing, and Forestry Occupations	825	722	(103)	(12%)	136	27	$10.87
	Total	482,276	507,916	25,640	5%	83,851	16,770	$23.40

Source: EMSI Complete Employment - 2013.1

Table 19: Occupations in Contra Costa County, 2013 to 2018 (Projected)

Occupational Outlook/Job Opportunities

This section examines the projected job openings in Contra Costa and Alameda Counties within a period of five years (2013 to 2018) from three perspectives:

- Largest occupations
- Highest paying occupations
- Fastest-growing occupations

SOC Code	Description	2013 Jobs	2018 Jobs	Change	% Change	2012 Median Hourly Earnings
43-0000	Office and Administrative Support Occupations	178,644	184,422	5,778	3%	$19.55
41-0000	Sales and Related Occupations	178,175	187,150	8,975	5%	$17.96
11-0000	Management Occupations	93,863	98,253	4,390	5%	$40.83
13-0000	Business and Financial Operations Occupations	93,783	102,722	8,939	10%	$33.97
35-0000	Food Preparation and Serving Related Occupations	83,992	91,760	7,768	9%	$10.06
25-0000	Education, Training, and Library Occupations	75,075	79,150	4,075	5%	$25.71
53-0000	Transportation and Material Moving Occupations	68,927	71,822	2,895	4%	$17.31
29-0000	Healthcare Practitioners and Technical Occupations	68,615	73,996	5,381	8%	$47.28
39-0000	Personal Care and Service Occupations	65,073	71,764	6,691	10%	$11.39
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	57,246	61,214	3,968	7%	$18.48

Source: EMSI Complete Employment - 2013.1

Table 20: Largest Growing Occupations in Contra Costa and Alameda Counties, 2013 to 2018
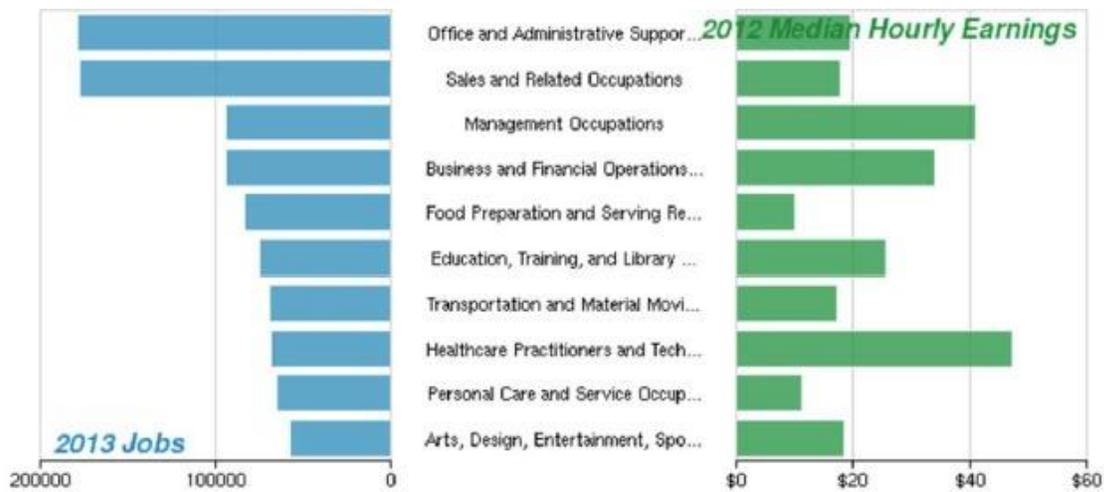
Figure 63: Largest Growing Occupations in Contra Costa and Alameda Counties, 2013 to 2018
Source: CCCCD Research and Planning

SOC Code	Description	2013 Jobs	2018 Jobs	Change	% Change	2012 Median Hourly Earnings
29-0000	Healthcare Practitioners and Technical Occupations	68,615	73,996	5,381	8%	$47.28
23-0000	Legal Occupations	13,013	13,472	459	4%	$43.46
17-0000	Architecture and Engineering Occupations	31,412	32,570	1,158	4%	$42.48
15-0000	Computer and Mathematical Occupations	44,904	47,109	2,205	5%	$40.90
11-0000	Management Occupations	93,863	98,253	4,390	5%	$40.83
19-0000	Life, Physical, and Social Science Occupations	20,636	22,004	1,368	7%	$35.85
13-0000	Business and Financial Operations Occupations	93,783	102,722	8,939	10%	$33.97
25-0000	Education, Training, and Library Occupations	75,075	79,150	4,075	5%	$25.71
33-0000	Protective Service Occupations	20,143	21,483	1,340	7%	$25.35
47-0000	Construction and Extraction Occupations	56,292	59,970	3,678	7%	$25.05

Source: EMSI Complete Employment - 2013.1

Table 21: Highest Paying Occupations in Contra Costa and Alameda Counties, 2013 to 2018
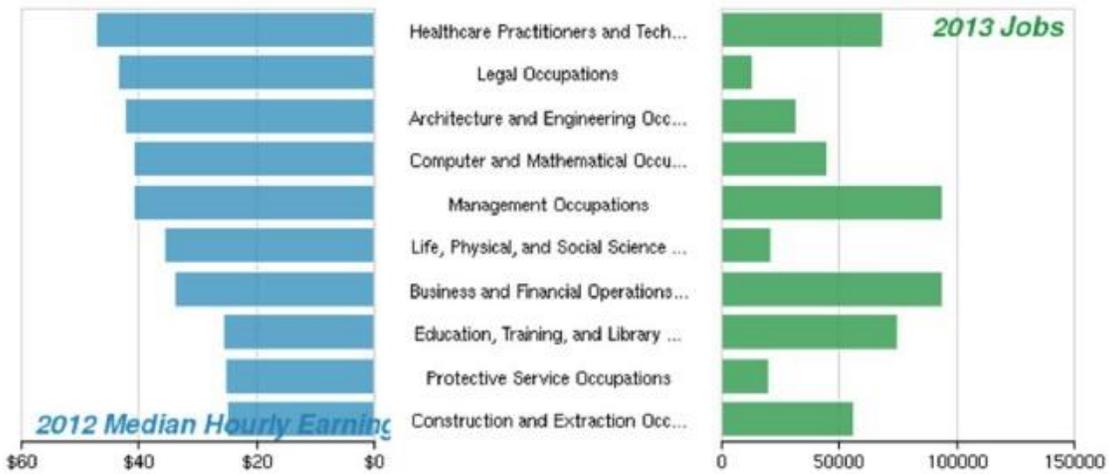
Figure 64: Highest Paying Occupations in Contra Costa and Alameda Counties, 2013 to 2018. Source: CCCCD Research and Planning

SOC Code	Description	2013 Jobs	2018 Jobs	Growth	Growth %	2012 Median Hourly Earnings
41-0000	Sales and Related Occupations	178,175	187,150	8,975	5%	$17.96
13-0000	Business and Financial Operations Occupations	93,783	102,722	8,939	10%	$33.97
35-0000	Food Preparation and Serving Related Occupations	83,992	91,760	7,768	9%	$10.06
39-0000	Personal Care and Service Occupations	65,073	71,764	6,691	10%	$11.39
43-0000	Office and Administrative Support Occupations	178,644	184,422	5,778	3%	$19.55
29-0000	Healthcare Practitioners and Technical Occupations	68,615	73,996	5,381	8%	$47.28
31-0000	Healthcare Support Occupations	35,430	39,913	4,483	13%	$15.53
11-0000	Management Occupations	93,863	98,253	4,390	5%	$40.83
37-0000	Building and Grounds Cleaning and Maintenance Occupations	55,505	59,736	4,231	8%	$13.36
25-0000	Education, Training, and Library Occupations	75,075	79,150	4,075	5%	$25.71

Source: EMSI Complete Employment - 2013.1

Table 22: Fastest Growing Occupations in Contra Costa and Alameda Counties, 2013 to 2018
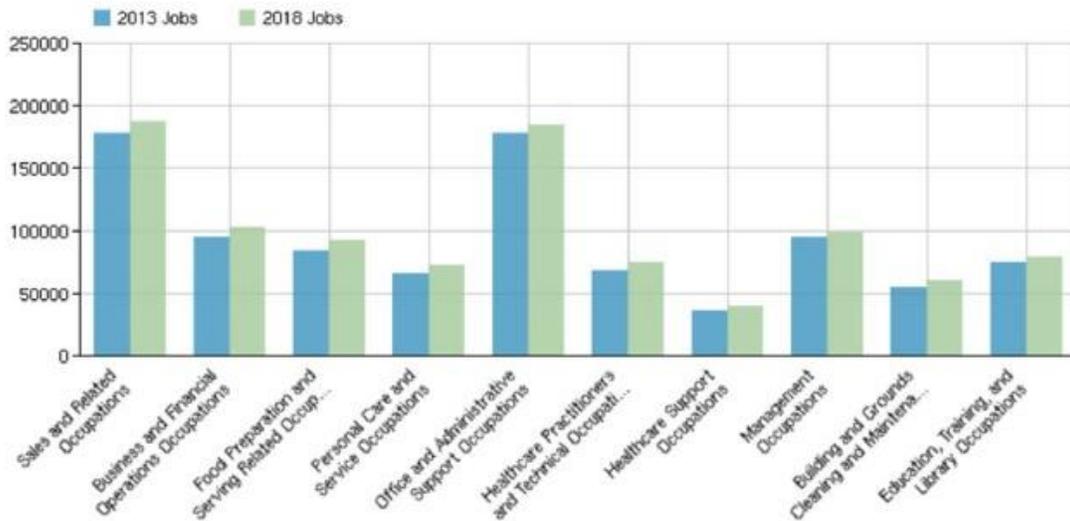
Figure 65: Fastest Growing Occupations in Contra Costa and Alameda Counties, 2013 to 2018

Income and Poverty

Household Income

In 2011, the median household income in Contra Costa County was $79,135, compared to $61,632 in California and $52,762 in the U.S. (*Table 23*). The median household income for West County was $63,510. While this was above the level for California, it was the lowest median household income in Contra Costa County.

Geographic Region	2000		2011 ACS		Change: 2000 to 2011	
	(a)		(b)		(b-a)	(b-a)/a
United States	$	41,994	$	52,762	$ 10,768	25.6%
California	$	47,493	$	61,632	$ 14,139	29.8%
Contra County County	$	63,675	$	79,135	$ 15,460	24.3%
West County	$	50,025	$	63,510	$ 13,485	27.0%
Central County	$	73,060	$	90,983	$ 17,923	24.5%
East County	$	68,464	$	82,640	$ 14,176	20.7%

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Table 23: Median Household Income by Region, 2000 and 2011

Despite the county's wealth relative to California, the poverty rate for the individuals living in the county stood at 9.9%, compared to 14% for California and the U.S. (Table *24*). The poverty rate in West County stood at 13.6%, the highest poverty rate in Contra Costa County. This constitutes 1.2-percentage point increase since 2000 (12.4%).

Geographic Region	2000 Census	2011 ACS	Difference
	a	b	(b-a)
United States	12.4	14.3	1.9
California	14.2	14.4	0.2
Contra County County	7.6	9.9	2.3
West County	12.4	13.6	1.2
Central County	4.5	6.5	2.0
East County	5.8	7.9	2.1

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Table 24: Poverty Rate of Individuals among Populations of U.S., California,
Contra Costa County and County Region, 2000 and 2011
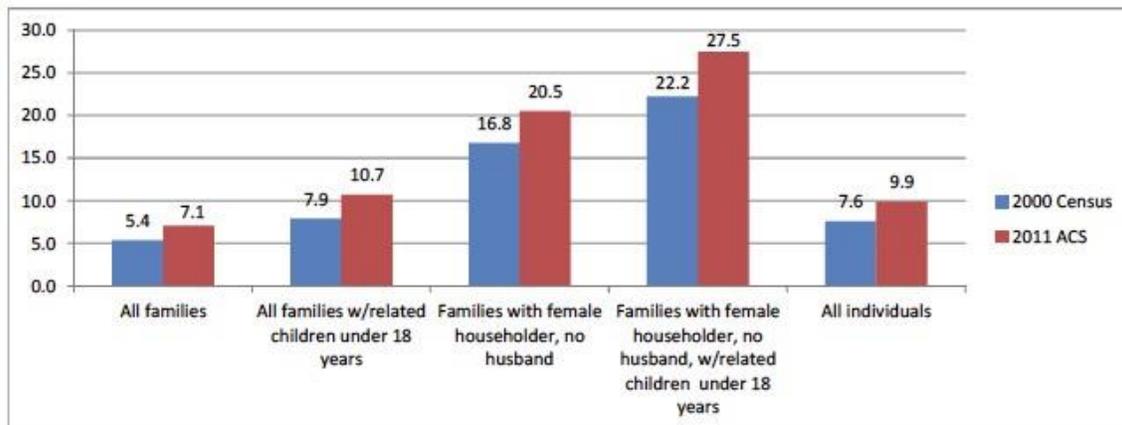
Figure 66: Percentage of Contra Costa County Families and People
Whose Income is Below the Poverty Level, 2000 and 2011.
Source: CCCCD Research and Planning

Unemployment

In Contra Costa County, the unemployment rate in April 2013 was 7.0%, compared to 8.5% for California, and 7.1% for the U.S. While unemployment rates have improved significantly since 2009 (*Figure 67*), the regions within Contra Costa County have experienced improvement at different rates. Among the three regions, West County was in the middle with 8.6% unemployment.

	2009	2010	2011	2012	April 2013
California	11.3%	12.4%	11.8%	10.5%	8.5%
Contra County County	10.2%	11.1%	10.4%	9.0%	7.0%
West County	12.2%	13.3%	12.5%	10.9%	8.6%
Central County	6.5%	7.1%	6.6%	5.7%	4.4%
East County	13.1%	14.3%	13.4%	11.7%	9.2%
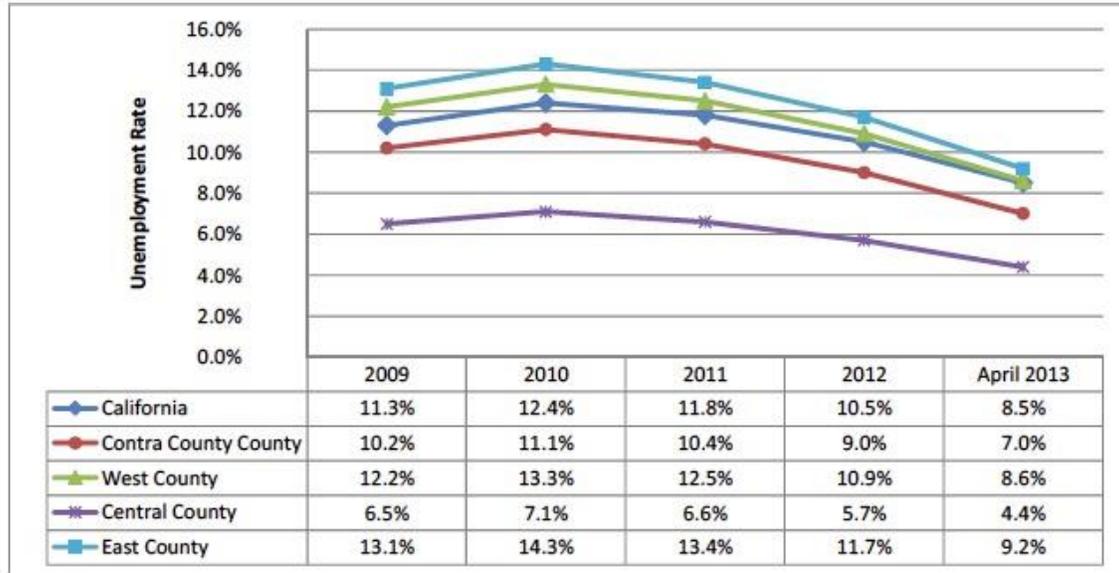
Figure 67: Unemployment Rates among Populations of U.S., California, Contra Costa County and County Regions. Source: CCCCD Research and Planning

Housing Affordability

In Contra Costa County, the median price of a house in 2011 was $490,200, compared to $421,600 for California, and $186,200 for the U.S. (*Table 25*). In effect, the housing costs in the county were almost three times as much as for the nation as a whole. The county ranks 21st in the nation and 15th in California in terms of the median price of a house. Furthermore, 49% of the homes in the county cost more than $500,000. In West County the median home price was $395,700.

Geographic Region	2000		2011 ACS			Change: 2000 to 2011	
	(a)		(b)			(b-a)	(b-a)/a
United States	$	119,600	$	186,200		$ 66,600	55.7%
California	$	211,500	$	421,600		$ 210,100	99.3%
Contra County County	$	267,800	$	490,200		$ 222,400	83.0%
West County	$	198,900	$	395,700		$ 196,800	98.9%
Central County	$	367,300	$	636,200		$ 268,900	73.2%
East County	$	226,900	$	379,400		$ 152,500	67.2%

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Table 25: Median Home Price by Region, 2000 and 2011

The implications of this unaffordable housing market is that recruitment of professional talent to fill faculty and staff positions becomes a serious challenge. Many people have given up the idea of ever owning a home. Industry relocation in the area becomes extremely difficult. Retired people on fixed income may not be able to afford the high mortgage payment and may have to relocate in Oregon, Arizona or Nevada. More importantly, students who graduate from CCCCD will be facing a tough housing market and may have to locate elsewhere. Students who are educated in California but locate in other states represent a brain drain and a net loss for the state's taxpayers.

Financing of Higher Education

California community colleges occupy a unique place in the state's public education landscape. These colleges offer instruction that overlaps both K-12 and the four-year institutions, in addition to offering their own curricula. Composed of 115 colleges and operated by 72 local districts, community colleges offer series that range from academic instruction and occupational training to economic development and services to welfare recipients. Collectively, these colleges are a $6 billion dollar enterprise serving 2.4 million state residents. This is the largest system of its kind in the nation.

Given the sale of these colleges and their special location between high schools and university education, they do contribute significantly to the development of human capital and the training of the state's workforce. The amount of financial resources available to community colleges has a direct impact on student access and the quality of instruction and services.

Comparison with Other Higher Education Segments

Funding for public education in California reflects a great disparity among the four segments of education in the state: K-12, community colleges, California State University, and the University of California. While total revenues for California community colleges have grown

over time, they have essentially kept pace with the growing enrollment that has reached its zenith of almost 1,769,000 students in 2009.
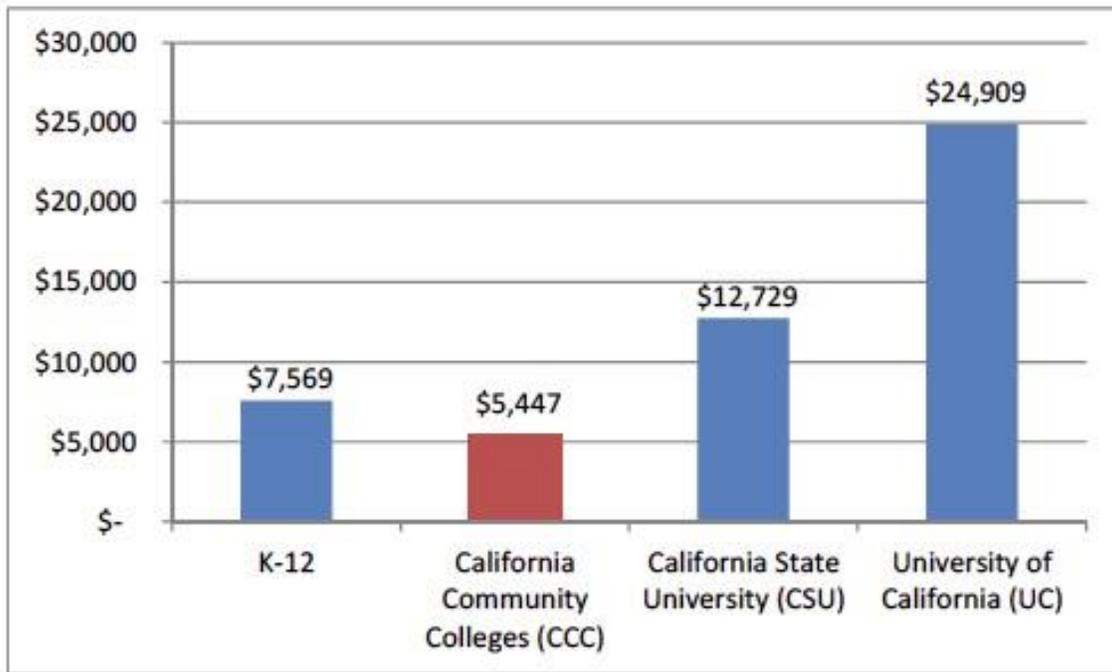
Figure 68: California Funding per Full Time Equivalent Student (FTES) 2012-13
Source: CCCCD Research and Planning

System	2008-09	2009-10	2010-11	2011-12	2012-13
K-12	$ 8,423	$ 7,957	$ 7,417	$ 7,708	$ 7,569
California Community Colleges (CCC)	$ 5,499	$ 5,376	$ 5,321	$ 5,400	$ 5,447
California State University (CSU)	$ 9,842	$ 11,614	$ 11,722	$ 11,500	$ 12,729
University of California (UC)	$ 18,054	$ 20,641	$ 22,290	$ 21,500	$ 24,909

NA- Not available.

Source: Community College League of California, Fast Facts: http://www.ccleague.org/

Table 26: Per-Student Funding by Educational System

System	2010-11		2011-12		2012-13	
California Community Colleges (CCC)						
Resident	$	780	$	1,080	$	1,380
Non-resident	$	6,630	$	6,409	$	9,030
California State University (CSU)						
Resident	$	5,202	$	6,422	$	7,017
Non-resident	$	16,053	$	17,582	$	18,489
University of California (UC)						
Resident	$	10,678	$	13,218	$	13,877
Non-resident	$	34,400	$	34,164	$	36,738
NA- Not available.						
Source: Community College League of California, Fast Facts: http://www.ccleague.org/						

Table 27: Undergraduate Fees by Educational system

Academic Year	Per Unit	12 Units	Annual Full Time**
1983/84 and prior years	$0	$0	$0
1984/85 - 1990/91	$5	$50*	$100
1991/92	$6	$60*	$120
1992/93	$10	$120	$300
1993/94 - 1997/98	$13	$156	$390
1998/99	$12	$144	$360
1999/00 - 2002/03	$11	$132	$330
2003/04	$18	$216	$540
2004/05 - 2005/06	$26	$312	$780
2006/07	$20	$240	$600
2007/08	$20	$240	$600
2008/09 - 2009/10	$26	$312	$780
2010/11	$26	$312	$780
2011/12	$36	$432	$1,080
Summer 2012 to Present	$46	$552	$1,380
*Statutory maximum per term			
**Based on 30 units			

Table 28: California Community Colleges Enrollment Fee history

REFERENCES

<u>INTRODUCTION</u>
INTRO.01   2008 Accreditation Self Study.pdf
INTRO.02   Letter from ACCJC 2-3-09.pdf
INTRO.03   2009 Accreditation Follow-Up Report.pdf
INTRO.04   Letter from ACCJC 1-29-10.pdf
INTRO.05   2010 Accreditation Follow-Up Report.pdf
INTRO.06   Letter from ACCJC 10-15-10.pdf
INTRO.07   2011 Accreditation Midterm Report.pdf
INTRO.08   Letter from ACCJC 2-1-12.pdf
INTRO.09   Substantive Change Proposal.pdf
INTRO.10   Letter from ACCJC approving Substantive Change Proposal 5-10-12.pdf

ORGANIZATION OF SELF EVALUATION PROCESS

In spring 2012, the President's Cabinet began to identify, and subsequently recommended to the College Council, the committee structure for the development of the Institutional Self Evaluation report and the accreditation timeline and process. The recommendation was to use existing governance committees, with the exception of one ad hoc committee, that align closely with the four Accreditation Standards to be assigned to write the responses. The College Council reached consensus and approved the proposed committee structure and the timeline for the Accreditation Self Evaluation at the October 11, 2012, meeting. The Accreditation Liaison Officer made regular monthly reports to the College Council and posted drafts of the Self Evaluation on the Portal. College Council approved a draft of the Self Evaluation at a special meeting in May 2014, for submission to the Governing Board in June 2014.

Membership

Steering Committee: College Council

Self Evaluation Standard	Chairperson	Committee
Standard I	**Wayne Organ**	**Planning**
Institutional Mission & Effectiveness	**Faculty Coordinator**	

Members
Marshall Alameida, Faculty – Nursing
Terence Elliott, Manager – Division Dean, NSAS
Vicki Ferguson, Manager – Division Dean, Student Services
Melody Hanson, Confidential – Sr. Executive Assistant to the President
Seti Sidharta, Classified – Student Services & Instructional Support Coordinator
Kenyetta Tribble, Faculty – Matriculation Coordinator, CIC Chair, VP Academic Senate
John Wade, Manager – Athletic Director
Wendy Williams, Faculty – Economics, SLO Coordinator
Erlinda Vance, Student Rep

Self Evaluation Standard	Chairperson	Committee
Student Learning Programs & Services	**Gabriela Segade**	**College**
Standard II	**Faculty Coordinator**	**Instruction**
Instructional Programs		
Standard II-A		

Members
Jason Berner, Faculty – Academic Skills
Vern Cromartie, Faculty – Social Sciences, Sociology
John Diestler, Faculty – Fine & Media Arts
Terence Elliott, Manager – Division Dean, NSAS
Andrew Kuo, Faculty - Librarian
Agustin Palacios, Faculty – LaRaza Studies
Kelly Ramos, Classified – Student Union Coordinator/FAO II

Julie Shieh-Cook, Faculty – Health & Human Services
Norma Valdez-Jimenez, Counselor
Robert Webster, Counselor
Erlinda Vance, Student Rep

Self Evaluation Standard	**Chairperson**	**Committee**
Student Learning Programs & Services Standard II	**Chris Tarp, Faculty, Biology**	**Student Services**
Student Support Services, Standard II-B		

Members
Kay Armendarez, Classified – Sr. Admissions & Records Assistant
Vicki Ferguson, Manager – Interim Dean, SS
Carolyn Hodge, Faculty – Africana/Chicano/Ethnic Studies
Angela King-Jones, Faculty – Nursing
Brenda King-Randel, Principal – MCHS
Elvia Ornelas-Garcia, Faculty – Academic Skills
Elisabeth Xiezopolski, Faculty – ESL
Norma Valdez-Jimenez, Counselor
Islam Ayyad, Student Rep

Self Evaluation Standard	**Chairperson**	**Committee**
Student Learning Programs & Services Standard II	**Terence Elliott Dean, NSAS**	**Ad Hoc Learning Resources & Technology**
Library & Learning Support Programs Standard II-C		

Members
Mary Healy, Classified – Sr. Administrative Assistant
Sherry Diestler, Faculty – Speech
James Eyestone, Manager – Technology Systems
Ellen Geringer, Faculty – Library Coordinator
Michael Frith, Adjunct Faculty – Emergency Medical Sciences
Susan Lee, Manager – Division Dean, LAVA
Wayne Organ, Faculty – Academic Senate President & Planning Coordinator
Rick Ramos, Faculty – Administration of Justice
Marlene Ortanez, Student Rep

Self Evaluation Standard	**Chairperson**	**Committee**
Resources, Standard III	**Mariles Magalong,**	**Professional**
Human Resources, Standard III-A	**Business Services Director**	**Development**

Members
Debra Barnes, Faculty – Biological Sciences
Fran Jacobs Buster, Faculty - Nursing
Alma Cardenas, Classified – Cashier
Nick Dimitri, Supervisor – Business Services
Cherie Etheredge, Faculty – Nursing

Ellen Geringer, Faculty – Library Coordinator
Ruth Gorman, Faculty – DSPS & CTE Programs
Barbara Grillo, Faculty – Early Childhood Education
Helen Kalkstein, Manager – Dean LA
David Houston, Faculty – Humanities/Philosophy
Gabriela Segade, Faculty – English as a Second Language
Luanna Water, Student Rep

Self Evaluation Standard	Chairperson	Committee
Resources, Standard III	**Tammeil Gilkerson**	**Operations**
Physical Resources, Standard III-B	**Vice President**	**Council**

Members
James Eyestone, Manager – Technology Systems
Vicki Ferguson, Manager – Division Dean, Student Services
Donna Floyd, Manager – Sr. Dean of Instruction
Lilly Harper, Classified – Payroll
Bruce King, Manager – Buildings & Grounds
Susan Lee, Manager – Division Dean, LAVA
Lt. Jose Oliveira, Manager – Police Services
Wayne Organ, Faculty – Academic Senate President, Planning Coordinator
Darlene Poe, Manager – Custodial & Facilities
Ysrael Condori, Student Rep

Self Evaluation Standard	Chairperson	Committee
Resources, Standard III	**James Eyestone,**	**Technology**
Technology Resources, Standard III-C	**Technology Systems Manager**	

Members
Michel Arnold, Faculty – Social Sciences, Psychology
Nick Dimitri, Supervisor – Business Services
Ellen Geringer, Faculty – Library Coordinator
Katie Krolikowski, Faculty – Biotechnology
Michele Jackson, Classified – Marketing & Communications Coordinator
Thomas Murphy, Faculty – Computer Science
Lt. Jose Oliveira, Manager – Police Services
Ellen Seidler, Faculty – Media & Communication Arts
Mark Williams, Classified – College Computer Center Coordinator
Alex Hale, Student Rep

Self Evaluation Standard	Chairperson	Committee
Resources, Standard III	**Mariles Magalong**	**Budget**
Financial Resources, Standard III-D	**Business Services Director**	

Members
Erika Greene, Classified – Customer Service Clerk
Tammeil Gilkerson, Manager – Vice President

Terrill Mead, Faculty – Mathematics
Wayne Organ, Faculty – Academic Senate President, Planning Coordinator
Seti Sidharta, Classified – Student Services & Instructional Support Coordinator
Vacant, Student Rep

Self Evaluation Standard	Chairperson	Committee
Leadership & Governance, Standard IV Decision-Making Roles & Processes Standard IV-A	**Denise Noldon, President**	**President's Cabinet**

<u>Members</u>
Tammeil Gilkerson, Manager – Vice President
Mariles Magalong, Manager – Business Services Director
Wayne Organ, Faculty – Academic Senate President, Planning Coordinator
Shondra West, Classified – Sr. Administrative Assistant, Classified Senate President
Ysrael Condori, Student Rep – Associated Student Union President

(Revised 10/11/12)
(Revised 1/8/13)
(Revised 3/14)

Timeline and Process for Completion and Approval of the Institutional Self Evaluation

August 16, 2012   The Accreditation Liaison Office (ALO) and the Academic Senate President made a presentation at the fall 2012 All College Day meeting on "Accreditation 2014."

September 2012   ALO met with the Classified and Academic Senates to request participation on Self Evaluation Committees.

September 2012   ALO met with Associated Student Body to request student participation on Self Evaluation Committees.

October 11, 2012   College Council approved the Self Evaluation Committees. Participatory governance committees and an ad hoc committee were assigned Standard subareas.

October 2012   Committees began meeting to work on the Standards.

January 9, 2013   FLEX activity, "Accreditation Workshop" for all of the members of the Self Evaluation Standards committees.

August 15, 2013   A second "Accreditation 2014" presentation was made by the ALO and Academic Senate President at All College Day.

September 2013   Editor completed the editing of the first draft of Institutional Self Evaluation. Returned drafts to committee chairs and other staff responsible for writing Self Evaluation.

September 18, 2013   Began a series of standing meetings ALO, Academic Senate President (ASP) and College President's assistant (CPA) to integrate the Evidence into the Self Evaluation for each Standard.

September 25, 2013   Standing meeting with ALO, ASP, and CPA.

October 2, 2013   Standing meeting with ALO, ASP, and CPA.

October 11, 2013   ALO meets with Standard committee chairs and key writers of the Institutional Self Evaluation. Report on status of first draft. Discuss drafts and evidence. Posted first draft on Portal; continued working on the second draft.

October 16, 2013	Standing meeting with ALO, ASP, and CPA.
October 23, 2013	Standing meeting with ALO, ASP, and CPA.
October 30, 2013	Standing meeting with ALO, ASP, and CPA.
November 1, 2013	ALO meets with Standard committee chairs and other key writers of the Institutional Self Evaluation. Continue working on second draft. Continue collecting evidence and reference materials.
November 6, 2013	Standing meeting with ALO, ASP, and CPA.
November 15, 2013	ALO and Academic Senate President meet with committee chairs on progress of the Self Evaluation.
November 18, 2013	Districtwide Accreditation meeting to discuss and Review Standard IVB.
December 6, 2013	ALO meets with Standard committee chairs and other key writers of Institutional Self Evaluation. Submit second draft to editor for editing.
December 18, 2013	Standing meeting with ALO, ASP, and CPA.
January 10, 2014	"Accreditation Update" by the ALO at the spring 2014 All College Day meeting. Sections of the Self Evaluation are posted on the Portal.
January 24, 2014	Editor completes editing second draft. Editor posted second draft on Portal for college wide input.
February 7-March 7, 2014	ALO met with Standard committee chairs and other key writers. Continue to edit Self Evaluation for a third draft.
March 10-March 28, 2014	Editor completes editing third draft. Committees continue writing, editing and collecting evidence for Self Evaluation.
April 9, 2014	Editor continues to edit sections of Self Evaluation; Committees continue editing and collecting evidence; prepare for first read by College Council in May. Post on website for response by the college community.
April 10-April 30, 2014	Continue editing Institutional Self Evaluation for a 1st read by College Council in May 2014.

May 19, 2014	First read of Institutional Self Evaluation in College Council. College Council approved Institutional Self Evaluation for submission to Governing Board.
May 19 27, 2014	Continue editing Institutional Self Evaluation for submission to June Governing Board.
June 25, 2014	Governing Board Approval at the June 25, 2014 meeting.
July 2014	Make necessary corrections to Self Evaluation in preparation for submission to the ACCJC.
August 2014	Submit the Institutional Self Evaluation to the ACCJC.

(Revised 10/18/13)
(Revised 2/3/14)
(Revised 4/30/14)

ORGANIZATIONAL INFORMATION

Contra Costa College (CCC) is one of three colleges in the Contra Costa Community College District (District). The District was founded in December 1948 and recently celebrated its 65th anniversary. The five-member Governing Board is comprised of officials elected to four-year, staggered terms by residents of the District's five wards, each ward designated by a geographic location within the District's service area. Although elected by ward, each Governing Board member represents the interests of the District as a whole. The sixth member of the Governing Board is the Student Trustee, elected by students District wide to serve a one-year term. The Student Trustee has an advisory vote.

The current Chancellor was appointed by the Governing Board in August 2005 and has the responsibility of implementing and ensuring adherence to the District's policies and procedures. Reporting to the Chancellor, the current Contra Costa College president began service as the 11th president of the college in July 2012. At that time, several of the management positions were interim or were filled just prior or subsequent to the current president's arrival at the college. These changes were followed by the retirements of three deans: one each in liberal arts, and workforce and economic development. The senior dean of student services retired prior to the arrival of the current president. The organization of the college is displayed in the organizational charts following this section.

> President: Management positions reporting directly to the president are the vice president of academic and student affairs, director of business services, athletic director, and the academic and student services manager (Gateway to College). The president also supervises classified staff in marketing, communications, and community education and the college's Foundation Office. In addition, the president supervises college planning.
>
> - Vice President of Academic and Student Affairs: The vice president reports to the president, and, as the chief instruction and student services officer, supervises managers for instruction and student services as well as information and technology, Hispanic Serving Institution science, technology engineering and mathematics (HSI STEM), and workforce and economic development.
>
>   - Instruction: The senior dean of instruction reports to the vice president and serves as the Accreditation Liaison Officer and, due to a vacancy, is currently acting dean of the natural sciences and social sciences (NSAS) division. In addition, the deans for liberal arts (LA) and library and applied and vocational arts (LAVA) report to the vice president.
>
>   - Student Services: The dean of student services reports to the vice president and supervises the director of admissions and records, the EOPS manager, the Singlestop/CalWORKS manager, the DSPS manager, the financial aid supervisor, and also serves as the manager of Extended Opportunities Programs and Services and as the college's student discipline officer.

- Business Services: The director of business services reports to the president, oversees the business services unit, and serves as the chief business officer. The director of business services supervises the business services supervisor, custodial manager, and the buildings and grounds manager.

In the spring 2014 semester, the college employed 86 full-time faculty, 99 adjunct faculty, 83 full-time monthly classified staff, and 20 administrators.

Contra Costa College
Management Structure – Spring 2014

President
Dr. Denise Noldon

Business Manager
Mariles Magalong

Gateway Manager
Dr. Karl Debro

Vice President
Tammeil Gilkerson

Athletic Director Manager
John Wade

Foundation Director
Vacant

Business Services Supervisor
Nick Dimitri

Bldgs/ Grounds Manager
Bruce King

Custodial Manager
Darlene Poe

Technology Manager
James Eyestone

Director, Workforce & Economic Development
Dona DeRusso

HSI STEM Manager
Dr. Mayra Padilla

Division Dean: Student Services
Vicki Ferguson

Sr. Dean NSAS Division (Accreditation Liaison Officer)
Dr. Donna Floyd

Division Dean: LAVA
Dr. Susan Lee

Division Dean: Liberal Arts
Jason Berner

Director, Admissions & Records
Catherine Fites

DSPS Manager
Sue Abe

Single Stop/ CalWORKS/ Manager
Teresea Archaga

Financial Aid Supervisor
Monica Rodriguez

EOPS Manager
Vacant

Contra Costa College
Vice President's Office
Direct Reports and Assignments

Vice President
Tammeil Gilkerson

Middle College High

Director of Workforce and Economic Development
Dona DeRusso

Senior Dean, Instruction
Dr. Donna Floyd

Senior Administrative Assistant
(vacant)

HSI/STEM Director
Dr. Mayra Padilla

Student Services and Instructional Support Coordinator
Kelly Ramos

Technology Manager
James Eyestone

Senior Computer Network Specialist
Milen Fong

Computer Network Technician
(vacant)

Computer Center Coordinator
Mark Williams

Media Design Specialist
Timothy Gleason

Scheduling Specialist
Kerry Bledsoe

Evening Program Monitor
Kenny Purizaga

LAVA Division Dean
Dr. Susan Lee

Liberal Arts Division Dean
Jason Berner

NSAS Division Dean
(vacant)*

Student Services Division Dean
Vicki Ferguson

Contra Costa College
President's Office
Direct Reports and Cabinet

Foundation Director (vacant)	**President** **Dr. Denise Noldon**	**Senior Executive Assistant** Melody Hanson
Planning Coordinator (.4) Wayne Organ		**Athletic Director** John Wade
Scholarship Coordinator (.5) Jennifer Dyment	**Vice President, Academic and Student Affairs** Tammeil Gilkerson	**Gateway to College Director** Dr. Karl Debro
Director of Business Services Mariles Magalong	**Senior Dean, Instruction** Dr. Donna Floyd	**Marketing and Communications Coordinator** Michele Jackson
		Grants Coordinator (vacant)

Contra Costa College
Library, Allied Health, Vocational Education
Direct Reports and Departments

Director of Nursing
Dr. Marshall Alameida

Division Dean
Dr. Susan Lee

Senior Administrative Secretary
Elizabeth Vega

Allied Health

Certified Nursing Assistant

Nursing

Classified Staff

Administrative Secretary Nursing
Diana Hall

Instructional Assistant Automotive
James Garner

Culinary Arts Lab Assistant
Wing Man (Angel) Chau

Student Services and Instructional Support Coordinator (Early Learning Center -ELC)
May Saeteurn

Family Life Education Specialist (ELC)
Denise Marshall Thomas

Family Life Education Specialist (ELC)
Michele Naidoo

Media Services Technician II
Francine Mowry

Senior Library Assistant
Brenda Pless

Senior Library Assistant
Tadeletch Yoseph

Library Assistant II
Barbara Anderson

Library & Learning Resources

Library

Learning Resource Center

Vocational Education

Administration of Justice

Emergency Medical Sciences

Automotive Services

Culinary Arts

Early Childhood Education

Health and Human Services

Health Education

Physical Education

Early Learning Center

Cooperative Education

Contra Costa College
Liberal Arts
Direct Reports and Departments

Division Dean
Jason Berner

Classified

Instructional Assistant, Fine Arts
Charles Anthony Gordon

Theater Staging Specialist
John R. Morocco

Tutoring Services Coordinator
(vacant)

Departments

Drama

English

English as a Second Language

Fine and Media Arts

Foreign Languages

Journalism

College Skills Center

Music

Philosophy & Humanities

Speech

Tutoring

Senior Administrative Secretary
Zolayma Martin

Contra Costa College
Natural, Social and Applied Sciences
Direct Reports and Departments

Division Dean
Dr. Donna Floyd (Interim)

Classified

Student Services and Instructional Support Services Coordinator (CSE)
Seti Sidharta

Science Lab Technician II Biology
Sapana Acharya Regmi

Science Lab Technician II Biology
Juanita Boswell

Science Lab Technician II Biology
Brian Williams

Science Lab Coordinator Chemistry
(vacant)

Instructional Assistant Mathematics
Peggy Abrams

Computer Aided Instructional Lab Coordinator
Xiao Pena

Senior Electronics Technician
Jeff Kamalian

Departments

Africana, Chicano & Ethnic Studies

Astronomy, Physics, Engineering & Geology

Biology

Business/Real Estate

Chemistry

Center for Science Excellence (CSE)

Computer and Related Electronics

Mathematics

Social Sciences (Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology)

Senior Administrative Secretary
Maritza Guerrero

Contra Costa College
Student Services
Direct Reports and Departments

Administrative Secretary
Yolanda Mendoza

Division Dean Vicki Ferguson

Assessment Center Technician
Carla Matute

International Students
Sui-Fen Liao

Student Union Coordinator
Erika Greene

Director of Disabled Students Program
Yasuko Abe

Director of Admissions and Records
Catherine Fites

EOPS & CalWORKS
Teresea Archaga

Financial Aid Supervisor
Monica Rodriguez

Student Services and Instructional Support Coordinator
Kenneth Reynolds

Student Services and Instructional Support Coordinator
Letta Greene

Instructional Assistant
Richard Stollings

Sr. Admissions and Records Assist
Joanne Solano

EOPS Assistant
Sarn Saepharn

Financial Aid Assistant II
Patricia Herrera

**Assessment
Articulation
Counseling
Puente
Supported
Education Services
Student Life
Student Support
Services
Transfer**

Senior Admissions and Records Assistant
Kay Armendarez

EOPS Assistant
Chau Tran

Financial Aid Specialist
Barbara Rance

Computer Aided Instructional Lab Coord.
Eric Appel

Senior Account Clerk
Alma Cardenas

Financial Aid Specialist
(vacant)

Lead Admissions and Records Assistant
Trinidad Ledesma

Alt. Media Specialist
Kenny Purizaga
(.5)

Admissions and Records Assistant I
(vacant)

Financial Aid Assistant II
(vacant)

108

Contra Costa College
Business Services
Direct Reports and Departments

Buildings & Grounds
Bruce King

Director of Business Services
Mariles Magalong

Custodial Services
Darlene Poe

Business Services
Supervisor
Nick Dimitri

Buildings & Grounds Staff

Julio Campos, Sr. Equipment Maintenance Worker
Reginald Grisby, Sr. Equipment Maintenance Worker
Sheri Hintz, Office Assistant II
Michael Mayo, Sr. Grounds Worker/Gardner II
Greg Ericson, Grounds Worker/Gardner II
Aaron Taylor, Grounds Worker/Gardner II
Aaron McCoy, Building Maintenance Worker

Senior Payroll Clerk
Lilly Harper

College Human
Resources Assistant
Joy Steinecke

Senior Administrative
Secretary
(vacant)

Senior Account Clerk
Jacqueline Oré

Lead Bookstore
Operations Assistant
Darrius Crear

Bookstore Operations
Assistant
Nicholas Dunn

Customer Services
Clerk
Erika Greene

Custodial Services Staff

Monty Gayton, Campus Facilities Assistant
Anthony Kennedy, Custodian I
Wartney Buchanan, Custodian II
Maria Casteneda, Custodian II
Donna Ericson, Custodian II
Jeryl Landers, Custodian II
Jose Martin, Custodian II
Randy Martin, Custodian II
Guadalupe Mora, Custodian II
Stanley Porter, Custodian II
Adrianne Sims, Custodian II
Eric Smith, Custodian II
Jacqueline Smith, Custodian II
Josefina Soler-Muniz, Custodian II
Michael Thomas, Custodian II

District-College Functional Map

Operational responsibilities and functions of the District Office and the colleges in the District are delineated in the document titled *District and College Roles, Responsibilities, and Service Outcomes – Functional Map (*FM.01). College and District personnel who have responsibility for the functions listed in the document developed the document in 2010. Every major function performed in the District is listed, and the role of the colleges and the District off for each function is stated. The document was updated in 2013 as a result of more centralization and consolidation due to restructuring at the District level. The document reflects accurately the roles and responsibilities of the college and the District office and is followed in practice.

Every four years, as part of its administrative services review process (FM.02) (FM.2a) (FM.2b), each department at the District Office meets with its college counterpart(s) to review and update the document (FM.03). In addition to the process for updating the *Functional Map*, the executive vice chancellors conduct informational sessions at various workgroup meetings at each of the colleges to communicate the application and reinforcement of the document. Further, the chancellor engages the college presidents and the cabinet in the discussion and review of the Functional Map (FM.04).

REFERENCES

FM.01   District and College Roles, Responsibilities, and Service Outcomes-
               Functional Map.pdf
FM.02   District Office Dept. Unit Review Guide and Template Final September
               2010.1.pdf
FM.02a   District Office Dept. Unit Review Guide and Template Final September
               2010.2.pdf
FM.02b   District Office Dept. Unit Review Guide and Template Final September
               2010.3.pdf
FM.03   District Office Planning Calendar v2.pdf
FM.04   October 22, 2013.pdf

Certification of Continued Institutional Compliance with Eligibility Requirements

1. AUTHORITY

   Contra Costa College 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. This authority has existed continuously since CCC was first established in 1949, with accreditation status regularly renewed by the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC[i]) (0.01).

2. MISSION

   The College completed a revision of its mission statement in spring 2013 (0.02) The College Council approved the revised mission statement on April 11, 2013 (0.03), after which it was presented to the Contra Costa Community College District Governing Board and approved on May 22, 2013 (0.04), Item 85-A.

3. CONTRA COSTA COMMUNITY COLLEGE DISTRICT GOVERNING BOARD

The five-member Governing Board for the Contra Costa Community College District (CCCCD) is an independent policy-making body which is responsible for overseeing that its three colleges implement their stated missions. The Governing Board is charged with ensuring the quality, integrity, and financial stability of its colleges. Five Board members are elected by geographic locations (0.05) although the members represent the interest of all county residents (0.06). A sixth Board member is a student trustee who serves in an advisory capacity, except in personnel matters, as provided in the Governing Board's "Rules and Regulations of the Governing Board" (0.07). The students of the District elect the student trustee. The Governing Board members serve four years which are staggered so that 40%-60% of the members are elected every two years to ensure continuity. The Board is sufficient in size and composition to fulfill its responsibilities. As a body charged with independent policy-making, it is capable of reflecting the interests of the public and constituents in its decisions. Board members do not have employment, family, ownership, or personal financial interests in the institution. The Board is guided by its "Code of Ethics of the Governing Board" (0.08), which states that it will follow the highest ethical standards and will "not engage in activities that could be considered in conflict of interest." As required of public officials, the Board annually reports potential conflicts of interest as part of their Board responsibilities (0.08).

Agendas and Minutes of Board meetings are available to the public via the CCCCD website under Home>Governing Board>Agendas, Minutes & Minutes Indexes (0.09). Deadline dates for Governing Board Meetings are available to the public via the CCCCD website under Home>Governing Board>Deadline Dates for Governing Board Meetings (0.10) (0.11).

4. CHIEF EXECUTIVE OFFICER

The chief executive officer of the College is appointed to his/her role as president by the Governing Board and has full-time responsibility to the institution. The Board delegates to the president the authority to administer Board policies for the College, as outlined in the *Rules and Regulations of the Governing Board* (D-7). Neither the College president nor the District chancellor serves as chair of the Board. The current president was appointed by the Board on May 23, 2012 and began serving on July 1 of the same year. The president's contract states the primary responsibility of the president as being "responsible to the Governing Board and the Chancellor for the supervision and development of all aspects of the educational programs and services of the College" (0.12).

5. ADMINISTRATIVE CAPACITY

Contra Costa College has a sufficient number of administrators (20), including a president, vice president, division deans, directors, and classified administrators (0.13) to provide the services to meet the mission and purpose of the College. Administrators are selected competitively and all possess the appropriate preparation and experience to fulfill their assigned roles.

6. OPERATIONAL STATUS

Contra Costa College is a comprehensive college with a variety of course offerings and programs to meet the varied educational needs of its service area (0.14).

The College has been in continuous operation since 1949 and currently serves roughly 6,000 full time equivalent students (0.15), actively pursuing degree and certificate programs in a wide variety of academic areas offered by the institution. The College operates on a year-round schedule, with fall, spring, and summer terms.

7. DEGREES

Contra Costa College offers programs leading to 48 A.A. or A.S. degrees, forty Certificates of Achievement, and 16 Certificates of Accomplishment (0.16). In 2011-2012 the College awarded 352 certificates and 599 associate's degrees (0.17). A majority of the College's academic programs lead to a degree, and the degrees and requirements are identified in the College Catalog (0.16) (0.18) (0.19) (0.20) (0.21) (0.22) (0.23).

While CCC does offer a number of basic-skills courses, the majority of course offerings are college level. During fall 2012, 88 (288.08 FTES) of 668 (2604.49 FTES) credit sections were basic-skills sections (0.24) (0.25). During spring 2013, 68 (228.10 FTES) of 723 (2593.50 FTES) credit sections were basic-skills sections (0.24) (0.25). The College offers a small number of non-credit courses. During fall 2012, 14 (31.14 FTES) non-credit sections were offered; during spring 2013, 10 (26.79 FTES) non-credit sections were offered (0.26).

8. EDUCATIONAL PROGRAMS

Contra Costa College's principal degree programs are consistent with its mission (0.27) (0.16). In determining degree and certificate programs, the College considers student demand and need, advisory committee recommendations, and needs related to industry and business. Program review, faculty evaluation, and course content review ensure that courses and programs are of high quality and rigor. Programs are both sufficient in content and in length (typically two years) to ensure that students completing these programs are well-prepared to continue their education at four-year colleges and universities and/or to seek employment in vocational fields. CCC degrees meet appropriate standards of quality and rigor, and culminate in identified student outcomes (0.28) (0.29) (0.30) (0.31).

9. ACADEMIC CREDIT

Academic credit is awarded in semester units, based on Title 5 provisions (0.32) and generally accepted standards. One credit-hour or unit is equivalent to one hour of lecture or three hours of laboratory work per week, based on an 18-week term. Credit units are established by the discipline faculty and approved by the College Instruction Committee (a subcommittee of the Academic Senate) (0.33). The units awarded for each course are specified in the College catalog (0.29), and the units and the time that each course meets per week are specified in the searchable schedule of classes (0.31).

10. STUDENT LEARNING AND ACHIEVEMENT

Contra Costa College defines and publishes in the College catalog, for each program, a program of study and the program student learning outcomes (0.28) (0.30). Student success at the course level is measured by faculty, who base their assessment of successful completion on various accepted criteria (e.g., examination grades, written assignments, skill demonstrations, etc.) (0.34). CCC engages in systematic and ongoing evaluation and integrated planning to ensure that programs measure student learning through program review and student learning outcome (SLO).

Program reviews are conducted every four years, or every two years in the case of Career Technical Education (CTE) programs. Each program reviews its goals, objectives, performance data, strengths and weaknesses, recommendations for improvement, resources, facility, personnel and technology needs. Program reviews are tied to the College's Strategic Initiatives.

Program and course SLOs measure student learning and the process include identifying intended outcomes, direct and indirect evidence, and benchmarks to be used in assessing those outcomes including satisfaction survey designs. Program and course SLOs are included in the unit program review and each program unit uses the results to improve student learning and institutional effectiveness. All program, administrative, and student services units develop annual plans to maintain focus on the SLO recommendations and action plans resulting from the program review.

Curriculum Instructional Committee (CIC) reviews course SLOs and provides necessary

feedback. SLO plans and assessment results are available on the CCC SLO webpage on file in the Office of Instruction. SLO recommendations are built into the College's integrated planning process for improvement plans and decision making.

11. GENERAL EDUCATION

Contra Costa College has General Education (GE) requirements to ensure breadth of knowledge and to promote intellectual inquiry (0.18). GE requirements must be completed for students to earn a degree and are listed in the College catalog. GE requirements are based on the College's vision, beliefs, values, mission, and goals (0.35).

CCC GE requirements include writing, computation, science, arts and humanities, social science, information competency, cultural pluralism, health, physical activity, and American institutions (0.18). 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; indeed, many of CCC's GE courses articulate with courses at four-year colleges and universities. The California State University and the University of California systems have each authorized CCC to certify student completion of IGETC requirements (0.20) and CSU General Education requirements (0.21) respectively (0.23).

12. ACADEMIC FREEDOM

The College abides by the policy on academic freedom stated in Contra Costa Community College District Board Policy 2018 (0.36). 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/education community in general. The College maintains an atmosphere in which intellectual freedom and independence exist.

13. FACULTY

Contra Costa College employs 79 full-time faculty and 215 part-time faculty (0.37). In fall 2013 the College determined it would hire eight full-time faculty (0.38). The faculty is sufficient in number and experience to support all the College's educational programs. CCC faculty are hired according to Title 5, which mandates minimum qualifications for each discipline (0.39) (0.40). Course offerings are appropriately and sufficiently staffed by a combination of qualified full- and part-time faculty. As per the United Faculty-Contra Costa Community College District bargaining agreement, College faculty regularly fulfill their responsibilities to develop and review curriculum and assess student learning, and this is part of the faculty evaluation process (0.41).

14. STUDENT SERVICES

Contra Costa College provides, for all of its students, appropriate student services that support student learning and development within the context of the College mission. CCC offers a variety of services to meet the manifold needs of its students (0.42).

15. ADMISSIONS

Contra Costa College maintains and adheres to admissions policies that are consistent with its mission statement, the Education Code, Title 5, and the statewide mission for California Community Colleges that specify the appropriate qualifications of students for its programs (0.43).

16. INFORMATION AND LEARNING RESOURCES

Contra Costa College provides access to sufficient information and learning resources and services to support its mission and all its instructional programs, including those offered in offsite formats (0.44) (0.45). The library has expanded beyond printed media and provides access to a variety of online information databases, and web-accessible materials. Students may access library database resources through dedicated campus computer labs or remotely through the web, whether on or off campus.

17. FINANCIAL RESOURCES

The Contra Costa Community College District (CCCCD) receives apportionment funding from the State of California based on the number of full-time equivalent students (FTES) in attendance. This is the source of the District's and College's funding base. CCC receives a budget allocation from CCCCD that funds its basic operational costs (0.46). The College prepares an annual operation plan that documents its financial resources and the allocation of those resources to support student learning programs and services and to improve institutional effectiveness. The College also has an active Foundation for fundraising and has been awarded generous grants (0.47). Through its Budget Committee, the College recommends budget priorities to the College Council, which ensures that fiscal decisions align with the College mission throughout the budget and planning process. The District funding structure assures the College's financial stability within the limits of state funding (0.48) (0.49).

18. FINANCIAL ACCOUNTABILITY

The Contra Costa Community College District undergoes and makes available annual financial audits for the District and the College conducted by externally contracted certified public accountants (0.50).

19. INSTITUTIONAL PLANNING AND EVALUATION

Contra Costa College has a well-established, institutional shared-governance planning process (0.51) that was revised and implemented in 2013-2014 to better integrate planning, evaluation, and resource allocation (0.52) (0.53) (0.54). The College relies on its newly-revised mission statement to guide its planning and budgeting efforts (0.55), and that reliance is expressed in its integrated planning model through participatory (shared) governance (0.56). CCC assesses the progress of each unit towards achieving stated goals and makes decisions through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation (0.56). The College maintains a number of key institutional plans, including the Educational Master

Plan (0.57), the Facilities Master Plan (0.58), the Strategic Plan (0.59), the Technology Strategic Plan (0.60), the Staff Development Plan (0.61), and the Basic Skills Action Plan (0.62).

20. PUBLIC INFORMATION

Contra Costa College annually publishes a print (0.63) and an electronic catalog, which includes general information about the College (0.64), requirements for attending (0.65), counseling (0.66), assessment (0.67), and financial aid (0.68). The catalog is carefully checked for accuracy and updated (0.69). The catalog is readily available on campus and on the CCC website (0.70). In addition, the website provides extensive information about the College and its various instructional (0.71) and student services (0.72).

The Governing Board has a Board Policy covering Public information (0.73)

21. RELATIONS WITH ACCREDITING COMMISSION

Contra Costa College and the Contra Costa Community College District hereby affirm that Contra Costa College has consistently adhered to the eligibility requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges. CCC announces its accreditation status in the catalog (0.74) and on its website (0.75). The College describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The CCCCD Board will develop a policy assuring compliance with accreditation criteria (0.76). The College will comply with Commission requests, directives, decisions, and policies, and will make complete, accurate, and honest disclosures.

REFERENCES

0.01   ACCJC Directory of Accredited Institutions 2-7-2014.pdf
0.02   Draft Mission Statement Timeline Fall 2012 (rev January 2013).pdf
0.03   College Council Minutes - April 11, 2013 Indexed.pdf
0.04   Board Meeting 05-22-2013.pdf
0.05   2010 Ward Boundaries.pdf
0.06   Governing Board Term of Office, Wards and Election Regulation.pdf
0.07   Rules and Regulations.pdf
0.08   AP1020.01.pdf
0.09   Governing Board Agendas, Minutes and Minutes Agendas, Webpage.pdf
0.10   Deadline Dates for Governing Board meetings, Webpage.pdf
0.11   Deadline Dates for Governing Board Meetings 2013-2014.pdf
0.12   Board Meeting 05-13-2012, President Noldon's Contract.pdf
0.13   CCC Management Structure, fall 2013.pdf
0.14   National Center for Educational Statistics, Contra Costa College, Webpage.pdf
0.15   Student Success Scorecard, Webpage.pdf
0.16   CCC Catalog 2013-14, Major and Program Codes for Degrees and Certificates, p.71
        Indexed.pdf
0.17   CCC Quick Facts fall 2012.pdf
0.18   College Catalog, 2013-2014, "CCC G.E. Breadth Requirements for the Associate
        Degree", pp.72-73 Indexed.pdf
0.19   CCC Catalog 2013-2014, Steps to Choosing Your CCC General Education
        Degree Transfer Courses, P.75 Indexed.pdf
0.20   CCC Catalog 2013-2014, Transfer information and IGETC, pp.76-77 Indexed.pdf
0.21   CCC Catalog 2013-2014, Transfer to California State Universities (CSU), pp.79-82
         Indexed.pdf
0.22   CCC Catalog 2013-2014, Articulated Transfer Agreement & Degrees, p.88
        Indexed.pdf
0.23   CCC Catalog 2013-2014, Transfer to the University of California - All Campuses
        pp.83-87 Indexed.pdf
0.24   California Community Colleges Chancellor's Office - Data Mart- Credit
        Sections.pdf
0.25   California Community Colleges Chancellor's Office - Data Mart- Basic Skills
        Sections.pdf
0.26   California Community Colleges Chancellor's Office - Data Mart- Non-Credit
        Sections.pdf
0.27   College Mission Screen Shot.pdf
0.28   Administration of Justice, Program Student Learning Outcome Statement, p.92
        Indexed.pdf
0.29   CCC Catalog 2013-2014, Course Descriptions, pp.92-194 Indexed.pdf
0.30   CCC Catalog 2013-2014, Programs & Courses Offered, pp.89-91 Indexed.pdf
0.31   CCC Catalog 2013-2014, Programs & Courses Offered, pp.89-91 Indexed.pdf
0.32   Title 5 Section 55002.5, pp.12-14 Indexed.pdf
0.33   College Instruction Committee Manual, Credit Units, p.17 Indexed.pdf
0.34   Course Level Student Learning Outcomes, p.54 Indexed.pdf

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

Policy on Distance Education and on Correspondence Education
Development, implementation, and evaluation of all courses and programs, including those offered via distance education of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.

- Contra Costa College's distance education courses meet the requirements of accreditation in its courses and programs. All courses and programs, including those offered via distance education, take place within the institution's total educational mission. All offerings are controlled by the College.

"Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education."

- All of Contra Costa College's offerings are controlled by the College.

"Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education."

- Clearly defined and appropriate student learning outcomes exist for all courses at Contra Costa College including distance education offerings and those delivered in more traditional delivery modes. For example, the course outline of record is the same regardless of delivery mode. Every course created at CCC, lecture or distance education, must include student learning outcomes on the Course Outline of record. Content review also requires student learning outcomes.

"Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment."

- Each proposed or existing course offered by distance education is reviewed and approved separately by Curriculum Instruction Committee, as required by state regulation. Each course no matter the format it is offered in share the same course outline and therefore shares the same quality standard. Each course to be taught in a distance education format must also have a Distance Education Supplement to the Course Outline of Record approved. This form requires the faculty originator to specify at least three methods of "regular and effective student/instructor contact" will be employed. The Supplement form also states to all who fill out and sign the form (including Faculty Originator, Department Chair, and Dean) all expectations of Distance Education courses including requirements of effective student/instructor contact, captioning resources, courses must use District approved LMS and textbooks

must be within the LMS for authentication purposes. The Distance Education Coordinator and a member of the Distance Education Committee must sign the form before it goes to the Curriculum Committee. The SLO assessment process is applied to both face-to-face and distance education offerings. Student learning outcomes for every course evaluate student learning outcomes more than once in over four years.

"Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode, such as distance education or correspondence education, through the substantive change process."

- In 2012, Contra Costa College submitted a Distance Education Substantial Change Proposal to the ACCJC, for four AA/AS degrees and eight certificate programs that could be completed 50% or more via a mode of distance or online delivery. The ACCJC sent a letter dated May 11, 2012, approving the proposal.

"Institutions are expected to provide the Commission advance notice to offer a program, degree or certificate in which 50% or more of the courses are via distance education or correspondence education, through the substantive change process."

- In 2012, Contra Costa College submitted a Distance Education Substantial Change Proposal to the ACCJC, for four AA/AS degrees and eight certificate programs that could be completed 50% or more via a mode of distance or online delivery. The ACCJC sent a letter dated May 11, 2012, approving the proposal.

"Institutions which offer distance education or correspondence education must have processes in place which the institution establishes that the student who registers in a distance education or correspondence course or program is the same person who participates every time in and completes the course or program and is awarded academic credit."

- The College follows the District policy on *Student Authentication* (BP 4014). The policy states in part that "each college will ensure student authentication to Distance and Correspondent Education offerings and comply with federal regulations (34 CFR§602.17g) and ACCJC policies, each college will ensure student authentication to Distance and Correspondence Education classes using the unique student ID and password issued by the Contra Costa Community College District as part of the enrollment process."

REFERENCES

CERT.01   Distance Education Supplement to the Course Outline of Record Form.pdf
CERT.02   Distance Education Substantial Change Proposal, 2012.pdf
CERT.03   ACCJC May 11, 2012, Letter Approving the Distance Education Substantial Change Proposal.pdf
CERT.04   Board Policy 4014, Student Authentication.pdf

Policy on Institutional Compliance with Title IV

During the course of the Commission's eligibility review, there will be a review of loan default rates and negative actions taken by the U.S. Department of Education regarding compliance of the institution with the requirements of Title IV or the HEA. In addition, the Commission will review information provided by the U.S. Secretary of Education when notified of negative action taken by the U.S. Department of Education regarding responsibilities under Title IV or the HEA. The Commission will determine if the information calls into question compliance with its Accreditation Standards and wherever any follow-up is needed. Excessive default rates in the student loan program may be cause for a special report.

- Contra Costa College complies with all federal regulations and requirements outlined in Title IV of the Higher Education Act (HEA) in its offerings of both federal and state financial assistance programs. Board Policy 3023 states that "all financial aid programs will adhere to guidelines, procedures and standards issued by the funding agency, and will incorporate federal, state and other regulatory requirements." Furthermore, the college demonstrates diligence in managing loan default rates in compliance with loan program responsibilities as defined by the U.S. Department of Education. The loan default rates for the college are:

  - 2009 3-year Official Cohort Default Rate (CDR) is 16% based on 9 of 56 borrowers defaulting who entered repayment
  - 2010 3-year Official CDR is 15.6% based on 8 of 51 borrowers defaulting who entered repayment
  - 2011 3-year Draft CDR is 20.4% based on 18 of 88 borrowers defaulting who entered repayment

There have been no negative actions taken by the U.S. Department of Education regarding compliance with Title IV. In June 2013, the college responded to a request for additional information from the Accrediting Commission for Community and Junior Colleges (ACCJC) after experiencing a Pell fraud issue in the fall of 2011. ACCJC concluded that, based on the information provided by the college, there was no issue with the college's compliance with all regulatory requirements of Title IV and the matter was resolved (July 3, 2013, letter from ACCJC). Additionally, the college has worked with ACCJC to update our program offerings to reduce the fiscal responsibilities toward programs that are not Title IV eligible, such as the discontinuance of the Instructional Service Agreement between the College and the W Institute for a cosmetology program.

REFERENCES

CERT.05   Board Policy 3023, *Financial Aid and Student Services Procedure.pdf*
CERT.06   Acknowledgement Letter dated July 3, 2013, from ACCJC re irregularities
                  with Pell grants at CCC.pdf

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status
Educational programs and services offered shall be the primary emphasis of all advertisements, publications, promotional literature and recruitment activities, including electronic format.

- Contra Costa College continues to improve on providing clear and accurate information to students and prospective students in all college publications and through the website. Student recruitment is conducted by qualified college staff members and trained student ambassadors. Specifically, representations to conditions for transfer of course completion and license exams are clear and accurate. This information is provided primarily through the College catalog, schedule of classes and the college website.

The College catalog, schedule of classes and the college website contain all of the required information, as shown in Table A below.

Table A: Placement of Critical Information Regarding Contra Costa College

Information Required	Catalog	Schedule	Website
Official Name, Address, Phone	X	X	X
Mission and Purpose	X		X
Information on Programs and Courses	X		X
Degree, Certificate and Program Completion Requirements	X		X
Faculty with Degrees Held	X		X
Facilities Available		X	X
Rules and Regulations for Conduct	X		X
Academic Freedom Policy	X		X
Fees	X	X	X
Financial Aid Opportunities	X	X	X
Refund Policies and Procedures	X		X
Transfer of Credit Policies	X		X
Nondiscrimination Policy	X		X
Other Locations for Policies	X		X
Governing Board	X		X
Accreditation Status	X		X

REFERENCES

CERT.08   College Catalog.pdf
CERT.09   Schedule of Classes.pdf
CERT.10   College Website.pdf

Policy on Award of Credit

The courses or other educational experiences have identified student learning outcomes that students must meet at a defined level of performance to receive credit.

- All courses and programs at Contra Costa College must have student learning outcomes (SLO) on file. SLOs are included in the course outlines of record. All syllabi, which are submitted to division offices at the beginning of the semester, must also list the student learning outcomes. When courses or programs are created or revised, the Curriculum and Instruction Committee reviews the SLOs and their connection to course objectives and content. Course level SLOs are in alignment with program level SLOs. New institutional student learning outcomes are being mapped to general education area requirements and individual courses. Program level student learning outcomes are listed under each program in Chapter 4 of the CCC Catalog.

The courses or other educational experiences meet standards of quality as defined by the institution.

- Contra Costa College is committed to providing a rigorous and transformative educational experience for all its students. The College follows standard academic practice when awarding degrees and units of credit.

The credits awarded for a course or educational experience is comparable in quantity and nature to credits awarded to other courses at the institution.

- The curriculum approval process ensures all programs and courses have the appropriate level of rigor. This is done through analysis of course content and objectives, alignment with requirements for transfer to 4-year institutions, and evaluation of program requirements. The College has numerous articulation agreements with the CSU and UC systems and private institutions so that that credits earned at CCC are accepted for transfer. The current list of transferrable courses is included in Chapter 3 of the Contra Costa College Catalog.

The credits are appropriate for higher education or for pre-collegiate education, and are defined as such.

- Contra Costa College has designated certain courses "non-degree credit." This means that units earned in selected courses will not count toward an associate's degree. This information is contained in the course descriptions in the College catalog.

The credits are appropriate and applicable to the institution's own educational programs leading to a degree, certificate, or other defined educational outcomes.

- Contra Costa College has articulated lower division course-to-course, major-to major, and general education articulation agreements with all California State University (CSU), University of California (UC) and a number of private colleges and

universities. These agreements ensure that participating universities will accept certain courses taken at Contra Costa College to satisfy general education, major, or elective university requirements.

REFERENCES

CERT.11   College Catalog.pdf
CERT.12   ASSIST.org.pdf
CERT.13   Student Services Procedure 3006, *Awards Issued by the Contra Costa Community College District.pdf*
CERT.14   Curriculum and Instruction Procedure 4001, Standards of Scholarship.pdf
CERT.15   Curriculum and Instruction Procedure 4004, *Awards Issued by the Contra Costa Community College District.pdf*

Policy on Institutional Integrity and Ethics
An accepted institution will uphold and protect the integrity of its practices.

- Contra Costa College upholds and protects the integrity of its practices. The College exhibits integrity and subscribes to high ethical standards. The College is continually reviewing its practices to assure alignment with the mission, values, goals Board policies and compliance with Title 5 and the Education Code. Board Policy 2056, *Code of Ethics,* states that it "is the policy of the District to apply the highest ethical standards of conduct to all members of the District community – managers, faculty, classified and students."

An institution applying for eligibility, candidacy, or extension or candidacy, accreditation or reaffirmation of accreditation, provides the Commission with information that is readily available.

- Contra Costa College complies with all Commission reporting requirements in an accurate and timely manner.

The institution assures the clarity, accuracy and availability of information provided to all persons or organizations and related to its mission statement, its educational programs, all student services and tuition and fees. The institution reports accurately to the public its accreditation status.

- The College publishes and provides information to the public related to its mission statement, educational programs, student services, accreditation status, tuition and fees via the College catalog, the schedule of classes and on the college website.

The institution has policies to ensure academic honesty, accuracy in the hiring process and policies and procedures to prevent conflict of interest throughout the organization, and policies that provide due process protections. Such policies are reviewed regularly and are

widely available to institutional staff, students, governing board members and the general public. The institution is able to provide evidence that it upholds its policies.

- Policies and procedures are in place to ensure academic honesty, integrity in hiring process and to prevent conflict of interest throughout the organization. Such policies are reviewed regularly and are widely available to employees, students, Governing Board members and the public. The policies also contain clear statements of responsibility for assuring integrity and describe how violations are to be resolved.

The institution demonstrates integrity and honesty in interactions with students and prospective students in all academic, student support and administrative functions and services, its transfer of credit policies and whether successful completion of its courses qualify students to receive, to apply, and/or to take licensure examinations.

- The College provides accurate information to students through the College catalog and the Schedule of Classes. These documents are carefully reviewed before each printing to assure information is correct.

The institution establishes and publicizes policies ensuring institutional integrity that contain clear statements of responsibility for assuring integrity and describe how violations of integrity ate to be resolved.

- Established and published policies ensuring institutional integrity are in place. Board Policy 1010, *Code of Ethics of the Governing Board*, addresses institutional integrity.

The Institution, in its relationship with the Commission, cooperates in preparation for site visits, receives evaluation teams or Commission representatives in a spirit of collegiality, and complies with the Eligibility Requirements, Standards, and Commission policies.

- Contra Costa College holds accreditation activities as a priority, welcomes the visiting visit team, provide assistance in advance preparation as well as support while the team is on campus. The College complies with the Eligibility Requirements, Standards and Commission policies ensuring preparation for the accreditation requirements on an ongoing basis.

The institution establishes a governance process and policies to receive and address complaints regarding questionable accounting practices, operational activity which is a violation of applicable law, rules, and regulations, or questionable activities which may indicate potential fraud, waste, and/or abuse. The process shall allow for the confidential and anonymous submission of complaints.

- Whistleblower Protection (BP 2055), puts in place a process for the College to address complaints regarding questionable processes or activities which may indicate potential fraud, waste and/or abuse. These board policies are publicized on the District website, Business Procedures and Governing Board Polices and Administrative Procedures.

REFERENCES

CERT.16   Board Policy 1010, Code of Ethics of Governing Board.pdf
CERT.17   Board Policy 2056, Code of Ethics.pdf
CERT.18   Board Policy 2055, Whistleblower Protection.pdf
CERT.19   Human Resources Procedure 1040.08, Employee Code of Ethical
           Behavior.pdf
CERT.20   Human Resources Procedure 1040.07, *Unlawful Discrimination and
           Unlawful Harassment.pdf*
CERT.21   Student Services Procedure 3027, Student Code of Conduct.pdf

Policy on Contractual Relationships with non-Regionally Accredited Organizations
The institution contracts certain functions to a related entity and is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, initial accreditation, educational quality and institutional effectiveness review, follow-up and special reports, and all other times deemed relevant by the Commission.

- The College has no contractual relationships with non-regional accredited organizations.

Responses to Recommendations from the 2008 Educational Quality and Institutional Effectiveness Review and the 2011 Accreditation Mid-Term Report

Contra Costa College submitted its "Institutional Self Study 2008 in Support of Reaffirmation of Accreditation" in August 2008, with an accreditation team visit in fall 2008. The College completed a Follow-up Report on College Recommendation 2 and District Recommendation 1 on September 30, 2009, a Follow-up Report on District Recommendation 1 on October 13, 2010, and an Accreditation Focused Midterm Report on October 11, 2011. The following discussion integrates responses to the original accreditation report, to the two follow-up reports, and to the Midterm Report. The team made eight recommendations, four for the College and four for the district. A separate response is provided for each recommendation. The response has been updated to reflect both the midterm report and current information. The language used by the visiting team is identical to the language used for each recommendation.

College 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)

Descriptive Summary
By spring 2011, the Research and Planning Committee had reviewed the planning process, and an updated integrated planning model was developed (RESP.01). There were clearer links among the components of the integrated planning model, especially to Student Learning Outcome Assessment (SLOA) and its consequent improvement strategies. The update also led to a clearer description of the College's processes and of staff involvement in planning. These changes continued CCC's long standing, dynamic, and continuous planning process and clarified the integrated planning model. In fall 2013, the Planning Committee further refined the integrated planning model to strengthen its graphic representation and incorporate the recent changes to the College resource allocation process (RESP.02).

The updated integrated planning and resource allocation model features four main components.

1. Strategic Initiatives –
Strategic initiatives are based on the College's mission and over-arching goals and are the umbrella for the development of the other integrated planning components: – College wide plans and unit plans; program review and SLOs; and the College resource allocation process.

The timeline, procedure and staffing expectations for the strategic initiatives, which are completely updated every five years, are developed through the College Council with

participation by all constituent groups and by members of the local community. The initiatives are reviewed annually, and a status report on the initiatives is submitted to the College Council and the Governing Board. Staff participate in strategic planning through their constituent representatives, through committee participation, and through their operational function at the College.

2. College Plans –
College wide plans include such documents as the Educational Master Plan, the Facilities Master Plan, the Basic Skills Plan, the Technology Plan, and the Student Success and Support Plan, which has replaced the Matriculation Plan.

The timeline, procedure and staffing expectations for college wide plans are developed by constituent-based subcommittees of the College Council, CCC's main governance body. College staff who participate in these committees are directly involved in the planning process for a particular area.

College plans address college wide issues (e.g., Student Success and Support Plan and the Educational Master Plan) and are typically developed for a ten year period in the case of overarching plans such as the Education Master Plan, to shorter periods, typically a year, in the case of the Basic Skills Plan and the Student Success and Support Plan. The plans are reviewed and updated annually by the respective members of the subcommittee of College Council. At the end of the operational period of the plan, an overall revision of the plan is completed by the sub-committee members and approved by the College Council ([RESP.03](#)) ([RESP.04](#)) ([RESP.05](#)) ([RESP.06](#)).

College strategic initiatives and the corresponding College wide plans identify actions which may require resources, and the plans are used to justify resource allocations authorized by the College resource allocation process ([RESP.07](#)), College Council ([RESP.08](#)), President's Cabinet ([RESP.09](#)), human resources ([RESP.10](#)), and management decisions ([RESP.11](#)).

Each fall, the various committees' constituent members review their respective plans and develop targeted actions for that year. Each spring, committee members assess outcomes of the targeted action plans—both accomplishments and items that have yet to be completed. Subsequently, a report is made to College Council on the accomplishments as they support the College strategic initiatives. This annual reporting informs constituent representatives, who report back to their constituent groups, and is publicized in College Council minutes, which are available on the *InS*ite Portal and the college website. The same report goes to the Governing Board ([RESP.12](#)) ([RESP.13](#)) ([RESP.14](#)).

3. Program Review and Student Learning Outcomes
Program review, a process of continuous self-study and assessment by CCC programs and units, has long been established at CCC and ensures an ongoing cycle of review, analysis, action plans, and improvements. Program review fully incorporates SLOs ([RESP.15](#)).

The timeline, procedure and staffing expectations for program review occurs every four years for all educational and administrative programs/units of the College and is updated every two

years for career technical educational programs. Programs are assigned a fall or spring term due date to complete their program review. This program review timeline is widely available and posted on the CCC website (RESP.15).

Programs are alerted at the beginning of each term of their responsibilities. College members who are part of a program/unit complete a self-study and assess student learning outcomes (SLOs) or, as appropriate, administrative unit outcomes (AUOs), complete action plans from their previous program review, and develop recommendations. The recommendations are validated by a cross-constituent team and reported to President's Cabinet for review and to used address resource needs (e.g., facility, human resource, technology, curricular, learning, and fiscal resource needs) as budget allows. A related budget allocation process identifies resource needs based on program review, validation and President's Cabinet recommendations and distributes resources through a campus-wide process that involves joint Budget and Planning consultation with final approval through the College Council.

The program review handbook for instructional (RESP.16) and non-instructional programs (RESP.17) and the SLO/AUO handbook (RESP.18) outline expectations and processes for conducting both program review and SLO/AUO assessment and the necessity for developing action plans and identifying resource needs.

4. Annual Unit Plans and the College Resource Allocation Process
Unit plans are submitted annually to the Business Office and designate the yearly plan for each operational unit. Operational and one-time budget requests are included within the annual unit plan and are reviewed, analyzed and prioritized by the joint Planning and Budget Committees. The recommendations of the joint committee are then submitted to the College Council for debate, modification and approval (RESP.08).

The timeline, procedure and staffing expectations for operational unit plans are based on program review, SLO/AUO assessment findings, and performance data. They align with the College's and District's strategic initiatives and, as much as possible, reflect college wide plans. Annual unit plans are tied to the College resource allocation process. The Business Office requests the submission of unit plans and correlated budget applications in early spring (RESP.19). The joint Planning and Budget Committees then review the budget requests, unit plans, and other metrics approved by the College Council to prioritize budgetary awards (RESP.08). CCC's College resource allocation process bases funding decisions on unit plans and performance data from District Research and Planning, as well as how well funding requests connect to program review findings, strategic initiatives, SLOA recommendations, and other College planning efforts.

Contra Costa College has updated its integrated planning model and communicated the various timelines, processes, and responsibilities identified above with staff through a PowerPoint presentation brought to each division, emailed to all staff, and posted on the CCC website (RESP.20). The integrated planning model is available on the Planning *InSite* Portal Site (RESP.21) and college plans are also available on CCC's website (RESP.22).

Analysis of the Results Achieved to Date
To make the planning process more widely understood, CCC's integrated planning model was reviewed and updated by the constituent-based Planning Committee. With the guidance of College Council, the integrated planning model's processes, timelines, and staff roles and expectations were communicated in a variety of ways. A PowerPoint of the integrated planning model's main components, timelines, individuals, committees, and/or units responsible for the planning components serves as a resource to clarify and update the functions of CCC's integrated planning model. A presentation was made to each division in spring 2011, and again in fall 2013, after the inclusion of the College resource allocation process into the integrated planning model. The PowerPoint was emailed to all staff, and the planning presentation is appended to the integrated planning model and posted on the CCC website. College members have been updated about the integrated planning model and its correlated timelines, processes, and responsibilities through a variety of means.

Additional Plan: None

College Recommendation 1: 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)

Descriptive Summary
The College's Technology Strategic Plan from 2008 has been updated by the CCC Technology Committee to address technology planning through 2014 (RESP.23) and approved by the Operations Committee (RESP.24) and the College Council (RESP.25). The Technology Strategic Plan focuses primarily on the following themes: training, access, efficiency, and standards. Additionally, the collective technology management of the District, which includes the technology managers from each of the campuses, the District chief information officer, and the other District technology managers, has completed a Districtwide Technology Plan, which addresses voice and data equipment infrastructure as well as cabling and physical plant (RESP.26).

The campus 2008 Technology Strategic Plan called for the implementation of a new College website, which was completed in March 2010. Training in the use and maintenance of the new website has been ongoing since its launch, occurring twice a month through the end of the first calendar year and then once a month thereafter. The CCC Information Technology department also provided individualized training as needed. Staff and content owners are trained to edit and update their own web pages. This was especially helpful since the College, due to budget cuts, could no longer afford to maintain a full-time webmaster position. Numerous staff members have completed the website maintenance training and the website is now maintained by staff across the college.

Training has improved for the development of online courses, as well. In fall 2012, after an extensive and inclusive evaluation process, the District adopted Desire2Learn as its Districtwide distance learning platform. Implementation took place during spring and fall

2013. The faculty distance education coordinator provides regular training during flex/staff development week and ongoing individual and group trainings during the academic year, which has led to an increase in hybrid and online class offerings.

In spring 2014, the College again decided to update its website. The Enrollment Management Committee began discussions concerning a complete redesign of the college website on October 13, 2013, (RESP.27). The College utilized the design expertise provided by Chair of the Art Department, Ellen Seidler, to create a simpler, more streamlined website. The draft changes were discussed in an Enrollment Management Committee meeting on February 26, 2014, (RESP.28). The design will go live at the end of June 2014.

Another mechanism which has increased faculty and staff use of electronic media is the launching of the district *In*Site portal in mid-2010. The *In*Site portal allows better communication among faculty, staff, and students, and provides access to course listings and additional faculty-generated course section information. Trainings are coordinated through the Staff Development Office and offered by District Information Technology staff. The College has also created portal sites for organizational units (RESP.29) and items such as committee minutes (RESP.30).

Analysis of the Results Achieved to Date
CCC has a current, updated Technology Strategic plan. The College has increased technology training and use of technology among faculty and staff. According to plan, the college has expanded technology training and support for instructional technology use. These efforts have resulted in faculty and staff continuing to increase their use of technology - for example, with Desire2Learn-distance education, the CCC website, or the *In*site portal pages. In addition to providing training and increasing technology use, CCC has prioritized funding for technology equipment and upgrades.

Additional Plan: Complete the redesign of the college website

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.

<u>Descriptive Summary</u>
CCC developed a comprehensive timeline for student learning outcomes (SLOs), as stated in its "2009 Follow-up Report" (RESP.31). For years, the College Instruction Committee (CIC) has overseen the development and updating of SLOs. When a new course or program is submitted for approval, it must also submit appropriate SLOs. The SLO timeline has been integrated into the well-established program review timeline (RESP.15). In 2009, the instructional (RESP.16) and non-instructional (RESP.17) program review guidelines were revised by the Academic Senate (and approved by College Council) to incorporate SLOs.

This integration created a seamless tie between ongoing SLO assessment (SLOA) and ongoing program review and its recommendations and action plans, and ensured a continuous cycle of SLO development, assessment, evaluation, and improvement. All units of the college – courses, programs, student services, library and learning support services, and administration--are conducting ongoing SLO assessment and 95% have completed at least one cycle of SLOAs/AUOAs (RESP.31a). With SLOs/AUOs tied to the program review's two- or four-year cycles, the pattern of ongoing assessment is well established.

Leadership for the development of ongoing SLOAs has come from the Academic Senate and the SLO Coordinating Committee, made up of faculty representatives from each division, the faculty SLO coordinator, a division dean, a student services manager, the faculty CIC chairperson, the senior dean of research and planning, the Academic Senate president, and the College vice president. This committee meets every other week or monthly as needed to discuss issues regarding the establishment of ongoing SLO assessment. In May 2013, the College Council designated the renamed SLO/AUO Committee as a permanent subcommittee of the Student Success Committee (RESP.32). The resulting shared governance structure is on the College website (RESP.33).

The SLO Coordinating Committee also acts as a resource for faculty and staff in the implementation of SLOAs. In 2010, the SLO Coordinating Committee decided that prior College wide SLO training had run its course of effectiveness and that a focus on departmental or individual training was the next step to support SLOA implementation. To accomplish this, the committee created faculty SLO mentors (representatives on the committee from each division) who took responsibility for SLO training of faculty and staff in their division. This intervention provided faculty and staff with practical operational suggestions for how to implement SLO assessment in their own course, program, or service.

The SLO Coordinating Committee has also resolved procedural assessment questions with unique courses, such as independent study (298) courses. These courses are offered randomly, as student need arises. Each subject area has an active 298 course, even though it might not be offered for many years. The SLO Coordinating Committee recommended that a standard 298 independent study course SLO be developed through the CIC. The College then assessed independent study outcomes of 298 courses offered that year, and the results were reported to the Council of Chairs. This led to faculty discussions about independent study findings and awareness of how to improve student learning in independent-study courses (RESP.34).

Another key participant in support of SLO implementation is the College's forty percent reassigned time faculty SLO coordinator. The SLO coordinator supports SLO assessment throughout the College. When the position was first created the SLO coordinator revised program review guidelines to include SLOs, created a standard SLO assessment reporting form, and published a comprehensive SLO handbook (RESP.18). The SLO coordinator also created a thorough SLO and assessment website to provide support, guidance, forms, and materials on SLOs (RESP.35).

Contra Costa College has ongoing SLO/AUO assessment taking place throughout the various

instructional, student and learning services, and administrative units of the college. Faculty and staff who are completing SLO assessment, report their findings at division meetings to promote dialog about SLOs (RESP.36). Most units are in the process of conducting assessment, making improvements based on their findings, and/or revising their SLOs/AUOs to measure new information or to more effectively measure current efforts. In order to document the College's ongoing assessment, CCC has developed an SLO/AUO tracking system that records completed assessment cycles as assessment results are incorporated into program review. In the future, CCC hopes to have an electronic SLO/AUO tracking system. However, with the reduction of staff due to budget, the College has, for now, chosen to refine the manual system.

Contra Costa College has made excellent SLO and assessment progress. One hundred percent of courses, programs, student services, learning resources, and Administrative units have SLOs or, as appropriate, AUOs. CCC has been actively involved in developing ongoing SLO assessment according to the program review timeline; 96.3% of college courses, and 80.5% of instructional programs have ongoing assessment and have completed at least one cycle of assessment. The library and learning resources have ongoing SLO/AUO assessment 100% of Student-Services/Learning Resources units have ongoing assessment. One hundred percent of Administrative units have ongoing assessment, following the program review timeline. CCC is conducting general education assessment and institutional core competency outcome assessment (RESP.31a.).

The "feather" in the College's SLO "cap" is that both its Speech and Culinary Arts Departments received the 2010-11 Statewide Research and Planning Group's P.O.W.E.R awards for outstanding program outcome assessment (RESP.37). Instead of giving just one award, the judges, SLO experts from the Research and Planning group and the State Academic Senate, were so impressed with the innovative ways that each department used outcomes assessment to improve student success, that they gave two awards for excellence to Contra Costa College programs.

Analysis of the Results Achieved to Date
One hundred percent of all courses, programs and services had SLOs/AUOs as of spring 2011. The College has a timeline for SLO/AUO assessment (SLOA/AUOA): the timeline for its well established program review cycle. Program review guidelines incorporate SLOs/AUOs and SLOA/AUOA findings are required to be reported as part of program review.

The CIC reviews and approves SLOs for courses and programs. The SLO Coordinating Committee supports SLO/AUO assessment, as do division deans. College faculty and staff follow program review guidelines and assess SLOs/AUOs as part of their program review cycle, and incorporate findings into program review action plans and recommendations.

The receipt of two P.O.W.E.R. awards is a strong indicator of Contra Costa College's successful commitment to SLO/AUO assessment to improve student learning and of how faculty and staff have integrated SLOAs/AUOAs and their benefit to student learning into ongoing efforts to improve student learning.

Additional Plans: Continue to implement ongoing SLO/AUO assessment of courses, programs, and administration units.

College Recommendation 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.

Descriptive Summary
As stated in the "2009 Follow-up Report," all student services departments completed their SLOs in 2009, and all currently have ongoing assessment (RESP.31a). These assessments have resulted in recommendations to improve services and/or affirmations of current service effectiveness (RESP.31). For example, SLOA has led to improvements in the dissemination of financial aid information. Student services departments, per program review guidelines, have incorporated SLO findings into program review recommendations.

The Student Services Division also developed core competencies to provide a common focus for each student service department in developing its own SLOs. Holistically setting student services core competencies paid off in a deeper understanding of SLOs shared by all departments.

Analysis of the Results Achieved to Date
Student services departments have embraced SLOAs and implemented the findings in their departments. One hundred percent of Student Service/Learning Resources units have ongoing SLO assessment; some have made improvements based on SLOA findings (RESP.38) and all have included SLOA findings into their program reviews and action plans. Student Service/Learning Resources core competencies are being assessed at the department level (RESP.39), allowing individual departments to be guided by the core competencies, to create SLOs, and to conduct assessment that meets their specific department's student learning needs while supporting student service division core competencies.

Additional Plans: Continue ongoing SLO assessments.

College Recommendation 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.

Descriptive Summary
In summer 2009, Library and Learning Resources expanded their dialogue about SLO assessments as outlined in the "2009 Follow-up Report" (RESP.31). Library staff reviewed their SLOs and collaboratively identified which SLOs to assess. Since then the library has continued ongoing SLO assessment while maintaining faculty and staff participation in the

review of SLOAs. The library completed a recent program review with SLO assessment results and action recommendations. In addition to expanding their dialogue within the library, staff broadened involvement and shared their SLO assessment findings at a division meeting as required by the CCC program review guidelines (RESP.36).

Learning resource staff maintain ongoing SLO assessment and have expanded their SLOA dialogue to include multiple tutoring sites. For example, the College Wide Tutoring program updated its SLOs, and various tutoring sites agreed to use similar SLOs and assessment measures. The College Wide Tutoring program and the College Skills Center completed program review in spring 2010. SLOA outcomes were incorporated into learning resource program reviews and action plans (RESP.40).

Analysis of the Results Achieved to Date
The library and learning resource areas have expanded their dialogue about SLOA and are conducting ongoing SLO assessment and incorporating their findings into their program review self-studies. These efforts have enhanced decision-making. For example, with assessment results demonstrating the effectiveness of tutoring, the College earmarked additional funds to support tutoring even as it made budget reductions in other areas.

Additional Plans: Continue ongoing SLO assessments.

College Recommendation 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. (II.A.2b*)*

Descriptive Summary
In 2009, Contra Costa College's Career Technical Education (CTE) programs held a College wide advisory summit for all CTE programs. This helped CCC maintain a successful relationship between CTE advisory boards and programs that ensured the occupational significance and appropriateness of both CTE programs and their SLOs. The summit allowed CTE programs to get feedback from their advisory committees on SLOs and SLOAs. CTE programs that didn't attend the summit conducted separate meetings, some of which were electronic*,* to ensure they received feedback about program SLOs (RESP.31).

In March 2011, a second summit was planned to review the results of the SLO assessments and to further develop methodologies for assessments of CTE program SLOs. However, a College wide power outage forced cancellation of the summit. Instead, CTE programs worked individually with their advisory boards in person or through online conferences (CCConfer.org) to review SLOA outcomes and to garner feedback and suggestions as needed (RESP.41) (RESP.42) (RESP.43) (RESP.44). In addition, CTE programs, through their CTE committee, institutionalized a standard survey, with some tailoring for individual programs, to capture employer feedback, satisfaction, or needed improvement with program graduates**'** skills that can be used to refine SLO**s** and provide SLOA information (RESP.45).

Analysis of the Results Achieved to Date
The CTE advisory boards have reviewed and been involved in developing their respective CTE program and course SLOs and in examining SLO assessment results. Advisory committee involvement in SLOs and SLOAs is a natural extension of their involvement with CCC CTE programs. They ensure CTE programs meet occupational needs and provide high-quality educational preparation for the workforce.

Additional Plans: Continue involving advisory boards in refining SLOs.

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

Descriptive Summary
One-hundred percent of CCC's administrative units have developed AUOs or SLOs as appropriate to the functions of the unit. The College's well-established non-instructional program review procedure has incorporated administrative unit SLO/AUOs and has a program review timeline that will ensure that administrative units complete assessment on a regular schedule (RESP.15). One hundred percent of the administrative units have completed SLO/AUO assessment (RESP.31a).

Analysis of the Results Achieved to Date
CCC's administrative units are implementing AUO or SLO assessment, as appropriate. All administrative units have ongoing assessment.

Additional Plans: Continue ongoing SLO/AUO assessments.

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. (II.A.6.c)

Descriptive Summary
Contra Costa College completed the first revision of its website in March 2010 (RESP.46). It was completed over a period of one and one-half years and was developed using SharePoint, software that allows end users to maintain their own webpage information. A broadly representative College taskforce, including students, was assembled to guide the development of the new website. The taskforce provided direction on website focus, appearance, the organization of information, and the software to allow the College to maintain accurate data. The new website was designed primarily for potential students and external audiences and secondarily for current students and faculty and staff.

Website development and maintenance relies on each College unit or faculty/staff member to maintain their own web pages. This allows faculty and staff, once trained in SharePoint, to build and update their own web pages. Training has been provided monthly by the College. With the advent of the District *In*site portal, which also relies upon SharePoint software, even more staff have been trained and are using the software to maintain both the College website and portal (RESP.47).

In spring 2014, the College again decided to update its website. The Enrollment Management Committee began discussions concerning a complete redesign of the college website on October 13, 2013 (RESP.27). The College utilized the design expertise provided by Chair of the Art Department, Ellen Seidler, to create a simpler, more streamlined website. The draft changes were discussed in an Enrollment Management Committee meeting on February 26, 2014 (RESP.28). The design will be further developed and finalized in the fall 2014.

Analysis of the Results Achieved to Date
The updating of the CCC website has provided currency, accuracy and a greater amount of useful information. The website also has an improved look and feel, with much clearer organization and greater ease of site navigation. The communication of information through the website to students has significantly improved. Website information updating is standardized on SharePoint software. The College is satisfied with its updated website and the ongoing maintenance of accurate and current information.

Additional Plans: Complete the redesign of the college website.

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. (IV.A.5)

Descriptive Summary
Contra Costa College has established a procedure for regular evaluation of its governance process. On March 20, 2009, College Council approved this new governance evaluation procedure, "A1008.00 - Reviewing the Governance Process" (RESP.48) (RESP.49). In the process, College Council, the main shared governance body, formed a constituent based sub-committee to recommend changes to its by-laws. These bylaws, which constituted a codification and clarification of the College Council's governance decision-making process, were drafted and submitted to College Council for discussion and approved (RESP.50) (RESP.51).

In spring 2011, in accordance with procedure A1008, the Research and Planning Office conducted an evaluation of CCC governance process. Research and Planning developed a survey regarding the governance process, which was administered to students and staff. In fall 2011, College Council reviewed the governance evaluation results, beginning its discussion of these results at the September 14, 2011, meeting (RESP.52).

In December 2013, the College Council approved the administration of two governance surveys: Effectiveness and Awareness (RESP.53). In February 2014, the Planning Committee administered the Governance Effectiveness Survey (RESP.54). In March 2014, the Planning Committee administered the Governance Awareness Survey (RESP.55). The results of the Governance Effectiveness Survey (RESP.56) and the Governance Awareness Survey (RESP.57) were presented to the College Council on April 10, 2014 (RESP.58). The College Council will discuss the results of the surveys and actions that may be taken in fall 2014.

Analysis of the Results Achieved to Date
The College has approved an evaluation policy.

Additional Plans: The College Council will discuss the results of the surveys and actions that may be taken in fall 2014.

District Recommendations

District Recommendation 1:
In order to improve its resource allocation process, the District should expedite development of a financial allocation model, including the following (Standards III.C.1, III.D.1a, III.D.2a, III.D.3, IV.B.3c):
a) the model as a whole;
b) funding for adjunct faculty in a way that will support the District and college intentions to increase student enrollment; and
c) technology funding

<u>Descriptive Summary and Analysis of Results Achieved to Date</u>
This recommendation has been satisfied as witnessed by a letter to each college from ACCJC dated January 31, 2011 (RESP.59). This recommendation has been satisfied.

Additional Plans: None**.**

District Recommendation 2: In order to meet the standard, the district should establish a written code of professional ethics that includes managers. (III.A.1.d)

<u>Descriptive Summary</u>
The District proposed a new Board policy that would establish a code of ethics that included managers. The new policy followed the participatory governance approval process, whereby it was presented to the District Governance Council (DGC) and to the individual employee groups (Local 1, United Faculty, and Management Council) for input. Upon consideration of all input, the new Board policy was presented to Cabinet and then to the Board for final approval.

Analysis of Progress to Date
The Governing Board adopted new Board Policy 2056, Code of Ethics (RESP.60), at its October 21, 2009, meeting. This new policy addresses all members of the District community, including managers. In addition, Human Resources Procedure 1040.08, "Employee Code of Ethical Behavior" (RESP.61), previously adopted by the Chancellor's Cabinet on April 5, 2005, is directed to all District administrators.

Additional Plans: None

District Recommendation 3: In order to meet the standard, the District should integrate student learning outcomes into the evaluation process for those who have a direct responsibility for student progress towards achieving student learning outcomes. (III.A.1.c)

Descriptive Summary

The District determined that faculty have direct responsibility for student progress towards achieving student learning outcomes (SLOs) and has incorporated SLOs into the faculty self-evaluation process. To that end, fifteen self-evaluation forms, tailored to the instructor status and method of instruction, have been developed: Classroom Faculty (adjunct, tenure track, tenured, repeated for each instructor classification), Counselors, Learning Disabilities Specialists, Librarians, and Online Classroom Faculty. Faculty members evaluate themselves on the following two measurements:

- I use appropriate and varied tools for evaluating and assessing student learning outcomes; and
- I participate in department committees/tasks (i.e. curriculum development, SLOs, Course Outline/Title 5 Rewrites/Content Review).

Once the faculty member completes the self-evaluation, the results are incorporated into the evaluation packet. Evaluations occur annually for the first four years for non-tenured faculty and every three years thereafter once the faculty member is tenured (RESP.62). The evaluation procedures for all faculty in Contra Costa Community College District, including tenure-track, tenured and part-time instructional and non-instructional faculty, were updated through collective bargaining in fall of 2010, to include questions directly focused on student learning outcomes and to ensure that all faculty are regularly engaged in assessing student learning and modifying teaching strategies for continuous improvement.

Our "Classroom Observation Form" asked observers to note whether faculty regularly check student understanding and modify teaching strategies accordingly. All faculty are asked to affirm in their self-evaluation that they "use appropriate and varied tools for evaluating and assessing student learning outcomes." Also, faculty are asked to confirm that they "participate in committee/department tasks," specifically including "SLOs."

Our evaluation process includes a post-evaluation conference between evaluators and faculty being evaluated that includes a discussion of both the classroom observations and more global self-evaluations before these elements are incorporated into an evaluation packet by the evaluator and/or review team. Since the change to the new evaluation forms and procedures in 2010, faculty report that these meetings often include a discussion of assessment as one measure used to evaluate faculty progress and performance.

Analysis of Progress to Date

The evaluation of student learning outcomes was implemented in the faculty evaluation process in fall 2010. All faculty evaluated since that period responded to the queries on their individual progress discussed above.

Additional Plans: None

District Recommendation 4: In order to meet standards, the District should develop a policy and implement procedures for evaluating the effectiveness of the District's administrative organization, the delineation of responsibilities of the District and colleges, and the

governance and decision making structures. The results should be widely distributed and used as a basis for improvement. (IVA, IVA.1, IVA.2, IVA.3, IV B.3, IVB.3.a, IVB.3.b, IVB.3.e, IVB.3.f, IVB3.g.)

Descriptive Summary
The District has developed policies and implemented procedures for evaluating the effectiveness of its: administrative organization; college and District roles/responsibilities; and governance and decision-making structures. The District's administrative organization is referenced in the "Rules and Regulations of the Governing Board," while the roles and responsibilities of the colleges and District are referenced in the document of the same name. The governance and decision-making structure, as a whole, is now defined in the recently revised Board Policy 1009, "Institutional Leadership and Governance" (RESP.63).

The recommendation also asks the District to develop a policy and implement procedures for this evaluation process. The District already had two policies, but needed to revise them in order to provide clarification regarding institutional leadership/governance and institutional effectiveness. Those two revised policies, Board Policy 1009 (RESP.63) (with related Administrative Procedure 1009.01) (RESP.64) and Board Policy 1012 (RESP.65) (with related Administrative Procedure 1012.01) (RESP.66), are attached in evidence. In addition, a District Governance Survey has been developed to solicit feedback from District stakeholders on the effectiveness of the governance and decision-making process. Results of the 2011 survey – "2011 CCCCD District Level Governance and Decision Making Assessment Report"—are attached in evidence. See chart below for attached evidence.

Analysis of Progress to Date

The chart below summarizes actions taken to satisfy Districtwide Accreditation Recommendation 4.

Policy/Procedure/Survey	Action
• Board Policy 1009, <u>Institutional Leadership and Governance</u> (59. Board Policy 1009)	Revised to include institutional leadership and alignment with the governance and decision-making structure
• Administrative Procedure 1009.01, <u>Participatory Governance</u> (60. Administrative Procedure 1009.01)	Revised to acknowledges the "participatory" governance structure and includes management in that structure
• Board Policy 1012, <u>Institutional Effectiveness: Planning, Assessment, and Continuous Improvement</u> (61. Board Policy 1012)	Revised to address institutional effectiveness and broaden the scope to include assessment, continuous improvement, and a linkage to budget allocations
• Administrative Procedure 1012.01, <u>Institutional Effectiveness: Planning, Assessment, and Continuous Improvement</u> (62. Administrative Procedure 1012.01)	Developed new procedure which delineates roles and responsibilities and addresses assessment and continuous improvement activities
• District-Level Governance and Decision Making Assessment Report (63. 2011 CCCCD District Level Governance and Decision Making Report)	Developed assessment survey through District Governance Council (DGC) to solicit feedback from District stakeholders and assess the effectiveness of the District's governance and decision-making structure. The survey was administered District-wide on February 24, 2011, and the results were shared first with Cabinet on May 4, 2011, and then with the District Governance Council (DGC) on May 17, 2011, and June 14, 2011. DGC has developed an initial set of recommended actions which will be vetted in the fall and shared with Chancellor's Cabinet for final review prior to implementation.

Additional Plans: None

REFERENCES

RESP.01   College Council Minutes - December 8 2010.pdf
RESP.02   Planning Committee 9-6-13 Notes.pdf
RESP.03   College Council Minutes - December 12, 2013 - Indexed.pdf
RESP.04   College Council Minutes - February 13, 2014 Indexed.pdf
RESP.05   College Council Minutes - March 13, 2014 - Indexed.pdf
RESP.06   College Council Minutes - April 10 2014 - Indexed.pdf
RESP.07   Annual Unit Plan and Resource Allocation Application Feb202013.pdf
RESP.08   College Council Minutes - May 9 2013 - Indexed.pdf

RESP.09   Final Recommendations fall 2013- Certified Nursing Assistant.pdf
RESP.10   Announcement of Box 2A Results.pdf
RESP.11   Email from Business 1-22-2014.pdf
RESP.12   CCC Accomplishments 10-2011.pdf
RESP.13   CCC Accomplishments 2012 Final.pdf
RESP.14   RN Program Review F13 Final - Indexed.pdf
RESP.15   Program Review Schedule on Web - Screenshot.pdf
RESP.16   Instructional Programs, Guidelines.pdf
RESP.17   Non-Instructional Programs, Guidelines.pdf
RESP.18   SLO-AUO Handbook (March 2010).pdf
RESP.19   Budget Allocation Reminder Email.pdf
RESP.20   Integrated Planning Model Road Show.pdf
RESP.21   Planning Insite web screenshot.pdf
RESP.22   CCC Plans, Web Screenshot.pdf
RESP.23   CCC Technology Plan 08-2014 draft3.pdf
RESP.24   Operation Council Minutes, 11-250-2013- Indexed.pdf
RESP.25   College Council Minutes, 3-13-2014 indexed.pdf
RESP.26   CCC-Final-Rpt.pdf
RESP.27   Enrollment Management Minutes October 23, 2013-Indexed.pdf
RESP.28   Enrollment Management Minutes February 26, 2014-Indexed.pdf
RESP.29   InSite Portal Committee webscreenshot.pdf
RESP.30   InSite Portal Budget Committee web screenshot.pdf
RESP.31   2009 Accreditation Follow-Up Report Indexed.pdf
RESP.31a   CCC-Course, Program and Unit Assessment.pdf
RESP.32   College Council Minutes, 5-9-2013 Indexed.pdf
RESP.33   College Committees web screenshot.pdf
RESP.34   Council of Chairs Minutes 10-6-2010 Indexed.pdf
RESP.35   SLO-AUO web screenshot.pdf
RESP.36   LAVA 11-19-2010 Minutes - Indexed.pdf
RESP.37   Email POWER Award.pdf
RESP.38   RN Program Review fall 2013 Final - Indexed.pdf
RESP.39   Student Services Division Outcome Assessment Form.pdf
RESP.40   College Skills Center Program Review 2010 - final-Indexed.pdf
RESP.41   Collision Repair Meeting 8-14-09.pdf
RESP.42   Nursing Advisory April 2010.pdf
RESP.43   Minutes from Business Advisory 5-9-09.pdf
RESP.44   Administration of Justice (AJ) Advisory Board Minutes 2-11-09.pdf
RESP.45   AJ Workforce Survey.pdf
RESP.46   College Website webscreenshot.pdf
RESP.47   Sharepoint Training calendar web screenshot.pdf
RESP.48   College Procedures Handbook - Indexed.pdf
RESP.49   College Council Minutes March 20, 2009-Indexed.pdf
RESP.50   College Council Minutes - December 8 2010-Indexeed.pdf
RESP.51   By Laws for College Council November 2010(draft revision 2014).pdf
RESP.52   College Council Minutes - September 14, 2011 - Indexed.pdf
RESP.53   College Council Minutes - December 12, 2013-2.pdf

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

Standard IA: Mission

I. The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analysis of qualitative and quantitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

IA. The institution has a statement of mission that defines the institution's broad educational purposes; its intended student population, and its commitment to achieving student learning.

Descriptive Summary
Contra Costa College has a mission statement that defines its educational purposes, its intended student population, and its commitment to achieving student learning. The statement was approved by the Contra Costa Community College District Governing Board on May 22, 2013 (IA.01) and is published in the college catalog on page 14 (IA.02).

Contra Costa College Mission Statement
Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education. The college equitably commits its resources using inclusive and integrated decision-making processes to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning.

Additionally, the College adheres to the following goals, vision, beliefs, and values statements:

Goals
To fulfill its mission and to be consistent with its beliefs and values, Contra Costa College is committed to the following goals:
1. Improve student learning leading to: the successful achievement of educational goals through the completion of certificate, degree or transfer programs; mastery of basic skills; and the acquisition of knowledge and proficiencies pertinent to lifelong learning, effective citizenship, and career development in the changing regional and global economies.
2. Increase public awareness and understanding of the educational opportunities and benefits of Contra Costa College.
3. Increase total revenues and contributions to support College operations.
4. Enhance measures of institutional effectiveness.
5. Ensure that professional development is focused on student success.

Vision

Contra Costa College is a leader in community college education and is the higher education institution of choice for West County area residents, and all others seeking a quality education. Contra Costa College is an inspiring haven of academic excellence recognized by students, faculty, and staff for its passion for teaching and learning. The College community encourages spirited interaction, as motivated students interact with dedicated faculty and staff, all of whom seek to empower students by teaching relevant curricula and incorporating state-of-the art tools and resources.

The College values diversity and promotes cultural awareness. Faculty members emphasize the importance of critical thinking, ethics, and interpersonal skills as they prepare students to succeed in the regional and global workplace and become informed and engaged citizens and leaders in the global community.

The College enjoys the collegiality of an institution where each individual is valued and respected, achievements are celebrated, planning is pro-active, and shared governance is a way of life. The College continually supports students as they transition into and out of the College and advocates for sufficient resources to maintain maximum accessibility and educational support for the community. As an integral part of the greater community, CCC serves as a model of excellence, providing education to help our students fulfill their dreams for themselves, their families and their communities.

Beliefs

Contra Costa College believes that all individuals have inherent worth and dignity and are entitled to develop their full potential. Individuals will enjoy an improved quality of life; communities will prosper economically and socially; and families, neighborhoods, and businesses will be strengthened when residents share a commitment to lifelong learning. Further, CCC believes that a healthy and vigorous society benefits from the rich cultural, racial and socioeconomic variations of all people; that a democracy depends upon an informed and involved citizenry; and that the College therefore serves both the individual and society.

Values

Contra Costa College's commitment to its mission derives strength and guidance from institutional values. As a community of educators, we value:

COMMITMENT to helping students learn and to improving the economic and social vitality of communities through education;
RESPONSIVENESS to the varied and changing learning needs of those we serve;
DIVERSITY of opinions, ideas and peoples;
FREEDOM to pursue and fulfill educational goals in an environment that is safe and respectful for all students, all faculty, all classified staff, and all managers alike; and
INTEGRITY in all facets of our college interactions and operations.

Development of the 2013 Contra Costa College Mission Statement

Contra Costa College's mission, goals, vision, beliefs and values statements have evolved

over the years through a participatory (shared) governance process, and have expanded to include input from the community. The 2002 mission statement was discussed in a broadly inclusive series of committee meetings and open forums. Following the College's four-year mission review cycle, the mission statement underwent another series of reviews, initially by the Research and Planning Committee, then by the President's Cabinet, with final approval by the College Council. The revised mission statement was approved by the Contra Costa Community College District's Governing Board on May 30, 2007 (IA.03). The 2007 mission statement was reaffirmed by the College Council on February 10, 2010 (IA.04).

In 2012-2013 the College again revised its mission statement. An inclusive process to revise the mission statement was developed by the Planning Committee (IA.05); discussed in various constituent leadership settings, including the Academic Senate Council (IA.06), the Associated Students Union (IA.07) the Management Council (IA.08) and the Classified Senate (IA.09); discussed further in division and community meetings; approved by the College Council on April 11, 2013 (IA.10); and finally approved by the Governing Board on May 22, 2013 (IA.11). The process, which took place between September 2012 and May 2013, included a key word analysis of the mission statements of all College departments and units (IA.12) to identify common themes; an analysis of the mission statements of the District Office and our sister colleges (Los Medanos College and Diablo Valley College); and a series of focus group forums that included students, classified staff, faculty, administrators, and other members of the community (IA.13). The forums were organized around a common set of questions from the ACCJC "Guide to Evaluating Institutions." Forum groups were comprised of three to four individuals, sometimes from the same constituency, and sometimes from different constituencies. Forum participants were asked to discuss the 2007 mission statement in the context of the following nine questions:

1. From reading this Mission Statement, what would you say are CCC's broad educational purposes? How would you change the Mission Statement?
2. From reading this Mission Statement, in your opinion, is CCC's educational purpose appropriate to an institution of higher learning? How would you change the Mission Statement?
3. From reading this Mission Statement, who would you say is the intended student population? How would you change the Mission Statement?
4. From the Mission Statement, is the intended student population a reasonable match for CCC's location, resources, and it's role in higher education. How would you change the Mission Statement?
5. From reading this Mission Statement, what could you say about CCC's commitment to achieving student learning? How would you change the Mission Statement?
6. What statements in the Mission Statement address student learning? How would you change the Mission Statement?
7. Given the statewide reductions in funding, and the state emphasis on the key goals of Transfer, Basic Skills and Career Technical Education (CTE), should we continue to include "lifelong learning" in our Mission Statement? How would you change the Mission Statement?
8. From this Mission Statement, what would you say about how CCC measures student success? How would you change the Mission Statement?

9.   From this Mission Statement, what could you say about how CCC uses its resources? How would you change the Mission Statement?

Over 25 forum groups were convened, with the results of their discussions transcribed and posted on the College's *In*Site Portal for the College community to view. A discussion board was also set up on the *In*Site Portal to allow members of the community an opportunity for further threaded discussions. The results of the key word analysis, also posted to the *In*Site Portal, and the forums were made available to the Planning Committee, which created the first draft of the revised mission statement. The draft was then sent to the constituency leadership groups (IA.14), as well as to the instructional divisions, for a series of discussions and further refinements. The draft of the revised Mission Statement, along with revisions to the goals, values and vision statements, and a recommendation to reaffirm the belief statement without changes, was presented to the College Council in March 2013 (IA.15), with a second reading in April 2013 (IA.16). On April 11, 2013, the College Council approved the revised mission, goals, values, and vision statements and reaffirmed the belief statement (IA.16). The Board of Trustees approved the revised mission statement in May 2013 (IA.17).

The 2013 mission statement is comprised of three main parts: Market, Contribution and Distinction.

Market:
>   **Who:**   Contra Costa College
>   **What:**   A public community college
>   **Where:** West Contra Costa County

Contribution:
>   **What:** To foster a transformational educational experience and responsive student services.
>   **How:** Commits its resources equitably, using inclusive and integrated decision-making processes.

Distinction:
>   **Outcome:** Institutional excellence and effective student learning.

Our Intended Student Population
Contra Costa College's intended student population is defined primarily by its service area, West Contra Costa County (IA.18), but includes "all others seeking a quality education."

Our students primarily live in the West County. 84% of our students reside in West Contra Costa County. They come from five cities: Richmond, San Pablo, Hercules, Pinole, and El Cerrito; and seven unincorporated areas: El Sobrante, Rodeo, Tara Hills, Crockett, Rolling Wood, Port Costa, and Kensington. The remaining students come from East Contra Costa County (4%), Alameda County (6%), Solano County (4%) or "Other/Unknown" (2%) (IA.19).

Contra Costa College serves highly diverse communities as defined by race/ethnicity (IA.20),

by age (IA.21), by where they were born (IA.22) and by their level of educational attainment (IA.23). This diversity of the community it serves is reflected in its students (IA.24). These students are often underprepared for college (IA.25).

The Role of Participatory (Shared) Governance
The College has a robust participatory (shared) governance structure, with active participation from students, classified employees, faculty, and management. CCC has over 15 committees that advise the College president on budget, planning, student success, and operations. The principal participatory (shared) governance committees ensure a free flow of information through shared agendas and minutes (IA.26).

Information flow chart for Participatory (Shared) Governance Committees. This chart shows how information, in the form of committee minutes, flow through Contra Costa College Participatory (Shared) Committees.
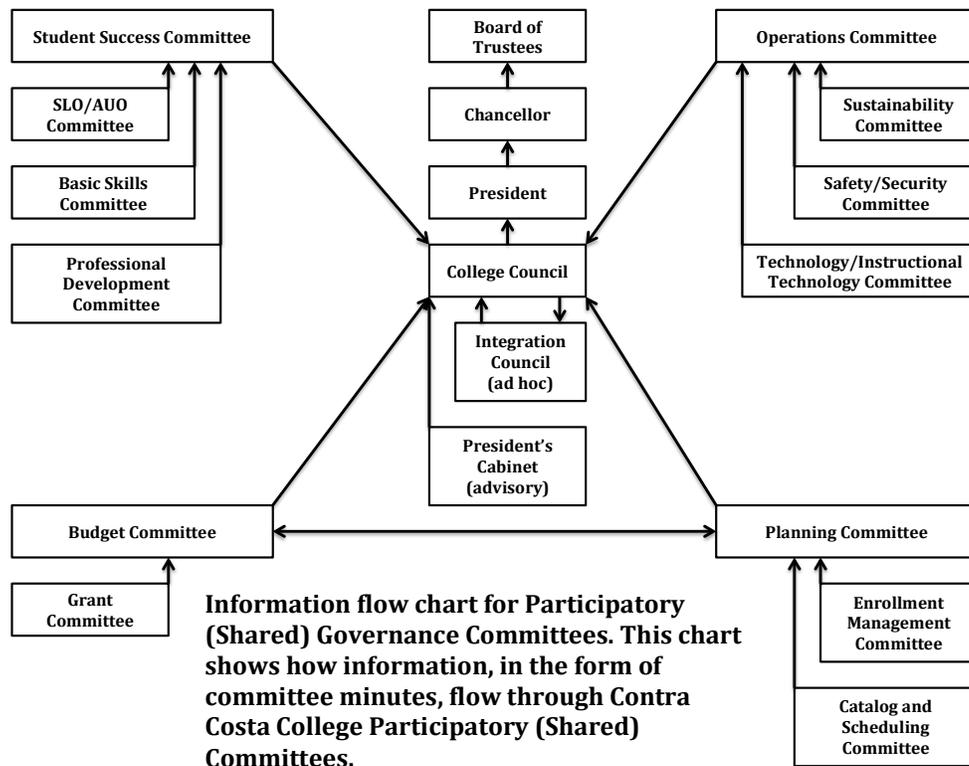
A1003.11

Integrated Planning
Contra Costa College has successfully integrated its strategic initiatives, action plans, mission statement, program review data, and student learning outcomes into its annual plan and institutional resource allocation process (IA.27). These processes and plans guide the College in making integrated decisions about resource allocation in support of the CCC mission.

Mission Statement

Goals, Vision, Values and Beliefs Statements

Educational Master Plan*
(Ten Year Cycle)

Facilities Master Plan*
(Ten Year Cycle)

CCCCD Construction Plan*
(Five Year Cycle)

Student Equity Plan*
(One Year Cycle)

Basic Skills Plan*
(One Year Cycle)

Student Success and Support Plan*
(One Year Cycle)

Technology Strategic Plan*
(Five Year Cycle)

Professional Development Plan*
(Five Year Cycle)

Strategic Plan Strategic Initiatives
(Five Year Cycle)

College Resource Allocation Process
(Yearly Cycle)

Program Review
(Two and Four Year Cycle)

Annual Unit Plan
(Yearly Cycle)

Performance Data from Research
(Semester Cycle)

SLO/A's AUO/A's
(Two and Four Year Cycle)

*All plans include institutional effectiveness measures.

Contra Costa College
Integrated Planning Model Through Participatory
(Shared) Governance – Plan Overview

Our Educational Purpose

Contra Costa College's stated educational purpose is "to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning." The goals statement makes CCC's intentions explicit:

"Improve student learning leading to: the successful achievement of educational goals through the completion of certificate, degree or transfer programs, mastery of basic skills; and the acquisition of knowledge, and proficiencies pertinent to lifelong learning, effective citizenship, and career development in the changing regional and global economies."

A majority (68.4%) of CCC students plan to transfer to a UC, CSU, or private university

149

([IA.28](#)). Over three quarters (84.2%) of CCC students intend to complete a Certificate, AA or AS degree program ([IA.29](#)). To this end CCC prepares students for transfer to four-year institutions, offering a broad general-education curriculum that meets the requirements for the Intersegmental General Education Curriculum (IGETC) for both the CSU and UC systems. The College has over 550 courses that are articulated for transfer to either CSU or UC and more than 50 programs that offer either AA, AS or AA-T degrees.

Thirty-one percent of CCC students are pursuing a Career Technical Education (CTE)/Vocational Education major ([IA.30](#)). CCC has 20 career technical education (CTE) programs, offering 22 degrees and 47 Certificates of Achievement. In 2011-2012 the College granted 951 Associate of Science (AS) degrees, 159 Associate of Art (AA) degrees and 440 Certificates of Achievement (requiring 30 to 60 units).

Since 72% of assessed new high school graduates entering CCC require basic-skills remediation in English and 83.7% in Math ([IA.31](#)), the College offers basic skills courses in mathematics (three courses), and English (seven courses). The College also offers 34 courses in ESL.

The College hosts an annual high school connection "Super Saturday" to connect students from local feeder schools with CCC programs. The College regularly updates students on admissions and records, financial aid, scholarships, and other student services issues through "Constant Contact." CCC also collaborates with the Associated Student Union (ASU) to develop forums that inform students of new state mandates.

Institutional Excellence
Contra Costa College maintains a regular cycle of data-based program review, validation, recommendations, and annual unit plans to ensure continuous institutional improvement. All the institutional improvement processes are integrated into the College resource allocation process.

Effective Student Learning
Contra Costa College is committed to student learning, which is assessed in both instructional and student service areas. CCC has 724 active courses and 87 programs, all of which have student learning outcomes (SLOs). Individual course and program SLOs are assessed in either a two- or four-year cycle. As of fall 2013, 96% of CCC courses and 80% of its programs had been assessed at least once. Review of these assessments leads to changes and improvements to individual programs and to the College in general and helps guide the resource allocation process.

Self Evaluation
Contra Costa College meets this Standard. The Mission Statement accurately represents the College's educational purpose and its role in serving the educational needs of its intended student population and of the community. The statement demonstrates the College's commitment to enhancing student learning.

IA1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

<u>**Descriptive Summary**</u>
Participatory (shared) governance is the key to Contra Costa College's inclusive decision-making processes and institutional character. All constituency groups have an equal voice in determining ways to fulfill the College's mission. The process of developing the mission statement (described above) reflects this decision-making structure. CCC's student population is primarily drawn from West Contra Costa County (IA1.01).

At the end of the fall/spring 2011-2012 academic year, College FTES was 6,033.8 (IA1.02) with a headcount of 12,229 students. The student population is highly diverse. During 2011-2012, Hispanic students comprised 30.2% of the student population, African-Americans 26.2%, Asians 14.2%, and Whites 13.6% (IA1.02). The racial/ethnic breakdown of the College's enrollment corresponds closely to that of the College's service area, with the exception of the percentage of White/Caucasian students, i.e., there is a lower percentage of White/Caucasian students in the student body than in the service area as a whole. Since CCC's last self-study in 2008, there has been an increase in the Hispanic student population (2006-25%, 2012-30.2%) and a decrease in the White/Caucasian student population (2006-18%, 2012-13.6%). The female population far exceeds the male population (female-59.6%, male-38.7%; 1.7% of students did not specify their gender (IA1.02).

Credit instructional programs, offering an array of science, arts, humanities, ESL, basic skills, general education, transfer, career technical education and life-long learning courses, meet the needs of CCC students and the community. Since 2007, the College has added new programs that provide additional educational opportunities, including an Associate of Science degree in Engineering (2012) (IA1.03), a Certificate of Achievement in Engineering (2013) (IA1.03), an AA-T. degree in Communications Studies (2011) (IA1.04), an AS-T degree in Physics (2013) (IA1.05), a Certificate of Achievement in Digital Film Production (2013) (IA1.06), a Certificate of Achievement in Culinary Arts: Classical/Modern Food Preparation & Restaurant Training (2012) (IA1.07), a Certificate of Achievement in Culinary Arts: Training in Pastry & Baking Skills (2012) (IA1.07), an AS degree in Culinary Arts: Classical/Modern Food Preparation & Restaurant Training (2012) (IA1.07), an AS degree in Culinary Arts: Training in Pastry & Baking Skills (2012) (IA1.07), an AS degree in Computer Science (2012) (IA1.08), an AS degree in Biotechnology (2012) (IA1.09), a Certificate of Achievement in Biotechnology Technician (2012) (IA1.09) and a Hybrid Certification course through the Career Ladders Project (2011-2012) (IA1.10).

<u>**Self Evaluation**</u>
The College meets this Standard. All aspects of the mission, goals, vision, beliefs and values statements reflect the purpose and character of the College and its desire to serve its students. Programs and services are adequate to meet the needs of CCC's student population. The College's inclusive decision-making process has led to an integrated planning and evaluation

process that continually aligns and realigns the institution with its purpose and its student population.

The College has over 50 programs offering AA or AS degrees (IA1.11) and 17 degrees and 40 Certificates of Achievement in career technical education (CTE) (IA1.11).

The College also has a long track record of supporting the needs of students in need of basic-skills instruction. The ESL Department offers six levels of instruction. The Academic Skills Department, established in 2000, provided basic-skills level classes in English and math. Recently, the faculty of the Academic Skills Department—in conjunction with their counterparts in the English and Math Departments—decided to merge (i.e., Academic Skills English faculty moved into the English Department, and Academic Skills math faculty merged with the Math Department). Over the last several years, it became apparent that closer collaboration among faculty members in these separate disciplines was needed to ensure that students move smoothly through the basic-skills curriculum and into college-level courses.

The College reaches out to its community, offering, for example, the Puente Project to reach educationally underserved students interested in transferring to four-year colleges and universities. In 2012, the College received a five-year Hispanic serving grant of 3.7 million dollars to support students going into STEM (Science, Technology, Engineering and Math) majors (IA1.12).

Program review offers units on campus, particularly those units working within the career technical education (CTE) areas, the opportunity to work with their advisory boards to develop innovative fields of study. Examples of this process include the development of programs in biotechnology (reported in its 2012 program review [2 year update] on page 7) (IA1.13), and in automotive technology (reported in its 2012 program review on page 1) (IA1.14).

The College has a full range of student support services, such as Extended Opportunity Programs and Services (EOPS), Cooperative Agencies and Resources for Education (CARE), CalWorks, Financial Aid, Admissions and Records, Career and Transfer Center, Job Placement, Disabled Students Programs and Services (DSPS), International Education, Counseling, Assessment, Student Success and Support Programs (3SP), Athletics, Student Government, and Student Life. The College has been awarded program and service-related grants to provide special instruction, learning support, and service programs (IA1.15).

Actionable Improvement Plans
None

IA2. The Mission Statement is approved by the Governing Board and published.

Descriptive Summary
The Governing Board approved the mission statement on May 22, 2013 (IA2.01) (IA2.02), Item 85-A. The mission statement is published in the College catalog on page 14 (IA2.03), and appears on the Contra Costa College website (IA2.04), and on signs at various locations

around campus.

Self Evaluation

The College meets this standard. The level of employee understanding of the mission Statement reflects participatory (shared) governance in its development and review and demonstrates the awareness gained from its publication.

Actionable Improvement Plans

None

IA3. Using the institution's governance and decision-making processes, the institution reviews its Mission Statement on a regular basis and revises it as necessary.

Descriptive Summary

Contra Costa College reviews its mission statement at least once every four years. Since the last accreditation visit, the mission was reviewed in 2010 (IA3.01) and again in 2013. This review is initiated by the Planning Committee (IA3.02), one of the four main participatory (shared) governance committees under the College Council, and is forwarded to additional participatory (shared), constituency, and community groups to ensure an inclusive decision-making process. The College Council approves the mission statement. The most recent review and approval were completed at the April 2013 meeting of the College Council (IA3.03). The new mission statement was presented to the Governing Board (IA3.04) and adopted on May 22, 2013 (IA3.05), Item 85-A.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None

IA4. The institution's mission is central to institutional planning and decision-making.

Descriptive Summary

The mission statement is the pinnacle of CCC's integrated planning model, providing direction and vision to all College plans (IA4.01). The statement appears on the College website where the College plans are available to the public. (IA4.02). These plans include the Educational Master Plan (2007-2017) (IA4.03), the Strategic Plan (2007-2012, extended to 2014 then 2015 to align with the CCCCD Strategic Plan) (IA4.04) (IA4.05) (IA4.06), the Technology Strategic Plan (2008-2014) (IA4.07), the Facilities Master Plan (2008-2018) (IA4.08), the Professional Development Plan, (IA4.09), and the Basic Skills Plan (IA4.10). In addition, each unit of the College has a mission statement (IA4.11) that both reflects and informs the College mission statement, which is, in turn, connected to the District mission statement (IA4.12).

Guided by the mission statement and the College's plans, each College unit undergoes Program Review on a two- or four-year cycle (IA4.13), using data gathered from program- and course- Level SLO/AUO's (IA4.14), and key performance metrics data provided by the

District Research Team (IA4.15). Program review is a three-step process, involving a unit self-study to identify trends, goals and resource needs (IA4.16), review by an independent validation committee (IA4.17); and "Final Commendations and Recommendations" by President's Cabinet (IA4.18). The recommendations from President's Cabinet form the basis for unit action plans, which are incorporated into annual unit plans (IA4.19). These plans identify one-time and ongoing unit resource needs, which are prioritized and funded through the College resource allocation process. The resource allocation process integrates the College's mission, plans and initiatives, and unit resource requests through a participatory (shared) governance process, using a weighted rubric that takes into account performance metrics, accomplishment of prior years' goals, linkage to SLO/AUO's, and linkage to specific strategic initiatives, as well as other factors such as safety, and federal and state mandates (IA4.20) (IA4.21). Information from the resource allocation process subsequently feeds back into College plans, which are regularly updated in response to budgetary trends (IA4.01).

The integrated planning model (IA4.01) is designed to support the mission statement and to address the need to integrate planning with budget. This design illustrates the interconnectedness of CCC processes, and also the way that the mission statement drives strategic planning, program review, technology, unit planning, and SLOs/AUOs.

Following the adoption of the revised mission statement (IA4.22) and the development of the Contra Costa Community College District (4CD) Strategic Plan (IA4.23) throughout fall 2013 and spring 2014, the College began work on a new strategic plan. In November, The Planning Committee developed a process and timeline to develop the Strategic Plan (IA4.24). The plan (IA4.25) was to follow a process similar to the one used to revise the mission statement (See Standard IA): Open forums were to be held on campus for the community, students, and staff to gather feedback and to share the results of an environmental scan and student and staff surveys. The community forum would examine the College's internal strengths and weaknesses and external opportunities and challenges. Following an in-depth discussion of this information, participants would identify and prioritize critical issues facing CCC. The prioritized issues would become the strategic goals for the new plan. The final strategic initiatives were to be reviewed and passed by the College Council and sent to the Board of Trustees for review. During Fall 2014, various participatory (shared) governance committees would develop the measurable strategic plan objectives for each major goal and identify committee stewards for those objectives. After the objectives were made operational, with action plans, the plan would be forwarded to the College Council for discussion and adoption. The College Council approved the plan and timeline on November 14, 2013 (IA4.26).

Ultimately, this plan was pushed back to fall 2014 – spring 2015, as a response to the approval of the District Strategic Plan in late spring 2014. In May 2014, the College Council approved a resolution to begin strategic planning in fall 2014 (IA4.27) (IA4.28).

Both the Facilities Plan and Educational Master Plan (2007-2017) are on a 10-year cycle. Both plans were completed in 2008. The Educational Master Plan is a key link between the College's mission and its subsequent Facilities and Strategic Plans.

The Facilities Master Plan addresses the comprehensive needs of the campus as it undergoes a period of substantial remodeling and new construction. On May 9, 2013, the College Council decided to form a task force to review and update the Facilities Master Plan to ensure that it reflects the revised mission of the College (IA4.29).

 Self Evaluation
The College meets the Standard. The mission statement provides the overarching vision of the College, which drives the entire planning and budget process. Within the integrated planning model there is the cycle of program review, ongoing strategic initiative development and evaluation, use of effectiveness indicators and assessment of learning outcomes, and criteria-based resource allocation from unit plans. Resource allocation is tied to the mission statement through the integrated planning model. As units implement College plans, they can access critical resources, including personnel and operational funds, through resource allocation requests. The planning, evaluation, and resource allocation processes are conducted using participatory (shared) governance and form a solid base for an integrated College wide planning and allocation process.

Actionable Improvement Plans
1. Update the Strategic Plan in fall 2014 and all other relevant plans.

IB. Improving Institutional Effectiveness

IB1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary
The College has two efforts that guide the process of reflection upon its institutional effectiveness and its desire to improve student learning. The first effort is the program review process, and the second effort is the development and assessment of student learning outcomes (SLOs) and administrative unit outcomes (AUOs).

Contra Costa College has long had a commitment to evaluating institutional effectiveness through program review. Every four years all programs conduct a self-study, or, in the case of career technical education (CTE) programs, every two years (IB1.01). The members of the unit itself conduct program review, with additional research information provided by the Contra Costa Community College District (CCCCD) Office of Research and Planning (IB1.02). Each program usually has a mission (IB1.03) and program level SLOs (IB1.04) or AUOs and, in this context, reviews its prior goals and objectives (IB1.05), reviews its strengths, weaknesses/limitations, opportunities and threats (IB1.06), checks its alignment with College and District initiatives (IB1.07), provides an analysis of significant performance data and recommendations for improvement (IB1.08), looks at staffing (IB1.09), resource, facility, and technology needs (IB1.10) and summarizes its action plan from the previous program review (IB1.11). As needed, it also may survey its end users and look at important areas for improvement, such as retention or learning outcomes. With this information, the unit discusses its current status and completes a self-study on its effectiveness, recommending areas that need improvement and formulating a new action plan (IB1.12).

Each term, beginning on All College Day, program review reports are validated by a validation committee (IB1.13) (IB1.14), a participatory (shared) governance committee. The committee validates the program review findings and makes additional recommendations, if needed, based on a discussion with the program review authors (IB1.15). Then both the validation report and program review are forwarded to President's Cabinet for additional review. President's Cabinet examines all the documents, and with further discussion, makes final recommendations and commendations to the units (IB1.16). If more dialogue is needed, the Cabinet meets with the program review staff to deepen their joint understanding of the issues and recommendations for improvement (IB1.17). The final recommendations are then turned into a set of new action plans and the process begins again.

In August 2008 the College submitted its "Institutional Self Study in Support of Reaffirmation of Accreditation" (IB1.18). The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC), at its meeting on January 7-9, 2009, took action to reaffirm accreditation for Contra Costa College (IB1.19), with the requirement that the College complete a follow-up report by October, 15, 2009. The Commission required that the report demonstrate the institution's resolution of "College Recommendation 2" which directly addressed SLOs.

After receipt of the accreditation report, the College shared the comprehensive accreditation evaluation team report and the Commission's action letter widely across the campus. The recommendations were emailed to all staff and made available in the library (IB1.20). The relevant recommendations were discussed at the College's shared governance College Council, President's Cabinet (IB1.21), and various operational groups and committees. The accrediting team report and recommendations were reviewed and discussed by Chancellor's Cabinet and at the Contra Costa Community College District (CCCCD) Governing Board (IB1.22).

From spring to fall 2009, the College worked to accelerate its SLO progress and timeline in response to "College Recommendation 2." CCC departments and staff directly affected by the follow-up report SLO recommendations met with the SLO Coordinating Committee and the vice president to discuss strategies to accomplish needed SLO progress. Meetings to augment SLO implementation within the identified areas were held and program review procedures and SLO timelines were updated. Affected areas developed and edited draft report responses and continued to work on SLO implementation. In spring and fall 2009, the SLO Coordinating Committee reviewed and discussed the College's SLO progress, follow-up report, and necessary SLO improvements (IB1.23).

During those discussions, the College developed a comprehensive SLO timeline, which would ensure completion of an entire SLO cycle by the end of 2012. The timeline was reviewed by the SLO Coordinating Committee and developed to correspond with the College's program review timeline (IB1.24). The plan ensured systematic, ongoing assessment to improve student learning. The SLO timeline orchestrated a cycle of development, assessment, evaluation, and improvement that was implemented for courses, programs, student services, library and learning support services, and administrative units.

Contra Costa College incorporated SLOs into both the curriculum and program review procedures. SLOs were also incorporated into regular Curriculum Instruction Committee (CIC) activities as reflected in forms (IB1.25), agendas (IB1.26) and minutes (IB1.27).

The CIC chairperson provided training sessions during the 2008-2009 year on how to develop and assess course and program SLOs. The SLO coordinator also offered extensive training to support SLO development and assessment (IB1.28) (IB1.29). In addition, the program review procedure recommends that SLO findings be discussed at division meetings to build a deeper understanding of student learning (IB1.30).

In spring 2009, the College updated its well established program review procedure to incorporate SLOs for all areas of the college – instruction, student and learning services, and as appropriate, administrative units. These latter outcomes were designated Administrative Unit Outcomes (AUOs). The revised instructional and non-instructional program review procedures officially incorporated SLO reporting and were reviewed by the Academic Senate (IB1.31) and approved by the College Council (IB1.32).

Contra Costa College designed and utilized SLO forms to simplify the SLO reporting process (IB1.33). These instructional and non-instructional SLO reporting forms were created by the SLO coordinator and the student services representative on the SLO Coordinating Committee. Division faculty, staff, and the Academic Senate reviewed the forms. College Council also approved the forms as part of the program review procedure.

With the accelerated SLO timeline, spring 2009 programs under review increased their efforts to include SLO reporting as part of program review. Spring 2009 program reviews included SLO development, assessment, analysis, and recommendations (IB1.34). According to the approved SLO timeline, two instructional programs (African American Studies and Communication and Computer Technology) were scheduled to report course and program SLOs as part of their program review, and they did so (IB1.35). However, African American Studies, under the new accelerated SLO timeline, was unable to complete all course SLO assessment. They included, as part of their program review, a plan for completion of the remaining course SLO assessment in fall 2009 and spring 2010 (IB1.36). They subsequently received a commendation from President's Cabinet for "developing SLOs and for completing the first round of assessments" (IB1.37). The two administrative units (Vice President's office and the Instruction office) completed and reported on Administrative Unit Outcomes (AUOs) in their program review (IB1.38).

SLO recommendations, through the well-established program review process, were built into the College's integrated planning process to support college improvement plans and decision-making (IB1.39).

In summer 2009, the library had a broad discussion of SLOs to strengthen assessment of student learning and to improve students' library and information competency. Library faculty, including part-time librarians, met to reach consensus about revised and new SLOs for library users. The faculty developed areas of student learning they wanted to assess. Another meeting was held for all library faculty and staff and representative faculty and

students served by the library, and this group drafted SLOs and assessment strategies (IB1.40).

In early fall 2009, another meeting was held to finalize SLOs, prepare for the fall SLO assessment, and establish a benchmark for the library orientation SLO with multiple year data. This discussion led to a decision to assess one SLO, about students' awareness of library rules, and to reassess the prior SLO about students taking library orientations. For its 2011 program review, the library had decided to focus on five course-level SLOs for LIBST110 and 110A (IB1.41) (IB1.42).

Tutoring is the College's primary learning resource beyond the classroom and library. The College Wide Tutoring program (CWT), housed in the College Skills Center (CSC), offers academic assistance to students across the curriculum. Under the supervision of the faculty tutoring coordinator (a fifty percent position held by a full-time member of the Academic Skills Department until Academic Skills and English merged in fall 2013), peer tutors (as well as some tutors from the local community) work with CCC students in a variety of classes. While a large percentage of students receive assistance in math and English classes, CWT also offers assistance for science, foreign language, business, early childhood education and other courses (IB1.43). In fall 2010, CWT completed its first cycle of SLO assessments concentrating on the relative retention and success rates of students who use tutoring services and those who do not (IB1.44)

In summer and fall 2009, the faculty tutoring coordinator expanded dialogue about tutoring SLOs and assessment to all locations that provide tutoring (IB1.45), including staff and faculty in the College Skills Center, the Center for Science Excellence (CSE), Early Childhood Education (ECHD), and the Library (IB1.40). These discussions led to the establishment of tutoring SLOs for ECHD, CSE (IB1.46), CSC, and Math lab and assessment methods compatible with CWT's tutoring SLO assessments. This collaboration provided more comprehensive tutoring assessment data and, in turn, clearer information concerning tutoring interventions at various locations.

In spring 2009, the College president sent an email to CTE faculty and managers specifying that all CTE advisory committees should discuss SLOs at their annual meetings (IB1.47). While most CTE programs had held their annual advisory committee meetings prior to March 2009, two CTE program advisory committees that met later that spring included SLO reviews. In addition, an automotive advisory committee meeting was held in August 2009, and included a review of automotive technology SLOs (IB1.48). The Business Program also held an advisory committee meeting and received feedback about SLOs. Minutes from their meeting indicated that "Advisory committee members were impressed with the purpose and development of the SLOs and with the efforts to identify relevant SLOs for the business sector…and agree with and approved all of them. They commended the Business department for SLOs 1, 2, 8 & 9' (IB1.49) (IB1.50). The Administration of Justice (AJ) Program's advisory committee met and reviewed judicial studies course and program SLOs. The committee recommended edits and modifications. They also developed five main learning outcomes for the program. Their recommendations were incorporated into the AJ Program's SLOs (IB1.51) (IB1.52).

In 2009, the College revised its non-instructional program review procedure to require administrative units to have either SLOs or Administrative Unit Outcomes (AUOs) as appropriate to the functions of their unit (IB1.53). The revised non-instructional program review procedure and administrative unit responsibilities with regard to SLOs and AUOs were shared with the Management Council on August 27, 2009 (IB1.54). Administrative units were also clearly identified in the SLO and program review timeline to ensure completion of administrative unit SLO/AUOs by fall 2012 (IB1.55). The timeline was accomplished as scheduled (IB1.56).

In spring 2009, in accordance with the SLO timeline, two administrative units–-the Vice President's Office and the Senior Dean of Instruction's Office--completed their program review, including AUOs. To date, administrative units include SLOs or AUOs as part of their regular program review (IB1.57). CCC's 2011 "Accreditation Midterm Report" noted that the College has continued to build its ongoing assessment of student learning. 2010 saw a great deal of assessment for instructional and service program SLOs as part of the regular program review cycle.

Leadership for the development of ongoing SLO assessments (SLOAs) stemmed from the Academic Senate and the SLO Coordinating Committee, which held regular meetings either every other week or monthly as needed. In addition to providing a forum for the ongoing discussion of issues regarding SLO assessment and revision, the SLO Coordinating Committee acted as a resource for faculty and staff in the implementation of SLOA. In 2010, the SLO Coordinating Committee decided that prior College wide SLO training had run its course of effectiveness and that departmental or individual training would be the next step. To accomplish this, they created faculty SLO mentors (representatives on the committee from each division) who took responsibility for SLO training of faculty and staff in their own divisions. These mentors assisted faculty and staff with practical operational suggestions for implementing SLO assessment in their own course, program or service area. SLOAs continued to be reported and discussed at division meetings (IB1.58).

The SLO Coordinating Committee also resolved procedural assessment questions with unique courses, such as 298 – independent study courses. These courses are offered irregularly, as student need arises. The SLO Coordinating Committee recommended that a standard independent study SLO be developed through the CIC. The College then assessed outcomes of 298 courses offered in 2010 and the results were reported to the Council of Chairs (IB1.59).

The SLO coordinator, a faculty reassigned-time position, became increasingly involved in supporting SLO assessment throughout the College. The coordinator helped to revise program review guidelines to include SLOs, create a standard SLO assessment reporting form, and publish a comprehensive SLO handbook that synthesized the information from many of the SLO trainings that were held since 2008 (IB1.60).

In 2010-2011, both the Speech and Culinary Arts Departments received the State-wide Research and Planning Group's P.O.W.E.R. awards for outstanding program outcome

assessment (IB1.61). Instead of giving just one award, the judges, SLO experts from the Research and Planning group and the State Academic Senate, were so impressed with the "innovative ways that each department used program outcomes assessment to improve student success," that they gave two awards for excellence to Contra Costa College programs.

In March 2011, another CTE advisory board summit was planned to review the results of the SLO assessments and to further develop methodologies for assessments of CTE program SLOs. However, a College wide power outage prevented the summit from occurring. Instead, CTE programs worked individually with their advisory boards or on online conferences (CCCConfer.org) to review SLOs and to garner feedback and suggestions as needed (IB1.62) (IB1.63). In addition, the CTE programs, through their CTE committees, institutionalized a standard survey, with some tailoring for individual CTE programs, to capture feedback, satisfaction, or needed improvement with program graduates' skills that can be used to refine SLOs and provide SLOA information (IB1.64).

By 2011 one-hundred percent of CCC's administrative units had developed AUOs or SLOs as appropriate to the functions of the unit and incorporated them into the College's well-established non-instructional program review procedure. As reported in the 2011 accreditation Midterm Report, 88 percent of administrative units had completed SLO/AUO assessment (IB1.65).

The Accrediting Commission for Community and Junior Colleges (ACCJC), in its February 1, 2012 "Accreditation Midterm Report Commission Response Letter" (IB1.66) noted that:

"Contra Costa College reported that it has sustained the changes implemented to meet the recommendations of the 2008 comprehensive evaluation team. These include … developing a comprehensive timeline for Student Learning Outcome (SLO) development and integrating SLO assessment into curriculum and program review; completing the development and assessment of SLOs in student services; expanding SLO assessment in the Library and Learning Resources and expanding dialog with faculty and staff related to these assessments.

The College noted it was successful in incorporating CTE program advisory committees into the refining of SLOs for vocational programs, and defining and assessing SLOs for administrative services. "

Representative samples of division meeting agendas and minutes show an institutional commitment to continuous institutional improvement through the presentation of SLO assessment results. Examples include minutes from the LAVA Division on November 19, 2010. At this meeting, representatives from Automotive Services and Medical Assisting presented their Department SLO assessments as part of their program review presentations (IB1.67). At the following meeting on December 3, 2010, three departments, Culinary, PE/Health Education, and Health and Human Services (HHS), presented their program reviews, with emphasis on their SLO assessment results (IB1.68). More recently, on April 5, 2013, Athletics presented their program review results, which led to a "…discussion of SLOs, assessments and how instruction has changed and/or improved due to assessments…"

(IB1.69). The August 15, 2013, LAVA Division meeting discussed the relationship of SLOAs and the newly revised institutional resource allocation Process (IB1.70). Discussions of SLO results and their implications are regularly placed on Division meeting agendas (IB1.71).

Starting in 2010, the CLASS Division (later renamed Liberal Arts) began a regular survey to assess the value of their program review/SLO presentations. The results of the survey were aggregated, distributed to members of the division and posted to the District *In*Site Portal (IB1.72). These surveys have continued annually and show deep faculty engagement with the SLO process (IB1.73) (IB1.74).

Discussions concerning SLOs also occur as part of program review "Commendations and Recommendations" from President's Cabinet (IB1.75). The "Commendations and Recommendations" form the basis of program action plans and subsequent program reviews and often include recommendations concerning SLOs and their assessment designs and reporting (IB1.76).

SLO discussions were also incorporated into the College resource allocation process. Beginning in fall 2012, the College expanded its budget allocation model to include operational funding within the Annual Unit Plan. Discussions began at the September 19, 2012, meeting of the Budget Committee (IB1.77) and continued through the fall semester (IB1.78). In October and November the design was integrated with financial and institutional planning (IB1.79) (IB1.80). The discussions led to a plan to incorporate full-time faculty and classified-staff hiring and institutional planning as part of the institutional resource allocation process (IB1.81). The resource allocation application and evaluation designs incorporated "Linkage with SLOAs or AUOAs" as a key evaluation component (IB1.82) (IB1.83) (IB1.84). In February 2013, it was proposed that a joint Budget and Planning Committee review, evaluate and rank the resource allocation applications for final approval by the College Council (IB1.85). The resource allocation process was presented to the College Council on February 14, 2013 (IB1.86), which generated further revisions (IB1.87). In April and May 2013, the joint Budget and Planning Committee met to review resource allocation applications and discuss improvements for the next academic year (IB1.88) (IB1.89). The College Council approved the ranked applications on May 9, 2013 (IB1.90). Applications were archived on the Budget Committee *In*Site Portal Site (IB1.91).

The Budget Committee reviewed the resource allocation process in fall 2013 (IB1.92). Members of the Budget Committee provided suggestions for improvement (IB1.93) and a revised draft allocation process, now named the "Annual Plan and Resource Allocation Process", which incorporated classified staff hiring, was developed (IB1.94). Again, SLO linkage to the resource request was a prominent feature of the process (IB1.95).

As an important symbol of the College's commitment to the SLO/AUO process, the College Council, in spring 2013, reorganized its subcommittees and recognized the ad hoc SLO Coordinating Committee as a permanent shared (participatory) governance subcommittee of the College Council. The committee, now renamed the SLO/AUO Committee, was designated as a subcommittee under the Student Success Committee (IB1.96).

Effective fall 2013, the College announced and filled the position of SLO/AUO Coordinator at 40% release time. On November 14, 2013, the Budget Committee unanimously approved a budget request to purchase the CurricUNET SLO Module (IB1.97). CCC will now be able to move from a manual to an online SLO accounting system.

Self Evaluation
Contra Costa College's efforts at discussing institutional processes and having a self-reflective dialogue that leads to improvements based on SLO/AUO data now go back over a decade, when, in 2003, the first discussions concerning SLOs took place. Using SLOs, AUOs, and their assessments as tools for institutional improvement--through program review, program review validation, commendations and recommendations from Presidents Cabinet, annual unit plans, and, now, the annual plan and resource allocation process--is a well-established process at CCC. The significance of the data obtained through the process is discussed at department, division, and committee meetings.

The College is now undertaking a study to improve the quality of its SLOs and AUOs, to make them more "authentic" and a truer reflection of its high level of commitment to students. The College Council has approved the purchase of an SLO module from CurricUNET. SLO assessment, once approached with ambivalence by faculty, staff and management, is now embraced as a process that can impact students in a tangible, meaningful way. As CCC continues discussions of institutional performance standards, the college will seek to integrate the institutional performance standards in the process of self-reflective dialogue and improving student learning.

Actionable improvement Plans
None

IB2.The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goal and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary
Every five years, the College undergoes a process to develop strategic initiatives stemming from its mission and taking into consideration environmental scans; District goals/initiatives; past accreditation recommendations; and student, staff, and community forums. The only exception to this timeline was as a result of a request on the part of the Contra Costa Community College District to delay the College's 2007-2012 strategic initiative timeline by two years so as to align it with District's timeline. The decision to align the strategic initiatives timelines was approved by the College Council on February 8, 2012, (IB2.01) and extended again on May 19, 2014 (IB2.01a) (IB2.01b). During the extension, the College continued to make progress on its strategic initiatives and modified its mission and other institutional statements.

Each initiative is assigned chairperson(s) to lead a team/committee in the development of annual, measureable objectives. These objectives are then assigned a steward who leads their implementation. Each committee completes timelines for each year's objectives. Up until 2009-2010, when the functions of Research and Planning were centralized at the District, the College Research and Planning Committee received and evaluated all activities for the five-year duration, maintaining a combined implementation plan (IB2.02) (IB2.03) (IB2.04). After research and planning was centralized in 2009, the stewardship of the combined implementation plan was given to the Planning Committee, chaired by a faculty member with 40% release to the position of faculty planning coordinator. Beginning in 2010-2011, yearly updates on the College's "Accomplishments Towards Strategic Directions" were reported in a Districtwide meeting as part of the District's educational planning processes (IB2.05) (IB2.06) (IB2.07). Beginning in fall 2013, the District began meeting to develop Districtwide strategic initiatives (IB2.08) (IB2.09) (IB2.10) (IB2.11). The CCC Planning Committee participated in those meetings and developed a timeline to develop its own strategic initiatives that would cross-walk with the District's (IB2.12). College Council approved a timeline with specific activities on November 14, 2013 (IB2.13). The timeline details how the development of the College's strategic initiatives will progress, how they will relate to the mission statement and the District's strategic initiatives, and who will be involved (IB2.14).

Examples of some of the projects in 2012-2013 that were implemented in support of the College's strategic initiatives are as follows (IB2.07):

1. Strategic Direction #1: Student Learning and Success: Significantly improve the success of our diverse student body in pursuit of their educational and career goals with special emphasis on closing the student achievement gap.
    Cross-walked with District strategic direction:
    Goal #1: Improve student learning experiences and successful educational goal completion.

    > 1.1 Increase the percentage of students who transfer to a variety of four-year institutions while narrowing the transfer gap across subgroups. – The Center for Science Excellence (CSE) offered extensive advising and mentoring in curriculum, transfer process, and career selection. The program has four mentors, one each for students in biology and biotechnology students, for math and physical science students, physical science and engineering, and premed, dental and optometry. In 2012-2013, 53 students participated in the program and 23 transferred to a 4-year institution in fall 2013.

2. Strategic Direction #2: College Awareness and Access: Increase awareness of equitable access to Contra Costa Community College District for a changing and diverse population.
    Cross-walked with District strategic direction:
    Goal #2: Develop strategies to increase student enrollment, to improve the College's image, and to create positive public awareness about the College.

2.1 Increase awareness of our colleges as a source for higher education and career preparation options for our diverse community. – High School Senior Connection (Application and mini-Orientation) "College Super Saturday" was held on May 11, 2013. CCC made contact with 486 individuals who had applied to CCC but had not registered. In attendance were 228 students and parents. College Super Saturday resulted in 202 students registering for summer and/or fall 2013 classes. The event involved CCC faculty, staff, administrators, and student volunteers. Through follow-up efforts, an additional 85 students registered, bringing the total number registered to 287 students (by July 2013). Continuous outreach efforts were made to reach students who had not registered for classes.

3. Strategic Direction #4: Organizational Effectiveness: Improve the effectiveness of Districtwide planning, operations resource allocation, and decision-making. Cross-walked with district strategic direction:
   Goal #3: Utilize research and data to improve College effectiveness.
   4.2 Reduce or eliminate programs and services which are not viable.
   - CCC reviewed the suspension and discontinuance of programs process and is in the process of adopting language for program discontinuance due to financial issues.

During the 2007-2014 strategic initiative planning cycle, the College engaged in discussions to address improvement in institutional effectiveness. These discussions included the implementation of a new "Program Revitalization, Suspension and Discontinuance" procedure (IB2.15) (IB2.16), a restructuring of College's participatory (shared) governance committees (IB2.17) (IB2.18), and a new College resource allocation process that included operational funding, full time faculty hiring, and classified staff hiring within a unified process that aligns with the College's mission and strategic initiatives. (IB2.19) (IB2.20) (IB2.21) (IB2.22) (IB2.22a).

The College's Strategic Plan, Educational Master Plan, Facilities Master Plan, and other documents that identify institutional priorities, are not only discussed broadly through participatory (shared) governance, but also communicated and disseminated broadly. They are available on the College's website (IB2.23), on shared drives, on the Planning Committee *In*Site Portal site (IB2.24), and through various committees, such as College Council, the Academic Senate, the Classified Senate, Associated Students, and the President's Cabinet.

Another important planning process for the College is the development and establishment of institutional measures to help drive student success. Contra Costa College is currently undergoing a comprehensive process to determine and set institutional standards for course completion, retention, degree and certification completion, and transfer to four-year colleges and universities. While departments, units and programs have used data from the program review as an institutional standard of academic performance indicators, a need to get to the level of performance that the institution believes meets its mission of quality education for students will be determined through a three-phase process. The three phases include:

1) Informing and educating the campus community (all constituency groups, divisions, and the Student Success and Basic Skills committees) on the ARCC Scorecard and the key performance metrics.
2) Engaging in an institutional dialogue about where to set the College's standards.
3) Establishing a procedural process to determine how the institution will make the change. However, until phase 3 is completed, CCC will use the benchmark of five and six year average data for institutional standards.

The Governing Board approves plans, and all minutes from the Governing Board (IB2.25), the College Council (IB2.26), the President's Cabinet (IB2.27) and all other participatory (shared) governance committees are available to the entire campus community on the College or District website (IB2.28).

Self Evaluation
The College meets this standard. Institution-wide goals, whether associated with the program review process, Strategic Plan, Educational Master Plan, Technology Plan, or institutional set standards for student success are measurable and designed to improve CCC's effectiveness. Since planning has been standardized into a well-known process supported by the College's commitment to participatory (shared) governance, college staff work toward the goals they have established.

Actionable Improvement Plans
None

IB3. The Institution assesses progress towards achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and reevaluation.

Descriptive Summary
Throughout the planning cycle, action plans and goals are assessed and evaluated by the College community through its constituency-based committee structure. These committees and other campus entities rely on data and reports that are either generated annually by the District Research and Planning office (IB3.01), or requested through a research request form approved by the College's faculty planning coordinator and processed by District Research and Planning (IB3.02). Since 2000, the chancellor's office Management Information Systems (MIS) has offered many annual reports that pertain directly to individual colleges (IB3.03) (IB3.04) (IB3.05), including the newly developed "Student Success Scorecard" (IB3.06). Additional annual reporting at the College involves reports on CCC EOPS Transfer Rate (IB3.07), and Contra Costa College Ed Plan Trends ((IB3.08) as well as individual faculty outcomes by course that include retention and persistence metrics (IB3.08a) (IB3.08b).

Each committee or other college entity can call for additional data for ad hoc reports. Some examples of the types of ad hoc reporting include: High School Graduate Study (IB3.09), Center for Science Excellence Annual Performance Report (IB3.10), analysis of the distribution of Ethnicities, Majors, Scholarships, Internships and Transfer Schools for CSE

(IB3.11), Enrollment Management Committee Benchmarking (IB3.12), and analysis of room space utilization by course sections (IB3.13). This reliance on data has resulted in meaningful accomplishments, such as the continued success of the Center for Science Excellence (IB3.14).

The College Council is where outcome data, such as effectiveness indicators, are discussed. The College Council hears from its subcommittees on the progress they have made towards meeting their goals and intended outcomes. Each year, the Planning Committee reports to College Council on the progress of the strategic initiatives, based on information reported to the District Educational Planning Committee. The College Council reviews and approves all College wide plans, such as the Technology Plan (IB3.15), the Educational Master Plan, and the Facilities Master Plan (IB3.16). The process facilitates adjustment in the focus of these plans if critical elements were omitted or unnecessarily included, and provides ongoing participatory (shared) constituency input. All programs go through a process of data-intensive program review, validation by a participatory (shared) governance committee, and final recommendations by President's Cabinet, which then form the basis for a new cycle of action plans, annual unit plan, program review, validation and recommendations.

The District Research and Planning office, which annually makes outcome data available to faculty and staff as well as program units, has become an important source of college information about institutional outcomes. The faculty planning coordinator provides training to any employee on the acquisition and usage of relevant program review data (IB3.17), and the process to request ad hoc data (IB3.18). Recently, the District Research and Planning office has created and distributed an environmental scan (IB3.19). Research outcomes and reports, the environmental scan and the "Student Success Scorecard" are available on the College website. CCC is on a regular cycle of survey and response analysis of student, staff and community perspectives on its effectiveness (IB3.20). To further an understanding of integrated planning, the Planning Committee presents the College's integrated planning model to each division in a roadshow.

Self Evaluation
The College meets this standard. CCC has a cyclical, integrated process of planning, evaluation, and budgeting that supports decision-making and improvement efforts. It makes progress towards its institutional goals even in times of fiscal constraints.

Actionable Improvement Plans
None

IB4.The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary
Classified staff, faculty, management and students all hold membership in the College Council. The chair of the College Council rotates each year, parliamentary rules are followed, and all agenda items are communicated to the entire College at least 72 hours prior

to meetings. The College conducts an Employee Satisfaction Survey every five years (IB4.01) Agendas and minutes of the College Council and its subcommittees, are published on the College website (IB4.02) (IB4.03) (IB4.04). To facilitate communication, minutes of the four main subcommittees of the College Council: Student Success, Budget, Planning, and Operations, are placed on the College Council Agenda and reviewed (IB4.05) (IB4.06) (IB4.07) (IB4.08) (IB4.09). Subcommittees of the four main subcommittees (IB4.10) also place their minutes in the agendas of their parent committees (IB4.11). The flow of minutes through the participatory (shared) governance structure is published on the College website (IB4.04) and in the college procedure manual (IB4.12). Any constituency representative, College staff member, or student, as well as community members, can propose agenda items for discussion or action before the agenda is published. Each subcommittee shares the same composition of membership and follows the same established rules and communication process. The specific membership, meeting times, and charge for each committee are published in the College Procedures Manual (IB4.13). Individuals from each constituency are either elected or appointed by their own organization. These representatives share planning activities and campus issues with their respective organizations, which meet at least once a month. Each semester an updated list of committee members is published on the campus website (IB4.14) (IB4.15) and sent to the entire campus community.

The College Council is the main College planning entity. It delegates to its subcommittees the work of discussing, planning, assessing, and allocating resources to handle specific College planning and review efforts. All plans, reports, and recommendations from these subcommittees go to the College Council for approval (IB4.16). President's Cabinet, another shared governance committee, reviews and makes recommendations on program review validations (IB4.17) (IB4.18) (IB4.19), discusses current College issues, sets the College Council agenda, and assists the president in making local decisions. All committees that drive the planning model operate as participatory (shared) governance entities except the constituency groups themselves, i.e. Management Council (IB4.20), Academic Senate (IB4.21), Classified Senate (IB4.22) and Associated Student Union (IB4.23).

The inclusive planning and resource allocation process has continued to operate and even improve during times of both budget growth and budget reduction. During the last five years, the College has had to reduce funding for both operations and staffing and has had to rely increasingly on outside grants from the Contra Costa College Foundation for budget augmentation for programs. This situation led to improvements in the College resource allocation process, which has gradually grown to include, within a unified framework, budget augmentation, unit operational funding, full time faculty hiring, and full time classified staff hiring. This process has increasingly tied SLOA/AUOA outcomes, unit action plans from program review, District and College strategic initiatives, and, most of all, the College mission (IB4.24) to the allocation of resources. Applications for resources are published on the *In*site Portal (IB4.25), reviewed by the joint Budget and Planning Committees, and priority ranked. The ranked list is then forwarded to the College Council for oversight (IB4.26). Each year the institutional resource allocation process (IRAP) is reviewed by the College Council for improvement in both the process and the rubrics (IB4.27). This reinforces the openness of the planning and allocation process.

The College Council is also responsible for approving the College facilities plan. With the passage of the District's 2006 construction bond, CCC developed an Educational Master Plan and a subsequent Facilities Master Plan to direct the next ten years of modernization and seismic retrofitting endeavors. The College Council approved both of these plans with a first reading in March 2008 (IB4.28) and a second reading in April 2008 (IB4.29). The College council has been central to ongoing reviews, as subsequent bonds have passed. In the process, the College Council, through constituency voting, has determined everything from illumination standards (IB4.30) to changes to the CCC Logo (IB4.31).

In addition to the planning process, the College works to inform and involve its constituents. At the start of each semester, the president, vice president and budget director visit each division and student service and support unit for the "Traveling Road Show" (IB4.32). During this time, all staff, faculty, students and managers have the opportunity to discuss College plans, goals and issues. This is part of the dialogue that ensures that all employees have an opportunity to be heard and to give feedback.

As indicated from an employee satisfaction survey, all constituencies reported that they understood their role in the planning process. Compared with the previous survey, there was across the board improvement by all constituencies with regard to understanding the role each played in the planning process (IB4.01). The College appears confident and supportive of its constituency-based, participatory planning process.

Self-Evaluation
The College meets this Standard. CCC has an open and inclusive planning and resource allocation process that relies upon its shared governance structures to involve staff in the process of awarding funds to support goals and action plans. The College takes additional steps to meet with faculty and staff in their divisions to provide another opportunity for them to be involved with planning and budgeting.

Contra Costa College enjoys a collegial climate on the part of its staff, who have been willing to tackle difficult issues and develop solutions. When the College Council restructured its subcommittees, the Student Success Committee was designated one of the four major subcommittees reporting directly to the College Council. The Student Success Committee was created to address the issues confronting under-achieving students. As most CCC staff members are very much aware, many students face challenges that can affect successful educational outcomes. It is important to understand that the College makes every effort to respond to the needs of the under-educated or poorly performing student.

Actionable Improvement Plans
None

IB5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

<u>Descriptive Summary</u>
The District Research and Planning Office, publishes a wide variety of reports related to quality assurance. District Research and Planning generates an assortment of semester-end reports to faculty, student service units, and administrative teams. Every five years District Research and Planning publishes an "Environmental Scan Report" (IB5.01), available to the public on the District Planning website (IB5.02). The campus Planning Committee maintains a web page on the College site (IB5.03) and publishes many of these reports, such as the District 2013 "Achievement Gap Report" (IB5.04), locally to provide important information to the campus community.

Data that deal with enrollment, productivity, success, retention, achievement gap data and seat counts are updated on a semester basis and available through the District's SQL Reporting Services (IB5.05) (IB5.06) (IB5.07) (IB5.08) (IB5.09) (IB5.10). These data have been systematically included within the program review and resource allocation processes.

In addition, data are made available to all Career Technical Education (CTE) advisory boards on labor market (IB5.11) and College Core Indicator Information by 6-Digit TOP codes (IB5.12).

Results of the student (IB5.13) and staff (IB5.14) climate surveys are used for individual program reviews as well as during the community and campus forums during the development of the College's strategic initiatives. Presentations of this data were made to both the community and staff throughout the campus (IB5.15). All survey instruments and outcomes were made available through the College website (IB5.16) and the Planning Committee *In*Site Portal site (IB5.17).

The results of SLOA/AUOA's have now become part of the essential data set for unit program reviews (IB5.18). These data are additionally reviewed as part of the program review validation process and further reviewed by President's Cabinet as it crafts its commendations and recommendations (IB5.19).

<u>Self-Evaluation</u>
The College meets this Standard. To date, the District Research and Planning Office has been able to meet the demand for data and communicate data required by the various constituents and assessment elements. In the future, it is anticipated that SLO assessment will require additional analysis capabilities. To this end, in December 2013, the College Council approved the Budget Committee request for funds to purchase a module for CurricUNet that will facilitate the online analysis of SLOA/AUOA's (IB5.20).

<u>Actionable Improvement Plans</u>
None

IB6. The institution assures the effectiveness of its ongoing planning and resource allocations processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary
All aspects of the planning model go through a prescribed evaluation and updating process. In fall 2013, the integrated planning model graphic was updated to better show how the various plans, processes, and data interact (IB6.01). Whether it is every year, two years, or five years, each College entity is regularly evaluated, including that entity's relationship with others. CCC's reliance on participatory (shared) governance is key to ensuring that each entity functions well; is integrated into the fabric of the institution; and that crucial resources are allocated properly and in accordance with the College mission. The students, staff, faculty, and managers have agreed to follow established protocol in order to be both inclusionary and democratic. This often results in lively debate, and, as each entity comes up for review, or a new policy or procedure is brought before the College Council, dissenting opinions are usually found within the minutes of meetings (IB6.02). Healthy debate leads to accommodations, agreements, and/or compromises that allow the College to move forward. This delicate balance of interests and processes can only occur if each constituency representative communicates regularly and accurately with his or her members.

The strategic initiative process contains an evaluation element. Until 2010, at the end of each year, action plan implementations were sent to the Research and Planning Committee for review. The committee would review the accomplishments and present a summary to the College Council the following year (IB6.03). After Research and Planning was centralized at the District in 2010, an action-plan summary was reviewed as part of the District educational planning process (IB6.04) (IB6.05) (IB6.06). This allowed for greater integration between District and College strategic initiatives and provided opportunities for cooperation among all colleges in the district.

A good example of the systematic review and modification of plans pertains to the development of CCC's institutional resource allocation process (IRAP). In the 2010-2011 "Accomplishments towards Strategic Directions" report (IB6.04), the District strategic direction number five was: "Resource Management: Provide sound stewardship of the District's fiscal assets to ensure a sustainable economic suture consistent with our values, vision and mission." Item 5.3 stated "Allocate resources according to planning priorities." The College strategic goal number three was cross-walked with the District goal: "Utilize research and data to improve College effectiveness." The College reported: "With the impending budget reductions that face the institution, staff and management have been seeking ways to inform decisions to reduce programs, personnel and programs. The College has a long history of using data to make decisions. It will continue this practice to ensure that changes made at the College are supported by information that enlightens the decision makers. To support this initiative, the College accomplished the following: The Budget Committee awarded $50,000 in augmentations utilizing funds provided by the College Foundation. Programs and departments submitted a request for these funds with their yearly Unit Plan document following the system arranged and documented in our Integrated Planning Model."

In the following year the College Council reviewed the process, the rubric was improved, and, in the 2011-2012 "Accomplishments toward Strategic Directions" report (IB6.05), CCC reported under strategic direction number five: "The Foundation was able to award $50,000 to the College to augment its operating budget. As in prior years, these funds were allocated by the Budget Committee to various departments using a rubric and a process that was approved by the College Council."

In the 2012-2013 "Accomplishments toward Strategic Directions" report (IB6.06), the College reported: "CCC's resource allocation model was piloted in order to allocate resources in a manner that aligns with strategic plans." This was the first year that operational funding was tied to the IRAP, with a three-year plan to integrate all College resource allocation within a single process. In 2013-2014, the IRAP included full time faculty hiring and full time classified hiring as well as operational funding and budget augmentation, and was reviewed by the joint Budget and Planning committees. Currently the IRAP, which includes an application (IB6.07) and a rubric (IB6.08), integrates resource allocation, performance metrics, unit action plans, strategic initiatives, and SLOA/AUOA's with safety, federal, state and accreditation mandates and other considerations, all within a unified process managed by the joint Budget and Planning committees with College Council oversight. The forms and requests are published on the Budget Committee's *In*Site Portal site (IB6.09) and current and former applications are archived (IB6.10). Requests for full-time faculty and classified positions are separately archived (IB6.11) at each step the process has been evaluated for effectiveness, modified, and approved by the College Council.

Self Evaluation
The College meets this Standard. The strength of the planning, resource allocation, and evaluation cycle is its participatory (shared) governance structure. The allocation cycle reaches as many constituents as possible, and their engagement creates a necessary dialogue, allowing the College to make informed decisions and needed adjustments to the integrated planning process. An example of this is found in the institutional resource allocation process (IRAP) (IB6.07), which integrates resource allocation, performance metrics, unit action plans, strategic initiatives, and SLOA/AUOA's with safety, federal, state and accreditation mandates, and other considerations, all within a unified process managed by the joint Budget and Planning committees with College Council oversight.

Actionable Improvement Plans
None

IB7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student supports services, and library and other learning support services.

Descriptive Summary
Instructional programs, student services, and learning support services are continually evaluated through the program review process (IB7.01). The Enrollment Management Committee (IB7.02) meets to assure that the college addresses issues that relate to enrollment (IB7.03), and recruitment and marketing (IB7.04). The Planning Committee (IB7.02) meets

to "lead the college's research and planning efforts to ensure quality instruction and student services." The College Council (IB7.05) meets to:

Purpose:
1. To approve the annual college's plans, goals and objectives.
2. To review the college philosophy/mission goals.
3. To decide the process for resource allocation.
4. To decide policies and procedures that impact all constituent groups.
5. To ensure that accreditation standards and recommendations are addressed.
6. To foster improved communication among constituent groups.
7. To review the college's evaluation measures.

The entire program review process, which includes program review (IB7.06), annual unit plans (IB7.07) (IB7.08), validation (IB7.09), commendations and recommendations from President's Cabinet (IB7.10), the Institutional Resource Allocation Process (IRAP) (IB7.11), and the Administrative Procedure: Program Revitalization, Suspension and/or Discontinuance (IB7.12), constitute the most systematically institutionalized element of the integrated planning model at Contra Costa College, and are the primary methods of measuring and evaluating the success or lack of success of departments and programs. Within the review process the District Research and Planning office tailors data to each unit and allows for specific analysis of each unit. In addition, all faculty members can access outcome data on individual performance by course section at the end of each semester (IB7.13).

College evaluation mechanisms are assessed through ongoing, regular use. Modifications and enhancements can be made through participatory (shared) governance committee structures if improvements are needed.

Self Evaluation
The college meets this standard.

Actionable Improvement Plans
None.

REFERENCES

IA. Mission
IA.01   CCC mission statement Governing Board 5-22-2013.pdf
IA.02   CCC Catalog2013-14-web Indexed.pdf
IA.03   CCC Mission Statement Approval by Governing Board 5-30-2007.pdf
IA.04   College Council Minutes 2-10-2010-.pdf
IA.05   Planning Committee Notes - 9-7-2012.pdf
IA.06   Academic Senate Council Minutes 3-4-2013.pdf

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

Standard IIA: Instructional Programs

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

IIA. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

IIA1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

This mission statement is displayed prominently in the College catalog (IIA1.01) and on its website (IIA1.02), and it guides current practices as well as future goals. The mission statement makes clear that Contra Costa College recognizes the importance of addressing the diverse needs of the community it serves. Contra Costa College ensures that the variety of high-quality instructional programs it offers in different venues and formats supports its mission.

The variety of programs the College offers reflects the diversity of its student population and includes associate degrees, career technical education (CTE) certificates, and basic-skills and general-education courses that prepare students for transfer and for productive lives as engaged citizens. In establishing, revising, and discontinuing these programs, the institution considers the demographics of the service area (IIA1.03), the current and future industries that dominate the economic landscape of its community (IIA1.04), the composition and academic profiles of its student population (IIA1.05), and student learning outcome assessment results for courses and programs. The institution regularly examines its success rates and displays them prominently on its internet homepage (IIA1.05a). Discussions of strategies for improving the College's educational outcomes are common at the College and committee level, within and between departments. (IIA1.06) (IIA1.07) (IIA1.08) (IIA1.09) (IIA1.10) (IIA1.11) (IIA1.12) (IIA1.13) (IIA1.14) (IIA1.15) (IIA1.16) (IIA1.17).

Contra Costa College has in place a comprehensive curriculum and program approval and review process overseen by the Curriculum and Instruction Committee (CIC), an Academic Senate subcommittee. Existing courses are scheduled for evaluation by the CIC every four to six years.

Because of the variety of instructional formats, CIC review ensures that the standardized course outlines (IIA1.18) specify appropriate content, and that the same course content is provided across all sections of a course, regardless of format or delivery method (IIA1.19). All courses go scheduled to go through content review every six years, and the evaluation process, articulated through its content review forms, includes the following criteria that ensure the course aligns with the standards of collegiate courses (IIA1.20).

New course proposals also require a readability analysis of selected textbooks. The CIC manual specifies that "Textbooks for transferrable degree-credit courses must have scored 12th grade or higher" on a measure of readability level (IIA1.21). A requirement that all textbooks used be published within the past seven years also contributes to the currency of the material covered in courses. All new courses and programs are evaluated on the basis of how they fulfill degree or certificate requirements, develop basic skills, develop core competencies, and/or meet the standards of transferability (IIA1.22) (IIA1.23).

In addition, existing programs are evaluated periodically through the institutional program review process (IIA1.24). In the self-study report that each program produces every four years (with a two-year update for CTE programs), program members evaluate and report on the currency of articulation agreements, the extent to which courses and programs continue to fulfill their goals and support the overall mission of the College—including the relevance of program courses to other programs and majors in the College, the degree to which each course in the program develops writing, quantitative reasoning, and/or critical thinking skills, and other criteria and measures that directly relate to Contra Costa College's mission and to institutional SLOs. The self-study report includes measures of retention, success, and completion available through the SQL Database (IIA1.25). CTE programs must also report and evaluate the currency of their offerings by considering input from advisory boards (IIA1.26) (IIA1.27) (IIA1.28) (IIA1.29) (IIA1.30) and examine the program's success in terms of the students' ability to secure employment.

Programs undergoing review also report on a number of measures of teaching effectiveness, including a section on innovative teaching approaches used by the faculty and discussions of the academic rigor of courses and their appropriateness as part of an institution of higher education. In their self-study report, program members must describe how they "maintain the integrity of academic standards and achieve consistency within the discipline." Another criterion addresses how the program ensures that "instruction covers the course content as identified in the course outline of record" (IIA1.31). As appropriate, programs conduct surveys of student satisfaction and include the results in their self-study. Finally, the process requires a thorough SLO evaluation—at the course and program level—as detailed in section II.A.1.c on SLO on how the institution identifies SLOs, assesses student achievement of the outcomes and uses the assessment results to make course and program level improvements.

Program reviews are evaluated by a validation committee made up of faculty, staff,

administrators, and, whenever possible, students. This team analyzes the progress made in course- and program-level student learning, retention and success, and degrees or certificates earned (where applicable). Validation committees submit their findings and recommendations to the President's Cabinet, and the results are available for campus-wide review.

The quality of instruction and its alignment with program and institutional goals are also addressed in the faculty evaluation process. Every faculty member receives a copy of the outline(s) of the course(s) to be taught. Periodic faculty evaluations include a student survey and peer observations and a written report assessing the evaluatee on a number of criteria. The student evaluation includes ratings on statements such as "[My professor] helps me meet the goals and learning objectives of the course." (IIA1.32) The evaluation report produced by the faculty evaluator considers criteria such as "The professor's syllabus conforms to the existing course outline of record," "The professor presented material at a level appropriate to the course," and "The professor displayed expertise in the subject."(IIA1.33)

In spring 2013, Contra Costa College implemented one additional mechanism to tighten the connection between instructional programs and the overall mission of the institution. As part of the annual planning process, all programs conduct a review of their performance and request funds to continue and/or expand their effectiveness. This annual plan connects not only to the action plan in the four-year program review self-study and to SLO assessments, but it must also address to what degree the action plan forwards the College mission (IIA1.34).

Self Evaluation
The College's instructional programs are aligned with the mission statement. Instructional programs are reviewed to ensure that they support the mission of the College regardless of how or where they are offered. The College follows a standardized process for approving new curricula and programs, with multiple levels of review to ensure that proposed curricula address the mission of the College and are appropriate for an institution of higher learning. Faculty of transfer-level programs collaborate with the articulation officer to ensure that courses feature transfer-appropriate objectives, content and textbooks. The content and program review processes ensure that the College offers high quality courses, which are regularly evaluated to justify whether they should be revitalized, suspended or discontinued.

The instructional programs are of consistently high quality, and both the curriculum approval process and the selection and evaluation of faculty who deliver the curriculum are designed to maintain program integrity and provide instructional programs that meet the diverse educational needs and goals of the College community.

Actionable Improvement Plans
None

IIA1a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward

achieving stated learning outcomes.

Descriptive Summary

Contra Costa College relies on District Office research and a variety of existing data sources to ascertain the needs of its population and determine the best ways to serve its students. In addition, when necessary and appropriate, units within the College carry out smaller research projects that can add quantitative and qualitative detail to external sources of data.

Contra Costa College posts its "Student Success Scorecard" on its webpage (IIA1a.01) for all College members who plan programs and courses. In addition, the District's Research and Planning Office recently compiled environmental scans for the College and service area (IIA1a.02) (IIA1a.03). The data in the environmental scan were discussed in the CCC Planning Committee and at the College Council, and have been shared with other members of the College. Research data, including individual program and course retention, success, and productivity measures, is provided to the entire College community through the online portal and used for program review and SLO development. Through the assessment process data is 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 (IIA1a.04) (IIA1a.05). Student placement results are shared with the Enrollment Management Committee as well as with the English, ESL and Math Department chairs to ensure that the College plans courses to meet the needs of its diverse community and student body.

As mentioned earlier in this report, Contra Costa College serves an exceptionally diverse constituency. While minority groups constitute 72.1% of the service-area population, at the College the proportion is about 80%. Since the last accreditation, the minority student population has increased by approximately four percentage points; now, however, over 30% of CCC students are Hispanic, qualifying the College for a Hispanic Serving Institution (HSI) Grant.

In response to the increasing Latino presence on campus, the La Raza Department has created several courses: La Raza 110: Introduction to La Raza Studies, La Raza 190: Introduction to Chicano(a) and Latino(a) Film, and La Raza 127/History 127: Latin-American History (a cross-listed class). Other classes were updated so they would be transferable. (In 2011, the LaRaza and African American Studies departments merged to form the Africana/Chicano/Ethnic Studies Department.) The College continues to support the METAS program for young Latino students (IIA1a.06), and, in 2011, CCC was awarded a five-year Title V Hispanic Serving Institution (HSI) – Science Technology, Engineering and Math (STEM) grant to support the success of Latino students—and low-income students from any ethnic background—who are interested in STEM fields. The College also has a successful Puente Program, a one-year learning community which includes Psychology/Counseling and English courses and is infused with Latino literature. CCC has also made efforts to revamp its UMOJA Program by supporting conference attendance through Basic Skills Initiative funds (IIA1a.07) and establishing a committee to explore ways to support African-American students.

The College offers a thorough transfer curriculum that prepares students for transfer to the UC and CSU systems as well as to private institutions. CCC has academic major degree programs that comply with four-year institution lower-division major requirements. Associate Degrees for Transfer (ADTs) have been approved in Administration of Justice (IIA1a.07a), Communication Studies (IIA1a.07b), and Physics (IIA1a.07c), and there are fourteen others pending state submission by Fall 2014: Psychology, Sociology, Anthropology, History, Mathematics, Geography, Kinesiology, Early Childhood Education, English, Journalism, Music, Computer Science, Political Science, and Business Administration. The College has a Center for Science Excellence (CSE), which has received grant funding such as from the National Science Foundation (NSF) to encourage students majoring in the STEM areas, with a goal of transfer, to succeed in the sciences. This program assists qualified students financially with internships and tutoring and has a staff coordinator to organize activities for students.

In addition, many students pursue career technical education (CTE) programs that lead more directly to employment and that can improve their future earnings potential. As state unemployment rates increased a few years ago, the College saw an increase in reentry students, many of whom were interested CTE majors. More than fifty percent of the College's degrees and certificates fall under the CTE category. CCC's robust nursing program exemplifies a highly successful program that simultaneously serves the student body and local community and trains students to work in a vital industry. The College also offers a Health and Human Services Program and degrees and certificates in Biotechnology. Other CTE programs include Business Administration, Business Management, Business Office Technology, Medical Assisting, Culinary Arts, Computer and Information Technology, Administration of Justice, as well as some new programs developed to meet the needs of the community and industries within the CCC service area, such as Hybrid Automotive Technology and Forklift Logistics Operation & Warehousing. These programs all maintain close relationships not only with individual program advisory committees but also with community business entities to keep apprised of current business and industry trends, the potential need for CTE programs, and opportunities for partnerships (IIA1a.08) (IIA1a.09) (IIA1a.10) (IIA1a.11) (IIA1a.12) (IIA1a.13) (IIA1a.14) (IIA1a.15). Until her retirement in fall 2013, the Dean of Economic Development served as a board member on the Business Development Council, the West Contra Costa Unified School District's (WCCUSD) School to Career Board, and Contra Costa Council. At the time of this writing, the College has temporarily replaced the Dean of Economic Development with a management position and is planning to reorganize in fall 2014.

Contra Costa College students from the local secondary educational system have scores on the Academic Performance Index (API) in the lower third of statewide results, with an overall ranking of three out of ten when compared to similar schools in the state of California. The local school district is on program improvement status and has not met the minimum graduation rate requirement. Thus, many entering CCC students are ill-prepared to function at the college level without pre-collegiate courses in English, English as a Second Language (ESL), or math. Nearly 90% of incoming students during the 2013-2014 academic year placed into at least one basic-skills course (IIA1a.16). The number of non-native English speakers in the West County continues to grow, and it is projected to surpass the number of native speakers (IIA1a.17). Increasingly, language learners come to CCC from

area high schools. These students often avoid ESL because they have internalized the stigma attached to ESL courses in high schools (IIA1a.18).

Accordingly, CCC has developed a strong basic skills program in the English, ESL, and Math departments, and has a robust Basic Skills Committee, which strategizes and supports programs and services such as tutoring, supplemental instruction, and learning communities, to optimize student learning and prepare students for college-level success (IIA1a.19). The College continues to evaluate and make curricular changes to its ESL program in response to the increasing number of US educated students who need ESL instruction to prepare for college classes. To respond to the needs of this population, the College has developed resources and hosted the Dream Act Conference in 2013 (IIA1a.20) (IIA1a.21). The English Department recently reviewed its assessment process and determined that students were placed in English 142B (one level below freshman composition) without adequate writing preparation. To address this issue, the English Department adjusted the placement test cut scores and revised the English 139 curriculum (two levels below freshman composition) to create an accelerated course with higher standards and more support to help students succeed in English 142B (IIA1a.22) (IIA1a.23) (IIA1a.24).

Due to the stigma attached to ESL instruction, many English language learners opt out of ESL assessment and enroll in English courses, where they usually fail, sometimes multiple times, and then drop out or decide to take the ESL assessment; by then, however, they have delayed their graduation by one or more semesters. To confront this challenge, the English and ESL Departments--with funding from the Basic Skills committee (IIA1a.25)--designed an early alert system. ESL courses now begin two weeks after the first day of the semester. During those two weeks, English faculty identify students with ESL needs and refer them to the ESL Department. Students are contacted and encouraged to take the ESL assessment and enroll in ESL courses (IIA1a.26).

The ESL Department, with support from Basic Skills Initiative (BSI) funds, also carried out a research project that entailed interviewing students who withdrew from ESL classes. Based on the results of this project, the ESL Department designed a series of workshops to introduce students to the expectations of college courses. Both incoming and continuing students were invited to these workshops (IIA1a.27) (IIA1a.28). In addition, the library offers a slate of workshops focused on college preparation and success, some of which will be described below.

Finally, the College has been collecting data on SLO assessments, and has a plan for analyzing the results at the institutional level (IIA1a.29). Since CCC began assessing SLOs at the course and program level and then moved to the college level, the systems initially developed were found inadequate for aggregating the results. For this reason, CCC recently acquired CurricUNET and is now in the process of training faculty to use it (IIA1a.30). In addition, the course-level SLO assessment reporting mechanism has been revised to include information that can allow the aggregation of course level assessments (IIA1a.31).

Self Evaluation
Contra Costa College ascertains the needs of its students and the community it serves by drawing on a substantial number of data sources and through involvement with local

businesses and social service agencies. The president, vice president, economic development dean, other managers, faculty, and staff work with a variety of community boards, business associations, WCCUSD, and community agencies to stay informed about the needs of the community. As resources allow, these various College and community organizations develop interventions to ensure that needs are met. As described in more detail in section IIA1c, the SLO Committee has been assessing institutional level SLOs, and is now working on adopting software and developing a system for aggregating those results (IIA1a.30). Finally, when departments wish to conduct more detailed research about their programs and students, they have access to data though the College portal and, if applicable, to BSI funding. The broad array of educational programs that the College offers are designed to address the needs of the community it serves.

Actionable Improvement Plans
None

IIA1b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary
Contra Costa College offers instruction in a variety of instructional modes: lecture, lab/activity, and online. It also delivers in-person instruction in a variety of ways: face-to-face classes, tutoring, and a few off-campus classes at sites throughout the community (IIA1b.01). The College strives to meet the needs of both younger students and working adult learners by scheduling courses during day and evening hours (IIA1b.02), in both full-term and short-term modes to ensure that appropriate general education, transfer, and career-technical programs serve working students who cannot attend during traditional day hours. CCC also offers a small summer intersession with courses that can be taught in a shortened format while still maintaining quality. There are also a few community education courses that develop skills of interest to the community (IIA1b.03) offered throughout the year as the need arises, allowing the College to reach a broad array of students, e.g., seniors at community-based senior centers and clients located at social service organizations, such as the Bay Area Rescue Mission.

The College recognizes that a large segment of its students (IIA1b.04) need basic-skills instruction to prepare for college-level coursework. In fall 2013, after several years of offering basic-skills English and math classes through the Academic Skills Department, this department was dissolved and basic-skills English and math faculty were folded into their respective disciplines. Academic Skills was originally formed to provide more integrated instructional and support services to students in need of basic-skills instruction. A Title III grant that supported close collaboration between Academic Skills and counseling faculty further facilitated the integration of instructional and support services. With the expiration of the grant and the loss of its financial support, however, the level of formal collaboration between Academic Skills and counseling diminished. At the same time, however, there has been increased collaboration among faculty members in the separate disciplines of math and English. For these reasons, it made sense to phase out Academic Skills so as to formalize ties between the English and math faculty at both the basic-skills and transfer levels.   This

allows math and English faculty to collaborate in department meetings and explore new ways to provide support to students throughout their CCC careers.

Recognizing the urgency to meet the needs of basic-skills students and to reduce the achievement gap between different groups, CCC faculty and administration are committed to professional development to increase capacity to address these needs. There have been conversations and presentations on these issues during All College Day—a College-wide assembly that takes place at the beginning of each semester (IIA1b.05) (IIA1b.06) (IIA1b.07) (IIA1b.08) (IIA1b.09), and in the Student Success and Basic Skills Committees. The Basic Skills Coordinator, Staff Development and the College library continually provide resources to improve instructional effectiveness (IIA1b.10) (IIA1b.11) (IIA1b.12) (IIA1b.13) (IIA1b.14) (IIA1b.15) (IA1b.16). CCC also sent a faculty contingent to the RP Group-organized "Strengthening Student Success" conference in 2012 and 2013 and supported the participation of a group of faculty in WestEd's Reading Apprenticeship Institutes (IIA1b.17). Many of these activities resulted in the incorporation of new methodologies and delivery systems in classroom instruction.

One such project involves the introduction of accelerated learning, a highly recommended practice presented at the "Strengthening Student Success" conference. The accelerated English 139 course, described in section IIA1a, is one example. Another example is an experimental math course that prepares students for transfer level math (Math 164-Statistics). The course was designed by a math faculty member in the 3CSN Community of Practice for acceleration, and it employs experimental learning to explore statistical topics. The methodology is based on a highly successful course at Los Medanos College, where students who pass this course are more likely than students who take the traditional route of Pre-algebra, Algebra 1, and Algebra 2, to enroll in and pass Statistics.

To meet the needs of working and commuting students, CCC provides online and hybrid courses (IIA1b.18) (IIA1b.19) through a new learning management system (LMS)—Desire to Learn (D2L). The College has evaluated the appropriateness of this mode of instruction for its student population. Given the lower success rate of students in online classes compared to their face-to-face counterparts, CCC has decided to incorporate at least one introductory meeting into its online offerings. Instructors use this meeting to orient students to the course and discuss strategies for success. The library also offers a series of workshops for faculty and students on how to succeed in an online course.

To allow for multimodal presentation of material, CCC has converted conventional classrooms into "smart classrooms," which provide faculty with access to a computer, projector, and Internet access so they can share course content with students while modeling appropriate use of online resources (information competency). Going beyond more traditional lecture models, faculty can utilize a variety of media to support lectures and course materials (IIA1b.20).

Self Evaluation
The College is committed to curriculum currency and relevancy and to offering programs and courses through effective delivery systems and modes of instruction to meet the needs of its students and community. Instructional delivery systems are in alignment with the CCC

mission statement. CCC also allocates significant technical, research, and monetary resources toward increasing the effectiveness of curriculum delivery. Through its shared-governance Budget Committee and College Council, CCC has prioritized the allocation of instructional equipment, CTE funds, basic-skills funding, and budget augmentation funds to address the most pressing needs to keep programs current and meet student needs for relevant curricula.

Through the support of Contra Costa Community College District (CCCCD), the College has enhanced its student portal, allowing students and instructors to communicate effectively and share course documents. The College also continues to develop hybrid and online courses and has migrated online courses from WebCT to Desire2Learn.

The College recognizes that many of its students are in need of preparation before they can be successful in college-level courses. The faculty and administration have reviewed basic-skills education to implement relevant aspects of research on best practices. As a result some changes have been made to basic-skills English and math courses to include acceleration. The College has also developed a strong ESL department in another effort to meets the needs of CCC students.

There is appropriate variety and diversity in CCC course offerings, delivery methods, times, locations, and course length to ensure that the College meets student needs within its budgetary constraints.

Actionable Improvement Plans
None

IIA1c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary
By the spring 2008 annual accreditation update, 48% of course-level SLOs and 55% of program SLOs had been developed. Since then, CCC has made substantial progress in establishing and assessing SLOs. All courses and programs have SLOs plans and the vast majority have been assessed (IIA1c.01); the few exceptions are mostly courses that have not been offered or that have been recently created). In 2011, the Speech and Culinary Arts Departments received the statewide Research and Planning Group's POWER awards for outstanding program outcome assessment (IIA1c.02). Instead of giving just one award, the judges, SLO experts from the Research and Planning group and the State Academic Senate, were so impressed with the innovative ways that each department used program outcomes assessment to improve student success that they gave two awards for excellence to CCC programs.

Course and program-level SLOs are established by faculty in the relevant disciplines, in consultation with advisory boards when appropriate. Since 2006, the College has provided reassigned time for a student learning outcomes coordinator. The SLO coordinator developed an SLO handbook that outlines the procedures for the cycle of SLO development, assessment, and improvement. In fall 2013, the College increased the reassigned time for SLO coordinator to 40% to provide more time to develop a plan for aggregating and

analyzing institutional SLO assessment data. CCC also has an SLO Coordinating Committee (SLOCC) composed of faculty, academic managers, students, and classified staff. The committee works with the SLO coordinator to support SLO development and implementation. After faculty create course and program-level SLOs, these are submitted to the SLO coordinator, who reviews them, makes suggestions for revision to the faculty originators as appropriate, and then forwards them to the CIC (IIA1c.03), which the SLO coordinator also chairs. The CIC reviews SLO plans and approves them as part of the course outline of record or suggests revisions.

Faculty engage in discussions of SLO assessments and plans during division meetings (IIA1c.04) (IIA1c.05) (IIA1c.06). These often lead to discussions of pedagogical approaches and assessment methods that can improve instruction. The process of assessing and revising SLOs has become integrated into program review and annual planning: A substantial part of the self-study report that each program submits is devoted to reporting all SLOs assessed, the results of those assessments, and a discussion of the instructional and curricular improvements that have resulted from that process (IIA1c.07). The validation team that vets the program review self-study also meets with representatives of the program undergoing review to discuss the self-study report, including the SLO section as appropriate.

Institutional-level SLOs, which in the case of CCC include GE requirements and Core Competencies, have also been developed by faculty collaborating across the curriculum. GE requirements are evaluated and re   vised by the Academic Senate (IIA1c.08) (IIA1c.09) as the need arises. Further discussions of institutional SLOs take place in the SLO Committee (IIA1c.10).

Since the last accreditation this committee collaborated with the CIC to develop a course-level SLO form that faculty could use to submit SLOs with their course outlines and course-content reviews (IIA1c.11). A process for reporting SLO assessments was developed as well (IIA1c.12). Furthermore, when course outlines are updated, the CIC requires course SLOs to be updated or completed as well.

Because CCC started the process of SLO development and assessment at the program and course level, the processes developed proved inadequate for evaluating and tracking institutional SLOs. While data on institutional SLOs are currently collected (IIA1c.12), they cannot be used in their present form for institutional SLOs. For instance, the forms faculty use to report course-level SLOs do not ask for a report of how many students were assessed; they only request the percentage of students who successfully met the outcomes. While much of the information collected at the program and course level is relevant to institutional SLOs and could be used for that purpose, it became evident that it was not possible to aggregate results due to the lack of information just mentioned. The SLO Committee requested a database or other SLO tracking tool that would allow the automatic aggregation of data and generation of reports. In response, the College purchased CurricUNET, including its SLO module. A CurricUNET training session for members of the CIC was held on March 10, 2014 (IIA1c.13). The SLO Committee will work with CurricUNET representatives to plan the transition from the current paper-based reporting system to the new electronic process (IIA1c.14).

One additional aspect of SLO improvement is a focus on authentic assessments. During the fall 2013 Flex week, the current and former SLO Coordinator conducted a presentation on authentic assessments (IIA1c.15). A form was created to encourage faculty to examine the types of assessments they use and self-report on their authenticity and any need for improvement. The SLO Coordinator also review SLO plans for validity and authenticity and provides feedback to faculty as needed.

Self Evaluation
The College is actively assessing SLOs at course, program and general education (GE) levels. It has developed SLOs for all its courses and programs. Plans for GE SLO data aggregation and analysis are under way. There are a number of resources for faculty posted on the SLO website, including a handbook, examples of outcomes, assessments, and guidelines. The cycle of SLO development, assessment, analysis, and improvement has been institutionalized through the program review and annual plan processes.

Faculty collaborate within and across disciplines and engage in broad discussions of the purpose and process of SLO assessment. This process is vetted by the SLO Committee and the CIC. Program reviews provide another mechanism for sharing and improving SLOs. After program review self-studies have been reviewed by a validation team, they are forwarded to the College Council, where they get a final level of review and approval.

The College has in place a thorough and systematic process for establishing and assessing SLOs, and is incorporating SLO findings into program and course revision. Faculty are active at every stage of this process. Furthermore, the College is currently implementing a plan that will permit the aggregation and analysis of institutional SLOs.

Actionable Improvement Plans
None

IIA2a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Overview
As described in section IIA1, the College offers standardized and approved customized curricula in a variety of venues and modes in order to reach the broadest community, using formats such as lecture, lab and distance learning. The College offers credit courses as well as a few non-credit, and community-education classes (IIA2a.01) (IIA2a.02), and it offers courses at various sites throughout the Contra Costa College service area (IIA2a.03). The College also participates in the district-wide Study Abroad Program. One of the main criteria used to create and revise programs is the current needs of our service area population and projections of future need based on demographic changes. The external environmental scan produced by the District Office of Research and Planning includes information about population and industry trends. For example, there is a continuing trend towards more non-native speakers of English in CCCs immediate service area; yet, the ESL Department has seen its enrollments reduced in recent years. To better understand this phenomenon, the ESL

Department, with the support of BSI funds and the Budget Committee, has embarked on an examination of its outreach efforts (IIA2a.04) (IIA2a.05). The ESL and English Departments have also begun a collaboration to identify students in English courses with ESL needs, refer these students to ESL, and offer courses to support students who have exited the ESL program but still need language support. One such course is ESL 175, a course which used to be offered only in summers, but is now offered once a year and serves a large number of students referred by English faculty (IIA2a.06). The ESL Department is also studying the transition to integrated-skills, content-based language instruction (IIA2a.07), which will build students' familiarity with the academic environment and content knowledge while they develop language proficiency.

The academic and administrative organizations of Contra Costa College and of the Contra Costa Community College District support a wide range of instructional programs in an educationally consistent and professionally responsible manner. Such processes as faculty hiring and evaluation (IIA2a.08) (IIA2a.09) (IIA2a.10), course content (IIA2a.11) and program reviews (IIA2a.12) are quality interventions and measures that apply to all instructional programs and courses and that assure a uniform level of quality. Even the College's organizational structure helps to maintain quality. For example, with the recent dissolution of the Academic Skills department, followed by a merger of its faculty with the College's English and Math departments, as well as with the institutionalization of the Basic Skills Committee (composed of faculty from English, ESL, math, counseling and student leaders), the College has improved its ability to ensure the quality of course content for students with basic-skills needs.

Short-term or distance education courses are subject to the same standards in the content review process as semester-length or face-to-face course formats. The Distance Education Committee and the CIC have recently refined the process of approval of DE courses.   In order to offer courses in a distance-learning format (either fully or partially online), departments must receive additional approval from the Distance Education (DE) Committee, which ensures that course content can be delivered at the same level of quality as provided by traditional delivery methods, and that the student contact requirements and assessment of SLOs meet DE standards. The DE Committee chair is also the DE coordinator. The coordinator, together with another member of the DE Committee, reviews DE proposals and ensures that there is substantial quality interaction between faculty and students (IIA2a.13). When proposals meet the required criteria, the DE coordinator recommends approval. The proposal is also approved by the department chair, division curriculum committee, and division dean, and then forwarded to the CIC for final approval. The College has approved nearly 50 classes to be offered online (IIA2a.14).

The Study Abroad Program is coordinated at the District Office. This semester the Faculty Senate voted to support a District-wide faculty reassigned time coordinator for the Study Abroad Program, and the proposal was approved. As is the case for all courses, SLOs have been created for the Study Abroad "Life & Culture" courses, and these are assessed in sequence, as required.   The program itself is the subject of constant evaluation. The vendor, American Institute for Foreign Study (AIFS), does a student assessment each semester at each location. Instructors are thoroughly debriefed upon their return from assignment. They are also invited to share their experiences and suggestions for improvement at regular

meetings of the District Study Abroad Committee, which then forwards this information to the Northern California Study Abroad Consortium (NCSAC), which meets several times a year to discuss the results of the AIFS assessments as well as the routine assessments of participating instructors. This all becomes the basis for changes in subsequent semesters (IIA2a.15).

The self-study sections that follow will elaborate on the procedures by which CCC assures quality and consistency in its curriculum, its instruction, and its assessments of results.

Descriptive Summary
Contra Costa College relies primarily on faculty expertise for curriculum and instruction matters. Faculty are involved in all aspects of the curriculum through well-established processes. They design, write, and approve courses and programs through their Division Instruction Committees (DIC) and the Academic Senate's College Instruction Committee (CIC). Each term, faculty recommend, through department chairpersons, the schedule of course offerings for their area (IIA2a.16). When CCC offers community-education classes, non-credit classes, or contract classes, and when those offerings are initiated by a request from an outside agency, feeder high school, or funded by a grant, the coordinator (currently not a faculty member) collaborates with faculty, who verify the efficacy of the course offering, ensure qualified faculty are hired, and evaluate the course or program. All faculty hired at CCC must meet the minimum qualifications of the discipline assigned to a course. These discipline assignments are determined by the Academic Senate through the CIC. Though the process of offering non-traditional classes can require extra work, such as developing class sections outside of the cycle of normal scheduling, faculty and those individuals coordinating these offerings work together to resolve difficulties and to provide needed courses to our community. Ongoing discussions about how best to accomplish this occur at meetings of the Academic Senate and Council of Chairs (composed of faculty department chairpersons).

Courses and programs are evaluated at multiple levels. Faculty assess student learning outcomes for all courses in their departments at least once, often several times, in every program review cycle. They use these results to improve courses. The process of course content review, which takes place every six years, ensures that the content and delivery methods used are appropriate to the course (IIA2a.11). Division meetings provide a forum for faculty to discuss and provide feedback on SLOs and SLO assessments. The four-year program review cycle provides another level of review by a validation team composed of faculty, administrators, students, and classified staff (IIA2a.17).

Departments also incorporate retention, success, and persistence rates provided by the District Research Office and by the "Student Success Scorecard." All these data sources are used in analyzing and revising courses and programs to ensure that they are of high quality and consistent across sections.

Formal course content review requires department faculty to submit updated materials in a standard format to the CIC, a sub-committee of the Academic Senate. Course content review includes submission of a course packet approved by the department chair, the division dean, and the DIC. This packet includes new and old course outlines, which include the following

information: course objectives, catalog description, units, topics covered, instructional methods, student expectations (for work to be completed outside of class), student evaluation policy, textbook(s), and course SLOs (IIA2a.17). In addition, the packet includes justifications for any prerequisites, co-requisites, or advisories and a statement of how the course fits into the departmental goals. The College articulation officer and two representatives from the Counseling Department participate in CIC meetings to ensure that applicable courses are designed to ensure transfer credit to the University of California and the California State University systems and that they are consistent with degree and certificate requirements.

Program review assesses the manner in which departments or programs meet their goals and fulfill their plans. Each program submits quantitative summary data of students, faculty, and sections, as well as an overall description of the program, modes of instruction and evaluation, details of the curriculum (including formal degree and/or certificate requirements), student success rates, staff development activities, outreach and articulation, departmental resources, and an analysis of the program's perceived successes and deficiencies (IIA2a.17). The program review documentation includes recommendations and an action plan for the future (e.g., hiring new faculty, purchasing new equipment, etc.). The document offers relevant supporting data, such as details of faculty teaching responsibilities, a set of course outlines, SLO assessment results, grants applied for and received, status of initiatives currently in progress, and other program-related items. For CTE programs, the program review occurs every two years and also includes input from outside sources, such as an advisory board composed of professionals in the field (IIA2a.18) (IIA2a.19) (IIA2a.20) (IIA2a.21) (IIA2a.22). Once department faculty members have completed a program review, a validation team and the President's Cabinet (both cross-constituent groups) review the document to further verify recommendations, acknowledge success, and make additional suggestions for improvement. Annual program plans and requests for budget augmentation for program improvement are conducted every year. These plans keep departments on track with their program review plans and allow them to focus on manageable sections of projects.

Self Evaluation
CCC has established procedures which rely upon faculty to design, implement, and review courses and programs and their learning outcomes. This is mainly accomplished through the CIC and the program review process. Findings from program review are used to justify budget, facility, and hiring resources. Course content review has allowed the College to effectively evaluate and improve its course offerings. The College recognizes that garnering the data for program review and producing the self-study report are onerous processes that are added to faculty's full-teaching load. If the program review is conducted at the same time as content review, the demands on faculty are even greater. To ease this workload, the current program review schedule is staggered by years. In order to further improve the process, the CIC has encouraged departments to complete course content review for approximately one-third of their courses each year (IIA2a.23). Neither content review nor program review appear to require other major adjustments and are functioning reasonably well. Wherever possible, the CIC will look for ways to simplify the required paperwork, so that content and program review will be as direct and transparent as possible (IIA2a.24). The purchase of CurricUNET, an online curriculum management system, while requiring a period of adjustment and transition, will eventually simplify some of these tasks.

College faculty members are involved in all aspects of curriculum and course delivery. Faculty recommend schedules (IIA2a.25), for instance, with short-term, distance, credit, evening, and non-credit offerings so that students have a variety of learning opportunities to suit their unique needs. In addition, the College president, CTE, and marketing staff maintain valuable relationships with members of the community, local businesses, and feeder high schools. Through these relationships the College learns of the curricular needs of the community and in turn works with faculty to determine new or existing courses and programs.

Actionable Improvement Plans
None

IIA2b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary
Identifying competencies and developing student learning outcome statements and assessments are curricular matters; therefore, they are primarily the responsibility of the faculty. These processes are overseen through two faculty bodies: the Academic Senate (AS) and the Curriculum and Instruction Committee (CIC). To make informed determinations of the competencies students need to develop in courses and programs, faculty also rely on industry advisory boards, particularly in CTE fields, and on guidelines for ADTs and articulation agreements with the UC and CSU system. Institutional SLOs have been developed through cross-disciplinary faculty dialogue at All College Day assemblies, division meetings, Council of Chairs meetings, and through the CIC, and continue to be examined and revised (IIA2b.01). Students' progress towards achieving those competencies is evaluated through SLO assessments, also developed by faculty. The overall goals, in a nutshell, are that faculty gain reasonable assurance that programs are in line with similar programs at other colleges and universities and meet business and industry standards and students are in fact learning what faculty claim they are. The extent to which CCC can gain such assurance supports institutional credibility and helps the College adjust its educational delivery systems to improve student learning.

CTE programs meet regularly (typically once a year) with advisory boards made up of industry representatives (IIA2b.02) (IIA2b.03) (IIA2b.04) (IIA2b.05) (IIA2b.06). These discussions help program members ascertain the skills and knowledge that students need to succeed in those fields. Faculty learn of new trends, and that knowledge is incorporated into curricular revisions. For instance, the Automotive Services Department is currently creating an experimental course, AUSER 100V, in response to industry demand for more welding courses (IIA2b.07). Faculty in programs undergoing review for ADTs collaborate with the articulation officer and the Office of Instruction to ensure that the content of courses and programs meet the requirements for course identification Course Identification Numbering System (C-ID) approval. Discussions also take place between faculty in related disciplines, such as English and ESL. Since both departments provide pre-collegiate paths to English

142B (one level below college) and English 1A (college-level composition), faculty compare and discuss expectations in courses at the same level (for instance, ESL 192 and English 139), to ensure that instruction is consistent and equally effective in preparing students for success in English 1A (IIA2b.08).

The SLO approaches that faculty have taken vary among different programs. At least one department, Chemistry, has chosen to use externally-normed national examinations—including a test developed by the Exams Institute of the Chemical Education Division of the American Chemical Society--at various points in the curriculum to assess whether its students have reached levels comparable to students at the same points at other colleges. However, such standard exams are not available for every subject or may not be available at a reasonable cost. Department faculty typically design course-by-course performance objectives and learning outcomes and related assessment instruments. Finally, once established, faculty can use the SLO assessment and improvement process to engage in year-by-year evaluation and to create benchmarks against which to measure SLO attainment over time. With this information faculty can recognize current outcome achievement and identify trends toward or away from the desired learning outcomes.

Self Evaluation
College faculty lead the process of developing competencies and SLOs to measure student achievement of course, program, and General Education requirements. The faculty-driven SLO evaluation process is well underway at CCC. College-wide processes are in place to support and encourage faculty involvement in SLO design and assessment. The SLO Committee and the CIC are currently involved in planning and implementing the transition to an integrated curriculum and assessment system using CurricUNET and its SLO module. They will then train all faculty on using CurricUNET to track and monitor SLO results.

Faculty consult across departments, divisions, and with outside agencies as appropriate, to determine the set of competencies that students should develop in programs and courses. CTE faculty develop competencies and outcomes with the guidance of their advisory committees. Faculty in programs that offer AA and AS degrees consult with the matriculation officer, the Office of Instruction, and the State Chancellor's Office.

Actionable Improvement Plans
None

IIA2c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary
The quality of instruction and breadth, depth, rigor, sequencing, time to completion, and synthesis of learning are evaluated and demonstrated in a variety of ways. The CIC's evaluation of courses routinely examines the breadth, depth, and rigor of courses both before approval and every six years through content review. The College articulation officer, a member of the CIC, promptly alerts any department when courses are deemed unacceptable for transfer articulation, and the department makes appropriate adjustments to ensure that the course retains articulation status (IIA2c.01). This ensures that most transfer-related courses

feature the proper depth and breadth of content and which students are receiving an education that is of the same quality as that of respected four-year institutions. As such, faculty are currently updating course outlines to qualify them for designated California Identification (C-ID) transfer articulation numbers. Transfer-program faculty are developing associate degrees for transfer (ADTs), which require the alignment of CCC course content with content offered in equivalent courses at the CSU level. The content review process also ensures the depth, breadth, rigor, and sequencing by requiring an examination of course content, objectives, and pre-and co-requisites. The distance education approval process described earlier also ensures that online and hybrid courses have the same rigor and cover the same content as classroom courses.

Advisory boards provide input about the content and skill development required of CTE programs and courses to ensure those programs train students to a standard and rigor expected by industry (IIA2c.02) (IIA2c.03) (IIA2c.04) (IIA2c.05) (IIA2c.06). The breadth and synthesis of learning of degree programs is overseen by the Academic Senate (IIA2c.07) (IIA2c.08), which is in charge of reviewing and revising graduation requirements, considering both rigor and time to completion in the process.

The College's schedule is produced by the Office of Instruction, academic deans, and faculty chairs in collaboration (IIA2c.09) (IIA2c.10). Course offerings are determined considering the sequencing that students need to follow in order to complete their degrees: Courses are offered in a reasonable sequence, with multiple sections of entry-level basic skills, general education, and major preparation courses offered more often, as student numbers and budgeting constraints permit.

The quality of instruction and programs is also improved through the process of teaching evaluations. When hiring new faculty, the College weighs both subject expertise and teaching ability, as both are essential to high quality educational programs (IIA2c.11) (IIA2c.12). Probationary faculty undergo peer and management evaluations each year in their probationary period, and peers evaluate tenured faculty every three years. Adjunct (part-time) faculty are evaluated in their first, fourth, and seventh semesters, and every sixth semester thereafter. Evaluations include classroom observations, student evaluations, and meetings between the evaluatee, peers, and managers to discuss lesson plans and implementation (IIA2c.13) (IIA2c.14) (IIA2c.15) (IIA2c.16) (IIA2c.17).

Additionally, faculty engage in thought-provoking conversations about the factors that lead to student success, especially among students who come from underserved populations.   All College Day assemblies have included presentations on student success and the achievement gap (IIA2c.18) (IIA2c.19) (IIA2c.20). At division meetings, faculty present the results of SLO assessments and discuss their implications and possible improvements with colleagues (IIA2c.21) (IIA2c.22) (IIA2c.23).   Individual departments and relevant committees, such as the Student Success and the Basic Skills Committees, meet regularly to examine the rigor of courses and programs, and discuss strategies for supporting students in reaching high standards (IIA2c.24) (IIA2c.25) (IIA2c.26) (IIA2c.27) (IIA2c.28) (IIA2c.29) (IIA2c.30) (IIA2c.31).

Finally, the program review and annual planning process require programs to analyze data on

student retention, success, persistence, graduation and transfer; SLO assessments are also part of the analysis. Programs use these data sources to evaluate the effectiveness of their offerings and pedagogical practices, and make recommendations for improvement that are vetted by a participatory governance validation team.

Self Evaluation
The College provides its students with high quality, rigorous instruction that covers the relevant breadth and depth through a number of mechanisms. From internal curriculum approval and review to external advisory committees and transfer institution review and input, appropriate measures are taken to assess instructional quality. Faculty are selected and evaluated appropriately to optimize ongoing, high quality classroom instruction. The institution engages in dialogue about strategies for improving academic rigor and student success. The dedication of CCC faculty and staff and their commitment to educational excellence and to student success creates high quality instructional courses and programs. The state established deadline for completion of an identified number (13) of ADTs for CCC has not been met. In order to meet CCC's ADT goal, faculty continue to work on content review which aligns course content to the content offered in equivalent courses at the transfer institutions.

Actionable Improvement Plans
1. Continue to work towards the goal of 100% development of state-approved ADTs for which a local degree exists at that level.

IIA2d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary
Faculty at Contra Costa College use a variety of instructional techniques to reach students with different backgrounds and learning styles. A review of the methods of instruction listed on course outlines of record shows that faculty rely on lectures, group discussion, project-based learning, community research projects, and one-on-one conferences with students. The faculty selection process typically screens for appropriate teaching adaptability and includes a teaching demonstration that ensures selection of candidates who can adapt their teaching strategies to accommodate students' learning styles. One of the criteria used to evaluate faculty is, "When appropriate, the professor combined methods of instruction to accommodate various student learning styles" (IIA2d.01). Program review self-study report items 3E, 3F, 3H, and 3I ask faculty to address how they use diverse teaching approaches (IIA2d.02). The College has increased the delivery options for faculty by continuing to convert classrooms into smart classrooms, where faculty and students have access to the Internet and can use a multimodal presentation of material, incorporating still images, video, sound, and text. In addition to traditional classroom instruction, the College offers hybrid and online courses. The College library and the staff development coordinator regularly provide resources on how to make instruction more diversified and effective both online and in the classroom (IIA2d.03) (IIA2d.04) (IIA2d.05) (IIA2d.06) (IIA2d.07) (IIA2d.08) (IIA2d.09) (IIA2d.10). In addition, the College offers non-credit supervised tutoring courses and supplemental instruction to assist students with strengthening their learning skills (IIA2d.11) (IIA2d.12) (IIA2d.13).

Recognizing the great diversity of its student population and thus of learning styles, the College has supported the development of classroom assessment techniques (CAT) for a number of years (IIA2d.14) (IIA2d.15). CATs draw on multiple simple instruments for collecting input about how students are feeling about course material, what presentation techniques are working, and how instruction can be adjusted to better accommodate the needs of the class. The College provided a stipend for a faculty member to serve as the facilitator of a CAT faculty inquiry group (FIG) (IIA2d.16). Another way faculty become aware of different learning styles and appropriate instructional methods is through participation in conferences and workshops that focus on students who have been underserved and, as a result, are underprepared for college. In the summers of 2008 and 2009, the College sent a faculty contingent to WestEd summer institutes on Reading Apprenticeship (IIA2d.17), which focuses on reading strategies to help students cope with college-level reading assignments. Several of these faculty members organized a FIG which taught other faculty the principles and practices of RA. More recently, the College provided BSI funding to send faculty to the 2012 and 2013 RP Group's "Strengthening Student Success" conference. These faculty members attended workshops on innovative teaching techniques to address the needs of underprepared students and later shared what they learned with the larger college community.

Contra Costa College has an EOPS summer bridge program, which includes a self-development component where students learn about themselves and begin to transition into the ways of learning in higher education (IIA2d.18). In 2012, CCC was awarded a Gateway to College grant to support students who did not graduate from high school (IIA2d.19). This program provides intensive learning cohorts in the areas of math and English as well as integration into college courses for those students that need additional credits to graduate from high school. Contra Costa College has also used a cohort approach in programs such as Puente, Disabled Students Programs and Services (DSPS), the Center for Science Excellence (CSE), and a series of linked ESL-Early Childhood Education classes. These programs help students form connections with faculty and other students and contextualize the acquisition of skills. In 2011, the College paid to participate in a survey of its students, known as the Community College Survey of Student Engagement (CCSSE). Some of the questions asked of students on the CCSSE relate to student learning.

Self Evaluation
There is appropriate diversity and variety in CCC course delivery methods to accommodate the differing needs and learning styles of students. The faculty selection and evaluation process take into account the responsiveness to student learning styles. There is great emphasis on professional development and on pedagogical innovation to make CCC more effective at serving its students.

Actionable Improvement Plans
None

IIA2e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

As previously mentioned, the College conducts formal course content review and updates course outlines every six years (IIA2e.01). Outlines are reviewed and approved by the relevant Division Instruction Committee (DIC) and then submitted to the Curriculum Instruction Committee (CIC), a sub-committee of Academic Senate. CIC review ensures the quality of the courses, their relevance to General Education or Career Technical Education (CTE) programs, the currency of their content and modes of delivery. The College articulation officer participates on the CIC to assure that applicable courses are designed to ensure transfer credit to four-year colleges and universities.

All existing programs go through a cyclical review process (IIA2e.02). Every four years (with a two-year update for CTE programs), program representatives evaluate and report on the currency of articulation agreements and the extent to which courses and programs continue to fulfill their goals and support the overall mission of the College—including the relevance of program courses to other programs and majors, the degree to which each course develops writing, quantitative reasoning, and critical thinking skills, and other criteria and measures that directly relate to CCC's mission and to institutional SLOs. In addition to SLO assessments, data on retention, success, and completion are analyzed to evaluate the success of the program. CTE programs also evaluate the relevance of their program to industry by incorporating input from advisory boards (IIA2e.03) (IIA2e.04) (IIA2e.05) (IIA2e.06) (IIA2e.07), and examine programs' success in terms of their students' ability to secure employment.

Program reviews conclude with a general evaluation of effectiveness and a plan for improvement. The self-study reports are evaluated by a mixed constituency validation committee that analyzes the progress made in course- and program-level student learning, retention, and success, and degrees or certificates earned (where applicable) (IIA2e.08). The validation team writes recommendations and forwards the report to the President's Cabinet. Each year, units conduct an additional review and annual plan, connecting goals and requests for budget augmentation to the program review self-study. Thus, program review and annual plans constitute two key pieces in the College's integrated planning model.

Self Evaluation

The course content review (course outline updating) and program reviews are the primary means through which the College conducts an ongoing, regular review of its course and program appropriateness and ensures the continued development of SLOs. Both procedures are familiar, recognized, and effective evaluation processes. The program review, action plans, and recommendations lead to budget, hiring, and equipment funding and facility changes in accordance with program review recommendations and as allowed by available resources.

Actionable Improvement Plans
None

IIA2f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated learning outcomes for courses, certificates, programs including general and vocational education, and

degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

<u>**Descriptive Summary**</u>
As described in the previous section, CCC has a thorough and coherent integrated planning process that connects SLOs, program reviews, annual planning, and College-wide planning. CCC's 2007- 2012 strategic initiatives address improving student learning and establishing goals through the use of data. An integrated planning model that incorporates budget, strategic initiatives, program review, and SLOs was updated by the College in 2011 through its shared governance process.

In keeping with Governing Board Policy 4008 and in order to ensure currency and measure achievement, CCC's academic programs undergo program review every four years, and CTE programs undergo program review every two years (IIA2f.01). This review is tied to the College's strategic initiatives and evaluated on the basis of how directly the program furthers the College mission. The District Research Office makes available to the entire College community data on retention, success, persistence, and, upon request, grading patterns. A substantial part of the program-review self-study report is an analysis of SLOs at both the course and program level, and a discussion of how the process of assessing and analyzing SLO results is used to make curricular and programmatic changes.

At the College-wide level, in addition to metrics from the "Student Success Scorecard," external sources of data are presented and discussed at All College Day assemblies and during the state-of-the-College "Traveling Road Show" (TRS Schedule) presentations that upper management makes to all divisions (IIA2f.02) (IIA2f.03) (IIA2f.04) (IIA2f.05) (IIA2f.06). These presentations help all members of the College interpret data on the College's performance, become aware of current trends and understand the implications for the institution. Once the current plan for aggregating and analyzing institutional SLO data, detailed in section IIA1c, is in place, the College will also incorporate this information in its planning and budget allocation process.

Program review committees (self-study teams) and program review validation committees (validation teams) identify program strengths, weaknesses, and opportunities, offering specific recommendations to help programs improve. The President's Cabinet reviews both a department's program review self-study and the validation team's report and provides feedback, recommendations, assistance and/or resources (if needed and available). The College's program review process is outlined on the College's website (IIA2f.07). Completed program reviews are available and kept on file in the College's Planning Office and on the Office of Instruction's shared drive.

Complementing the above-mentioned evaluation of currency and achievement, student learning outcomes are required for each academic and CTE program and College department. As part of the process for developing and implementing SLOs, each College unit connected its outcomes to its mission statement. Each unit's mission statement helps to frame departmental dialogue on revising SLOs. Academic departments submit course SLOs and updates to the CIC at least once every six years. CTE departments submit their SLOs at least once every two years. In addition, all SLO assessment results, which take place at least once

in a program review cycle for every course and program, are submitted to the SLO Coordinator (IIA2f.08). Of course, departments may review SLOs and submit them to the CIC earlier than the specified time frames, as programs review, evaluate, and revise goals and objectives based on data obtained by outcome studies.

The CIC reviews course SLOs and provides feedback as needed. The SLO Committee, under the direction of the instructional administration, requires SLOs, associated assessment criteria, and methods to be submitted as part of regular program review processes. The SLO model is available for department use and public review on the CCC SLO web page (IIA2f.09).   SLO plans and assessment results are kept on file in the Office of Instruction. The transition to CurricUNET will allow the College to make all SLO assessment results available in electronic format to the entire College community. The College has also begun to post some of its SLO assessments on its website (IIA2f.10).

CCC continues to integrate its planning and budgeting processes to support its mission and to optimize its currency and capacity to meet student needs. As a result, the budget augmentation process was revamped by the Budget and Planning Committees and approved by College Council. The new process allows programs to request an augmentation of up to 10% of their base operational funding or $5000 (whichever is greater). A major component of this process requires faculty to supply student learning and program effectiveness data to qualify for additional funding. These processes, in conjunction with systematic review and evaluation of courses and programs through content and program review, provide direction, resources, and evaluation of efforts to improve and enhance curriculum and the delivery of curriculum.

To maintain focus on the recommendations and action plans resulting from program reviews, all instructional and administrative units develop an annual plan (IIA2f.11). These plans identify specific short-term goals, measure the previous year's success in completing goals, and allow units to make requests for additional funds for equipment and supplies. The annual unit plans are reviewed by the unit's division dean, forwarded first to the College's Budget Committee if there is a request for funds, and then to the College Council for approval of funding requests. If the annual unit plan does not contain a request for additional funds, the division dean sends the annual unit plan to the Business Office, where all annual unit plans are reviewed. Then they are kept on file in the Instruction office. The annual unit plans are an additional element in the ongoing, systematic evaluation and integrated planning to ensure currency and measure achievement of stated outcomes.

Self Evaluation
Contra Costa College engages in systematic, ongoing evaluation and integrated planning to ensure that courses and programs are current and to measure achievement of stated learning outcomes for courses, certificates, and programs, including general and CTE education, and degrees.   College wide achievement information is provided regularly to academic departments and is available for review on the College website (IIA2f.12). In order to accomplish these tasks, CCC employs several separate but integrated components to assure currency and measure achievement. It makes the results available in a variety of ways (i.e., on the website and in hard copy to relevant departments and College wide).

Actionable Improvement Plans
None

IIA2g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary
Most departments do not administer departmental tests. Rather, the faculty members give their own tests of their own construction which are designed to fit the way in which they have delivered the course. Even so, each instructor in the program receives sample syllabi, which include the course SLOs and official course outlines, to ensure that they teach appropriate course content.

The Chemistry Department does use standardized tests to verify learning outcomes for various course levels (IIA2g.01). In this case, the department chose nationally-normed tests from the Exams Institute of the Chemical Education Division of the American Chemical Society which have already been validated. The exams are given by multiple instructors to sections of the same course. The faculty report their test results to their department chair. In a department meeting at the beginning of every semester, they discuss the implications of the outcomes in relation to national norms, curriculum content, and syllabi. This dialogue helps faculty both to understand the various class test results and to ensure that appropriate content is offered. By using nationally-normed standardized tests, Chemistry faculty can also validate their SLOs with an outside source. Unfortunately, most programs do not enjoy the convenience of such "off the shelf" assessment tools.

Self Evaluation
Contra Costa College meets the Standard.

Actionable Improvement Plans
None

IIA2h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary
Contra Costa College students are awarded credit when they achieve the learning objectives stated in course outlines, complete courses, and receive passing grades. The achievement of course objectives is measured by student performance on assignments, projects, tests, and other assessment instruments, which the instructor evaluates. Student achievement is also measured by SLO assessment, although SLO assessment may only measure certain components of student achievement in a course. However, course objectives and student learning outcomes are closely connected, and the SLO Committee and CIC ensure that is the case when reviewing SLO statements and assessment plans. Thus, by demonstrating mastery of the course objectives, students indirectly demonstrate mastery of SLOs.

Awarding units of credit on the basis of class hours is a common standard in higher education, commonly referred to as the Carnegie guidelines, and is recognized in Title 5. At

CCC and in the District, one unit of lecture credit typically represents 18 hours of class time and 36 hours of out-of-class assignments, while one unit of laboratory credit represents 54 hours of class time (IIA2h.01). Credit is awarded for successful completion of the course (i.e., completing the course with a passing grade).

As the SLO assessment and revision process has become more integrated into curriculum and program planning, faculty have engaged in conversations about SLO results across sections and in some cases design interventions so that students' success in courses is more consistent across sections. For example, after two cycles of SLO assessment in ESL writing courses, the ESL Department noticed discrepancies in pass rates and grading standards across faculty. To correct this problem, they requested BSI funds to develop a Writing Institute, the main focus of which was to norm faculty assessments to closely align them with SLO assessments.

Self Evaluation
CCC awards credit for student achievement consistent with College and District policies.

Actionable Improvement Plans
None

IIA2i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary
The granting of degrees and certificates at Contra Costa College is based on a student's successful completion of required courses, which is, in turn, based on the achievement of SLOs and course objectives. In determining the courses needed for a student to obtain a degree or certificate, faculty had a set of core competencies and a body of general education knowledge in mind.   These General Education (GE) and Core Competencies are detailed in the College catalog and on the College's website (IIA2i.01) (IIA2i.02).

Each program is expected to have SLOs and to assess student achievement of these outcomes to determine if any program and instructional improvements are needed.   Despite the College's commitment to SLO development and assessment, however, the main requirement for awarding degrees and certificates is a student's successful completion of the program requirements (IIA2i.03) (IIA2i.04). However, given that a substantial component of an instructional unit's program review involves an analysis of SLO assessments and resulting changes, programs are increasingly incorporating SLO results into program improvements, which in turn results in a tighter alignment between outcomes achievement and units/degrees awarded (IIA2i.05) (IIA2i.06) (IIA2i.07) (IIA2i.08).

The program review process requires all programs be responsible for submitting SLOs, assessing SLOs and using assessment results to improve the quality of program and services. At the program level, SLOs help faculty analyze overall program learning outcomes, and assessment of SLOs can provide a means to adjust the program to better meet the needs of student learning.

Self Evaluation

Certificates and degrees are awarded based on the successful completion of required courses. The requirements have been developed for students to be able to achieve a program's SLOs and objectives.   Faculty and advisory boards (for CTE programs) are relied upon for information on SLOs and program requirements.

The emphasis on SLO assessment and analysis, and related program improvement in the program review self-study that all units must complete is strengthening the connection between completion of degrees and certificates and achievement of SLOs. Program requirements, including individual course offerings, are often adjusted due to knowledge gained from SLO assessment.

Actionable Improvement Plans

None

IIA3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

Chapter three of the College catalog explains general education (a component of the curriculum under the purview of faculty) as a set of courses designed to provide the student with the knowledge, values, and skills needed to be an effective individual in society (IIA3.01). It is the faculty's belief that a college-educated person should understand the variety of ways of knowing represented by different disciplines, and the interrelatedness of certain basic principles, concepts, and methodologies, both unique to and shared by the various disciplines. GE requirements lead to better self-understanding and the ability to evaluate and appreciate the physical environment, culture, and society.

In 2010-2011, the Academic Senate took a comprehensive look at the GE requirements for associate degrees (IIA3.02) (IIA3.03). Detailed discussions followed about the needs of CCC students, keeping in mind a goal of timely degree completion, and as a result the GE requirements of cultural pluralism and American institutions were removed, as these areas were redundant with courses listed in other GE areas.

Faculty can request that a course within their discipline be added to the GE list for the College and/or public California universities. This request is reviewed by DIC, prior to review by CIC, and approval is granted for courses that meet California Title 5 section 55061, as well as criteria set by public California universities in executive orders, whenever applicable (IIA3.04).

A substantial number of certificates of achievement offered by the College are combined with AA and AS degrees (Automotive Services, Biotechnology, Early Childhood Education, Health and Human Services), so that students earning the certificates also complete all the breadth requirements applicable to AA and AS degrees.

Self Evaluation
The College meets the Standard.

Actionable Improvement Plans
None

IIA3a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary
Contra Costa College has major and General Education requirements for each of its degree programs. GE requirements are based on the Contra Costa Community College District's Curriculum and Instruction Policy Number 4007 – Philosophy and Criteria for Associate Degree and General Education. The policy states that students completing a degree "understand the modes of inquiry of the major disciplines."   The policy also states, "General Education introduces the content and methodology of the major areas of knowledge" (IIA3a.01).

The College catalog elaborates on GE philosophy and requirements that lead to students developing an understanding of major areas of knowledge. Breadth requirements include coursework in "Language and Rationality," the natural sciences, art and humanities, and the social sciences. Depending on students' educational goals, the catalog describes other relevant requirements, such as "Mathematics Proficiency," "Health Education," and "Physical Education." A comprehensive list of courses that fulfill breadth requirements is included in the College catalog (IIA3a.02).

Self Evaluation
The College bases its GE philosophy and requirements on Governing Board policy, and the philosophy and requirements are delineated in the College catalog. GE requirements are overseen by the faculty, and are designed to provide students with an understanding of the basic content and methodology of major areas of knowledge in humanities and arts, social sciences, and natural sciences. The Academic Senate actively reviews GE requirements and updates them as needed, as evidenced by the recent elimination of the American institutions and cultural pluralism GE requirements.

The implementation of the plan to aggregate and analyze institutional SLO assessments described in section IIA1c will further assist faculty in examining the breadth of knowledge that students develop through their degree completion.

Actionable Improvement Plans
None

IIA3b. A capability to be a productive individual and lifelong learner: skills include 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.

Descriptive Summary

Contra Costa College's General Education (GE) program, designed in accord with its mission and the District's Curriculum and Instruction Policy Number 4007, provides students with thorough preparation in communication, information competency, and computer literacy. There are GE core and breadth requirements so that a student can become "an effective individual in our society" and may continue as a lifelong learner (IIA3b.01) (IIA3b.02). GE requirements in language, rationality, and math proficiency provide core training in critical analysis, logic, and quantitative reasoning.

GE requirements develop student skills in oral and written communication, scientific and quantitative reasoning, and information competency. Oral and written communication are encouraged through the language and rationality requirement and may be practiced, demonstrated, and improved in other required GE classes. Scientific and quantitative reasoning are developed in math and science classes that meet GE requirements. Social science classes and other breadth requirements also use principles of scientific inquiry and statistical research that can deepen student learning and further prepare them for lifelong learning.

The faculty decided to keep the information competency GE and graduation requirement to assist students with gaining the knowledge and skills to find and validate information from both print and electronic sources. CCC recognizes students' use of the Internet to supplement their education, both inside and outside of the classroom, demands that students be equipped with the tools needed to locate and retrieve relevant information; evaluate, organize, and synthesize information; and effectively create, present, and communicate information. Adopted in fall 2006, the information competency requirement trains students to research papers and assignments independently using Internet resources. The information competency requirement and much of the work done in other GE areas rely on the use of computer technology, which results in the development of contextualized computer literacy.

Self Evaluation

The College's GE and graduation requirements include skill building in the areas identified in this Standard. Continual assessments of GE SLOs in these areas allow the College and its faculty to validate student achievement and make improvements as needed. The content review process allows faculty to ensure that GE courses meet required collegiate standards. The College is satisfied with the processes it has established to ensure that student skill levels are attained.

Actionable Improvement Plans

None

IIA3c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

General Education requirements are based on the Contra Costa Community College District Curriculum and Instruction Procedure 4007 – Philosophy and Criteria for Associate degree and General Education. The procedure states that students completing a degree and GE "achieve insights gained through experience in thinking about ethical problems." The procedure further states that GE "provides an opportunity for students to develop affective and creative capabilities, social attitudes, and an appreciation for cultural diversity" (IIA3c.01).

As stated in the last accreditation, during the All College Day campus-wide meeting in fall 2005, College employees were asked, "What should graduates of our college look like, and what should they be doing upon completion of their degrees?" From this cross-constituency dialogue and subsequent discussion, the College formed eight areas of GE SLOs, designated "core competencies," for all CCC certificate and degree holders and transfer students.

1. Attitudes and interpersonal skills to succeed in any professional or social situation
2. Reading, writing, computational, and technology skills
3. Critical thinking skills to locate, analyze, and apply information
4. Ethical consciousness to evaluate and respond to situations
5. Appreciation for diverse cultures
6. Mastery of discipline content appropriate to the program
7. Curiosity and inquisitiveness for knowledge and learning
8. Aesthetic awareness (art, beauty, and culture)

Many of the items identified in this Standard, such as interpersonal skills, cultural appreciation, aesthetic awareness, and ethical principles, are directly mentioned in these SLOs. These outcomes, the action plans to implement them, and the GE requirements, which include historical awareness, are integrated into student learning expectations and graduation requirements.

In addition, the GE program has cultural pluralism and ethnic studies embedded in courses throughout its local GE courses, as well as in the Intersegmental General Education Transfer Curriculum (IGETC) Area 4C and California State University General Education Breadth Area (CSU GE) Area D3. This is especially important for a culturally and ethnically diverse student body and service area and for working and living in a society with a growing diversity of peoples.

Self Evaluation

The College has defined broad educational outcomes that lead to the development of academically prepared, ethically minded human beings, who will be able to provide for themselves and their families as effective citizens. Students earning their associate degree or completing a transfer GE pattern--such as IGETC or CSU GE--will have the social and critical thinking skills to become leaders in their community.

Contra Costa College faculty and staff--through broad discussion, crossing both academic and student service areas and including all College staff--refined discussions into GE outcomes for degree completers and created a template of GE SLOs. These SLOs guide and

help the College set goals for student learning overall and were supported by action plans to direct College efforts in helping students attain those goals. The College's GE requirements also formalize and strengthen SLOs for academic programs and are required of all degree completers. They are similar to the lower division GE requirements of four-year institutions while also being unique to CCC.

Beyond the general outcomes for graduates, the College's academic GE requirements in the social sciences and arts and humanities help students garner a breadth of historical knowledge and an appreciation of beauty. GE requirements include an integration of cultural diversity awareness and knowledge into every course approved to meet a GE requirement, as defined by the cultural pluralism criteria. CCC held College-wide discussions to define general learning outcomes similar to the Standard and also has GE requirements, which support the expectations of this Standard.

Actionable Improvement Plans
None

IIA4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary
Contra Costa College, through a process that includes instructors, the relevant department and division, College Instruction Committee, Instruction Office, President's Office and Governing Board, reviews and develops degree programs that require 60 units, including a minimum of 18 units of focused study. The focused study or major component must include an intensive study of the discipline in question, such as the Math major, or an interdisciplinary core such as the Liberal Arts Social and Behavioral Sciences major. Degree requirements are delineated in chapter three of the College catalog, and major requirements are located at the beginning of each related list of course descriptions in chapter four of the catalog. All of these may also be found on the College website ([IIA4.01](#)) ([IIA4.02](#)).

Self Evaluation
All degree programs are structured in accordance with Title 5, which requires a major of at least 18 units. An associate degree from Contra Costa College provides its holder with a depth of understanding of a particular field or interdisciplinary core.

Actionable Improvement Plans
None

IIA5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary
Students in Career Technical Education (CTE) programs demonstrate their competency primarily through evaluation of their skills, testing and demonstration, and the successful completion of approved CTE program requirements.

Each CTE program has an active advisory committee composed of local business professionals to ensure that programs are up to date and preparing students for employment (IIA5.01) (IIA5.02) (IIA5.03). Employers in particular vocations advise the faculty in each discipline about needed changes in CTE certificates or degrees for continued student success, competency, and relevance to current business needs, industry expectations, and job placement. CTE programs conduct program reviews every two years to ensure that students successfully completing all coursework receive comprehensive preparation for employment. Programs are updated and improved during program review as needed (IIA5.04).

All CTE programs and courses are reviewed and approved by the CIC. Furthermore, CTE programs comprising more than 18 units receive Bay Area Community College Occupational Planning Committee, Board of Governors, and state approval of their certificates and degrees. In addition, the Economic Development Department provides the "State of California Core Indicators" for each CTE department, comparing each department's performance with state negotiated standards (IIA5.05). CTE programs also receive access to job forecasting websites that predict job growth or decline in every field, along with the expected salary ranges for each career. Finally, CTE courses must have approved course outlines on file in the Instruction Office.

In addition, while it is possible to be prepared for employment in some fields by completing a degree or certificate, state certification/licensure is also required for some professions. This typically entails additional student testing by an outside agency to award certification or licensure. Nursing program graduates are one example. They are eligible to take the state licensure exam (NCLEX—RN). Upon passing this exam, graduates are granted the title of Registered Nurse. Contra Costa College tracks the number of students that pass the state boards, and, from year to year, the College is near a 100% pass rate (IIA5.06). Contra Costa College students are often placed in nursing positions at the hospital where they do their clinical internships, providing additional evidence of a successful program.

Self Evaluation
CTE programs at the College ensure that students acquire current industry and professional skills and are prepared for industry-required licensures for their professions. Students acquire a comprehensive understanding of their industry's needs in order to gain and maintain employment in the field.

The components of this effort are regular CTE program reviews with industry advisories, program review self-studies prepared by the department and reviewed by a validation team and the President's Cabinet, periodic content reviews and updates, faculty evaluation of students in individual courses based on their performance on examinations, assignments, and appropriate activities. Another component is the assessment of program learning outcomes. An outside agency measures student competency in relevant CTE programs, such as nursing.

Actionable Improvement Plans
None

IIA6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies.

The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

Descriptive Summary
Chapter three of the College catalog lists all program descriptions and student learning outcomes. Additionally, the courses required for majors are listed before the individual course listing and descriptions, allowing students to have a clear understanding of all the courses required to earn a degree in a particular major. Transfer credit insofar as it relates to courses or approved exams taken at other accredited institutions is also defined in the catalog, both in chapter two and in the glossary. Faculty provide a course syllabus, which includes course SLOs, at the first meeting of every course. Faculty evaluations include the criterion, "The professor's syllabus conforms to the existing course outline of record." The following sections provide more details on how the College meets this standard.

Self Evaluation
The College meets the Standard.

Actionable Improvement Plans
None

IIA6a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary
Transfer-of-credit policy and procedures at Contra Costa College are found in chapter two of the College catalog in the section "Credit Already Earned" (IIA6a.01). The Student Resource Book published by the College directs students to make appointments with counselors to review transcripts from institutions they have previously attended for the purpose of advising (IIA6a.02). The Admissions and Records Office evaluates transcripts from accredited high schools and colleges, as well as military experience, for elective, prerequisite satisfaction, and fulfillment of GE and graduation requirements (IIA6a.03). The College compares course descriptions, course outlines, learning objectives and articulation agreements to validate transfer of credit. Transfer of credit regularly takes place and facilitates student completion of educational goals at CCC (IIA6a.04).

Since 1992, the College has articulated courses in Tech Prep 2+2 programs with local high schools and Tech Prep/Career Pathways. These articulation agreements are currently on file with the dean of economic development (IIA6a.05). The Tech Prep managers at the three colleges in the District purchased and have begun implementing the Career and Technology Education Management Application system (CATEMA). This web-based application will further facilitate articulation agreement development between secondary and post-secondary

institutions. It will maintain accurate web-based records of students who complete articulated courses at the secondary schools. This course completion information will be available to College staff, counselors, Admissions and Records personnel, high school staff, and College faculty to ensure that students receive appropriate transfer of credit towards their College educational plan.

The College has also expanded the number of 2+2 articulation agreements. Over the past few years**,** five new articulation agreements were added, and 20 existing articulation agreements were updated (IIA6a.06). The College has numerous articulation agreements with its major transfer institutions. The College Articulation Officer, working with the department chairpersons and CIC, develops articulation agreements with four-year institutions. Articulation agreements are developed with the University of California for UC transfer in General Education and for various majors; with the California State University for CSU General Education requirements and for various majors; and with both systems for the IGETC. Articulation agreements are also developed with local private baccalaureate transfer institutions and other institutions to which CCC students transfer (IIA6a.07a) (IIA6a.07b) (IIA6a.07c) (IIA6a.07d) (IIA6a.07e) (IIA6a.07f).

University articulation agreements are developed in several ways. Faculty developing new courses may indicate that they would like the course to be articulated to a specific statewide C-ID descriptor and CSU and/or UC for a particular major or GE area. Articulation requests are also sent to the articulation officer from counselors who use ASSIST, the official online database for articulation and transfer information. Counselors may look up university GE courses or a particular major at a university for which the College does not have a course articulated. The articulation officer will then obtain the course outline of record, review it to determine equivalency to the course offered at the university, and, if the course is deemed comparable, forward it to the articulation officer at the university for faculty review. If the course is not deemed equivalent the articulation officer will contact the department chair for that discipline and make a request for course revisions to make it eligible for articulation. Approved articulation is reviewed annually, and the most current articulation is maintained in ASSIST (IIA6a.06). Students and the general public also have access to articulation agreements between the College and other public universities in California (IIA6a.07a) (IIA6a.07b) (IIA6a.07c) (IIA6a.07d) (IIA6a.07e) (IIA6a.07f). Information about transferable courses is made available to students via the College catalog (IIA6a.08).

Chapter three of the College Catalog ("Educational Planning") delineates all of the above agreements and policies: This chapter's subheadings include "Part II: Transfer Information and IGETC," "Part III: Transfer to California State University (CSU)," "Part IV: Transfer to the University of California – All Campuses," "Part V: Transfer to the University of California, Berkeley," and "Part VI: Articulated Transfer Agreements" (IIA6a.08) (IIA6a.09) (IIA6a.10). In addition, the Transfer and Career Exploration Website provides a general orientation on transfer to students and publicizes specific information to facilitate student transfer (IIA6a.11).

Self Evaluation
Procedures for transfer-of-credit from accredited institutions are in place and effective. The

College grants transfer-of-credit, and students are aware of the transfer-of-credit procedures as stated in the catalog.

Admissions and Records staff ensure that students who have provided official transcripts of prior high school and accredited college coursework have these transcripts evaluated for college credit. The transcript analyst checks for articulated courses and comparable courses from other accredited colleges and high schools. International transcripts are reviewed by an outside agency to verify their course content and to recommend their comparability. Credit for military experience is clearly described in chapter two of the catalog in the section "Credit Already Earned," as is credit from 2+2 agreements offered at local high schools.

The College articulation officer coordinates the development of appropriate articulation agreements between CCC and other colleges. The Economic Development Department's Tech Prep program coordinates the articulation of career-technical courses and 2+2 programs with local high schools and Tech Prep/Career Pathway programs, and obtains the articulation officer's signature once official. The College is a member of ASSIST, a statewide network of colleges with articulated courses. Counselors can use this web-based program to formulate accurate educational plans. Articulated UC and CSU courses are published in the catalog, either with the individual course listings or in chapter three under "Educational Planning."

Actionable Improvement Plans
None

IIA6b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary
Program elimination is a rare event. Board Policy 4008, which states; "Modification and discontinuance of courses and programs shall be made using the procedures established by each college" (IIA6b.01), guides CCC when program elimination is necessary. On May 2, 2012, the College Council passed a comprehensive administrative policy on program revitalization, suspension and discontinuance (IIA6b.02). The resulting administrative procedure, E5005.0, is available in the "Contra Costa College Procedures Handbook" (IIA6b.03), which is posted to the College website (IIA6b.04). Procedure E5005 includes key provisions designed to mitigate the impact of program discontinuance or suspension:

Program Discontinuance E5005.14 (IIA6b.05)

- A detailed plan and recommended timeline for phasing out the program with the least impact on students, faculty, staff and the community.

- An impact report explaining how phasing out the program for discontinuance will affect students, faculty, staff, and the community based on the Program Analysis data.

- Recommendations for how currently enrolled students may continue their program of

study or a plan for students to meet their educational objectives through alternative means.

Procedure E5005.15 (IIA6b.06)

- Alternatives for students to complete program degrees(s) and/or certificates.
- Consult with students regarding their options for program completion or transfer.

When program elimination happens, arrangements are made for students to complete their education before program closure or to have an alternative for program completion.

As a case study, CCC decided to not renew the instructional service agreement (ISA) with the W Institute, resulting in the discontinuance of the Cosmetology Program on June 30, 2012. This was reported to the Board of Governors on December 12, 2012, as part of the annual educational planning report (IIA6b.07). Prior to the elimination of the program, the interim president sent letters to the students that would be impacted by the decision, outlining the steps that CCC would take to ensure that students would be able to complete their coursework (IIA6b.08). The College continued to make payments to the W Institute so that students enrolled in the program could complete their course of study (IIA6b.09) (IIA6b.10) (IIA6b.11).

An up-to-date curriculum is essential to a relevant and responsive program; thus, the College uses the course content review process to indicate the need for course elimination, addition, or changes (IIA6b.12). The linked processes of program review, validation, and recommendations from President's Cabinet, comprise the systematic vehicle for proposing program eliminations (IIA6b.13). Either content review or program review can lead to significant changes in curriculum as determined by faculty. Program elimination would be affirmed within the program review process, become subject to the program discontinuance policy, and then approved by the district Educational Planning Committee and reported to the Board of Governors before action would be taken.

When programs do change significantly, these changes are announced to students in advance and /or degree and certificate requirement changes are listed in the printed and website catalogs (IIA6b.14).

Self-Evaluation
The College meets the Standard. Program and program course requirement changes or program elimination are handled reasonably and according to District and College guidelines. Students can usually complete their requirements and educational plans with as little disruption as possible. When programs close or change substantially, students are provided with options for completion.

In addition, students have "catalog rights" (IIA6b.15), the basic contract between the College and students seeking degrees or certificates. Under catalog rights, if a student maintains continuous enrollment, then the program requirements from the catalog year when the student first enrolled at CCC remain valid for the duration of the student's enrollment. Catalog rights also mean that if, within a period of continuous enrollment, the program's

degree requirements change, the student has the option of either completing the original program degree requirements or the new program degree requirements. The College has also helped students to take advantage of similar programs at its sister colleges to provide students program or course requirement alternatives when a program or course is eliminated. When this is not possible, faculty have found alternatives to requirements or have waived requirements for students.

When courses have been regularly canceled due to low enrollment, departmental faculty can request course inactivation through the Curriculum Instruction Committee (CIC) ([IIA6b.16](#)). When a course required for a major has been deactivated, faculty have helped students either find alternative courses or, in rare circumstances, waived the requirement.

Actionable Improvement Plans
None

IIA6c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary
The College reviews its catalog, course schedule and resource guide each semester for accuracy. Each of these publications is monitored and developed by the Catalog and Schedule Committee, based on policies and information set forth by CIC course and program changes and District, state and federal mandates ([IIA6c.01](#)). The College website also serves as a means to inform students of policy and procedures. The College catalog and schedule of courses are available to the public both on the website and in print form. The catalog information is specific to course requirements, course descriptions, student learning outcomes, possible career paths, and policies and procedures. Course syllabi include policy and procedures to better inform students of specific requirements and procedures related to courses.

The current College website software (SharePoint) and student portal (*In*Site) content are uploaded and updated by individual departments, programs and District Office IT staff. The College moved to this system after the last accreditation visit to give individual departments and units the ability to update information regularly. It was hoped that this arrangement would results in a more up-to-date website. However, the system proved cumbersome to some units. Recognizing the need to improve the user friendliness of the website for prospective students and for College employees in charge of maintaining the database, CCC recently deployed an updated version of the website with the goal of full deployment to the college and public by fall 2014. The College will ensure that there will be a regular review of content to assure integrity of information in all representations of programs and services. ([IIA6c.02](#)) ([IIA6c.03](#)) ([IIA6c.04](#)).

The College continues to use "Constant Contact," an email marketing tool to send email-blasts as a means to provide clear, accurate, and consistent information to students and remind them of important deadlines and general College information.

The "To Date" newsletter is an electronic publication produced at the beginning of each semester. The newsletter is uploaded to the College's website to keep the public informed of any changes, policies, and expectations for the ensuing semester while also introducing new programs and services. The marketing and communications staff works in conjunction with the president, graphic specialist, and campus Technology Department. These entities provide oversight for the College's print and electronic communication.

Self Evaluation
Many committees and offices collaborate to ensure that electronic and print communication to students and prospective students is both correct and understandable. Teams of staff, including schedulers, graphic designers, departments, support staff, and others, develop publications and ensure the accuracy of information. The schedule of classes is available on the CCC website, on the *In*Site Portal/WebAdvisor, and in a limited print run. Career Technical Education programs have their own brochures, and staff throughout the College update the Catalog annually.

Course, program, and transfer information are available to students in College publications. These are adequately described, and the information is updated annually in the College's major publications. If changes are needed to the catalog, an addendum is developed and posted on the website.

Actionable Improvement Plans
None

IIA7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

IIA7a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and consistently.

Descriptive Summary
Board Policy 2018, "Academic Freedom," recognizes the rights of faculty to teach, study, conduct research, write, and challenge opinion without undue restriction. The expectation that faculty will distinguish between personal conviction and professionally accepted views within their discipline, is also contained in this policy. As persons of learning with institutional affiliations, faculty should remember that the public may judge their profession and institution by their statements. Hence, they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not expressing the institution's views (IIA7a.01).

Faculty are regularly evaluated by students and by other faculty members. One of the criteria on the student evaluation of faculty is that instructors "recognize the right of students to have points of view different from the instructor's" ([IIA7a.02](#)). The faculty observer's rubric in turn includes the following criterion: "When presenting controversial material, the professor did so in a balanced manner, acknowledging contrary views." ([IIA7a.03](#)) It is expected that instructors will lead discussions to help students explore various points of view and to demonstrate and challenge the validity of differing points of view.

Self Evaluation
Faculty generally present course information professionally and fairly. When concerns arise, students can initiate a complaint. Students are informed about the process for providing feedback and about the grievance process through the Associated Students' Union. ([IIA7a.04](#)), Catalog, page 26**). The College has not recently received any valid complaints of this nature.

Actionable Improvement Plans
None

IIA7b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary
The issue of academic honesty is addressed in the College catalog under the "Academic Honesty Policy" ([IIA7b.01](#)). The College catalog is available on the College's website and in print. Students who attend the in-person new student orientation sessions or new student group program planning are given a copy of the College catalog. The Student Resource Guide is also available at the offices of the Associated Student Union, Student Services, bookstore, and library. There are disciplinary actions for students who are found guilty of dishonest or unethical behavior, ranging from a verbal reprimand to a grade of "F" on the assignment to suspension, probation, expulsion, or dismissal from a course or from the College ([IIA7b.02](#)) ([IIA7b.03](#)). The College follows Governing Board policy 3027, "Rules and Regulations on Student Behavior" ([IIA7b.04](#)).

In addition, many faculty members include in their syllabi clear statements of the behaviors expected in their classes, including those related to academic honesty, such as the use of electronic devices during tests and other in-class assignments, and explicit definitions or descriptions of plagiarism ([IIA7b.05](#)).

Besides clearly publishing expectations, the College helps students understand the conventions of academic writing and learn research skills so that they can avoid plagiarism. The library regularly offers workshops on using Noodle Tools to keep track of citations and to organize notes ([IIA7b.06](#)). It also provides links to resources on the same topic on its website ([IIA7b.07](#)).

The College and District have developed a process that ensures that grades are authorized by faculty and accurately entered into the student information system. Grades are entered by faculty. Any changes to grades must be authorized by faculty in writing, verified by the

division dean, and approved by the admissions and records director. Grade change forms are only available in the Admissions and Records Office, so as to prevent unauthorized access to the forms. Additionally, a monthly grade change audit is conducted by the A&R director to verify that grade changes were properly entered by authorized staff and that all grade changes are made with appropriate documentation.

To further ensure grade change integrity, the College and District also reduced the number of A&R staff authorized to make grade changes to two employees. These procedures are in agreement with Students Services Procedure 3028 (IIA7b.08).

Self Evaluation
There are clear expectations for students about academic honesty, and they are communicated by several means. Faculty have the right to specify the consequences of academic dishonesty in their classroom and courses. Many faculty include these specifics in their syllabi and discuss them in class. The College has taken steps to ensure the integrity of its grade change procedures. Audit procedures and designating appropriate Admissions and Records personnel assigned to making grade changes that are requested by the faculty member and division dean have proven to be very successful. These grade change procedures are serving the purpose of further ensuring grade change integrity.

Actionable Improvement Plans
None

IIA7c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

This does not apply to this institution.

IIA8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission polices.

The College does not offer curricula in foreign locations to non-U.S. citizens.

IIB: Student Support Services

II.B. The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically accesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

IIB1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Contra Costa College offers a wide range of student support services and programs that serve the needs of its diverse student population. Services are provided online, by telephone, and in-person, ranging from one-on-one assistance to workshops and classroom advising or instruction from a student services professional. Programs and services are frequently reviewed for quality and compliance through the College's institutional program review process, which demonstrates its commitment to quality services and assessment of these services on a regular basis (IIB1.01).

Consistent with the mission of Contra Costa College, various outreach services facilitate student access. In addition to involving staff in general recruitment, CCC has targeted recruitment of students through various categorical programs. Together, the staff works towards making higher education more accessible to all members of the service area community, including high-school, traditional, and continuing education students. At any step in their educational journey, students may be referred to additional support services. Based on a variety of factors, both self-identified and/or assessed, personal, educational, and/or financial needs can be addressed (IIB1.02).

Managers and faculty coordinators of student services programs meet bi-monthly to discuss issues of concern about student access to services. Under the direction of the dean of student services, this group makes decisions about registration support and process, receives updates, and provides input about College and District policies. At the District level, student services managers meet as needed to discuss issues of mutual concern in the District's colleges. This forum allows for best practices to spread across campuses and allows for discussion and implementation of District-wide student services policies and procedures (IIB1.03).

Each student services department completes a thorough program review every four years. This process includes revisiting the mission statements of the various departments, assessing achievement of departmental goals, and analyzing the effectiveness of the services provided to students. Throughout, each department or program evaluates its services and quantitatively assesses its performance using data collected by the College or District (IIB1.04). In program review, the self-study team addresses questions approved by the Academic Senate and, later, the entire study is reviewed by a validation committee composed of members of all the College's constituency groups. The review and the validation team's recommendations are sent to the President's Cabinet for further review, recommendations, and/or implementation. Additionally, each unit within the Student Services Division develops an annual unit plan, outlining goals for the next year and aligning these goals to College and District strategic goals (IIB1.05).

Student Learning Outcomes (SLOs) have been developed and implemented in every student services unit. As part of the program review and annual unit plan processes, each student services department administers its SLO assessment measures and then analyzes and assesses

them in order to guide future actions. Typically, this process includes qualitatively and quantitatively analyzing the effectiveness of services in the context of each department's goals (IIB1.06).

Self Evaluation
Student services departments work together effectively to provide students with well-defined pathways through the College admissions process, from recruitment through matriculation to special programs as needed, all the way through the completion of their educational goals (IIB1.07). Whether a student discovers Contra Costa College through traditional recruitment methods at a high school or through the efforts of special programs and services, the Student Services Division is committed to assisting students on their educational journey. One of the most effective recruitment activities is High School Senior Connection (HSSC), a precursor to "Super Saturday," the College's primary registration event for new students (IIB1.08) (IIB1.08a).

The program review process repeatedly demonstrates CCC's commitment to quality services and assessing these services on a regular basis. Student surveys conducted as part of this process all indicate high levels of student satisfaction with all departments including Financial Aid, EOPS, Student Life, the Career and Transfer Center, and the Office of the Dean of Student Services (IIB1.09).

Almost every year since the last accreditation, CCC has struggled with the financial effects of budget cuts. In order to preserve as many classes as possible, every unit within the Student Services Division has dealt with some level of cutbacks. In some cases, this has reduced the effectiveness of service delivery. Now that the financial outlook has brightened again, a priority is restoring those services that were trimmed over the last five years.

Actionable Improvement Plans
None

IIB2: The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information
- **Official Name, Address, Telephone Number, and Website Address of the Institution**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Name and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

b. Requirements
- **Admissions**
- **Students Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

c. Major Policies Affecting Students
- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

d. Locations or Publications Where Other Policies May Be Found

Descriptive Summary
The College catalog is up-to-date, clear, complete, and easy to understand, and serves as the primary source of academic information, regulations, and policies for students and staff. Every section is clearly labeled (IIB2.01). Every year, the catalog is reviewed by the Catalog and Schedule Committee, chaired by the senior administrative assistant, with input from staff responsible for program and/or department information. The catalog provides all the information listed in items a-d above. The catalog is available electronically, via the College's website, and paper copies are available in the bookstore, in division offices, and throughout the community.

All new programs and new and revised curriculum that miss the catalog printing are included in a catalog addendum. The schedule of classes is primarily available in PDF version or a searchable version on the College website, with paper copies available free of charge every semester throughout the campus and in the community, including libraries, feeder high schools, non-profit agencies, and social service agencies. More recently, a student resource guide has been made available on the College's website (IIB2.02) (IIB2.02a) (IIB2.02b).

Self Evaluation
CCC makes a concerted effort to provide accurate information in all of its publications, both on-line and paper. Information not in the catalog is included in a catalog addendum and made available on the College website. All information regarding College policies and procedures that affect students is accessible to current and future students, staff, and the community at large.

Actionable Improvement Plans
None

IIB3: The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

The College identifies the needs of its students through a comprehensive program that begins with recruitment and assessment and continues through matriculation and retention/persistence activities. From application through registration, incoming students are included and invited to participate in a variety of supportive activities that will assist with their college success (IIB3.01).

Students identified as needing additional support are encouraged to receive services from our student services special programs. This is overseen by Student Services Management and Coordinator Group, which meets bi-monthly, discusses how best to provide services within the division, evaluates the effectiveness of these services, participates in the College-wide program review process, and works to develop and implement SLOs for the Student Services Division. AUO/SLO assessments on student needs are presented at these meetings and discussed by the group as a whole in a collaborative fashion (IIB3.02). The following departments are involved in identifying and serving student support needs: Admissions and Records, Matriculation (including Assessment), Counseling (including the Puente Project), Financial Aid, EOPS/CARE, CalWORKS, DSPS, International Students, Student Life (including Associated Students, and Student Activities), and the Transfer/Career Center. Additional support services are available through the Liberal Arts (LA) and Library, Allied Health, Vocational Education & Athletics (LAVA) Divisions.

Students first encounter CCC through the Admissions and Records Office (A&R). A&R staff guide students through the application, registration, and payment of fees processes. Additional services include granting access to student educational records for current and former students, and providing verifications of enrollment, transcripts, and veteran's eligibility certifications (IIB3.03).

A&R staff are also responsible for the evaluation of transfer coursework, degree and certificate eligibility, athletic eligibility, and for the maintenance of the various online systems that provide students with remote access to many of the services, making it convenient to complete enrollment transactions online. The quality and effectiveness of these services is reviewed and discussed on a regular basis (IIB3.04).

The first opportunity to assess student needs generally occurs during the College's recruitment efforts. The recruitment team consists of staff from different areas, including EOPS, Economic Development (Tech Prep and VTEA), Public Information, Community Relations, Matriculation, Counseling, and Outreach. This cross-functional team collaborates under the coordination of a manager to host on-campus events for students and to recruit in the community and at local feeder schools (IIB3.05). The team uses information from community contacts and traditional recruitment locations to reach the greatest number of eligible students. Together, this group hosts the Super Saturday event in May (replacing the earlier High School Senior Connection event) for incoming high school students and their families. In 2013, 400 potential students attended and met with counselors and financial aid staff; of those 400, 300 registered for classes (IIB3.06).

On the admissions application, incoming students have the opportunity to check boxes in order to receive additional information on support services. This allows staff to target students with needs into more specific programs and services. In addition, in every counseling session, students are advised on available services, and referrals are made to other programs such as Financial Aid, EOPS, and DSPS (IIB3.07).

CCC complies with validation studies for math, English, and ESL assessment. Currently, the College uses the COMPASS/ESL by ACT for English, math, and ESL. Along with assessment scores, other measures used on a regular basis by the Counseling department faculty include a student's high school GPA, coupled with the student's last grade in English, transcripts, and the number of years the student has taken English courses prior to attending Contra Costa College (IIB3.08). Counselors also consider prior academic work when course equivalency needs to be established or developed.   In addition, the English Department has developed a prerequisite challenge process for English 1A (IIB3.09) (IIB3.09a).

Counselors develop an initial education plan with students who utilize matriculation services after completing an application, assessment, and orientation, and prior to registering for classes. Every year, hundreds of education plans are created (for example, over 400 in academic year 2010-2011) (IIB3.10) (IIB3.10a).

A vital component of the Counseling Department is the Puente Program. 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. Students receive support services including regular appointments with assigned counselors. The long-term goal of the Puente Program is that participants eventually return to their community and serve as mentors and leaders to future generations of Puente participants (IIB3.11).

The Disabled Students Programs and Services (DSPS) Department provides academic/learning disability assessments, academic accommodations, and liaison between staff, students, outside community agencies, physicians, therapists, and parents. Each semester, the DSPS manager/coordinator, counselor, and learning disability (LD) specialists visit many classes on campus to explain DSPS services (IIB3.12). Additionally, DSPS offers specialized classes in reading and comprehension, math skills, and computer skills (IIB3.13**).** Students are encouraged to use the various computer labs on campus; however, DSPS students also have access to a High Tech Computer Lab.

DSPS considers most of their students to be at-risk; a variety of interventions are thus provided to assist students throughout the year. For example, DSPS students are encouraged to attend an annual DSPS orientation. This four-hour workshop covers DSPS services that include academic and personal counseling, academic and class accommodations, and tutoring services **(**IIB3.14**).** Faculty and staff also provide feedback on DSPS students in their classes via periodic progress reports that permit early intervention. Additionally, various workshops are offered on DSPS topics including class and test accommodations, learning strategies and note taking skills, self-empowerment skills at school and in the work place, and social skills.

DSPS staff meet regularly with the academic divisions to explain the services that are offered (IIB3.15).

Extended Opportunity Programs and Services (EOPS) offers diverse services to eligible economically and educationally disadvantaged students throughout the processes of access/matriculation through outreach/recruitment; persistence (academic maintenance); and completion of educational goal(s). EOPS students interact regularly with dedicated counselors. Support systems are integrated into this framework to facilitate student success. EOPS also regularly employs an intervention or early alert process (the "EOPS Academic Progress Report") to identify and assist at-risk students. Students are issued the Academic Progress Report after the sixth week of the semester and instructed to take the form to each of their instructors and discuss their status and class standing. Faculty also provide their own feedback on this form. EOPS publishes a monthly on-line calendar of events and workshops that informs students of activities (IIB3.16) (IIB3.16a) (IIB3.16b) (IIB3.16c).

The Cooperative Agencies and Resources for Education (CARE) program, a component of the EOPS program, serves EOPS students who are single parents and receiving public support. The educational support provided by CARE includes grants and allowances for education-related expenses, assistance with transportation costs and textbooks and school supplies, and other educational support. CARE also provides counseling and advisement, classes and workshops designed for low income single parents, personal development activities (including self-esteem, parenting, and study skills), group support, peer networking, and information and referrals to campus- and community-based services and agencies. CARE events are also included in the monthly EOPS on-line calendar (IIB3.17) (IIB3.17a).

The CalWorks (California Work Opportunity and Responsibility to Kids) program offers individuals receiving cash aid the support services and resources needed to achieve long-term self-sufficiency. CCC's CalWorks program plays an important role in supporting this population through the provision of individualized counseling, work study and volunteer opportunities, child care, transportation, and books and other supplies. Advocacy and mentorship are also provided to students in collaboration with campus and community partners to ensure compliance with their welfare to work plan. The CalWorks Program works closely with the Contra Costa County Employment Health and Human Services, Workforce Services Division, to ensure that CalWorks students have access to available county services. County workers are periodically available to meet with students on campus to address questions and concerns regarding their benefits and services, in addition to processing paperwork (IIB3.18).

The Financial Aid Office encourages all students to complete the Free Application for Federal Student Aid (FAFSA), which determines the amount of aid available to them. Financial Aid identifies students from low-income to middle- and high-income brackets and provides financial aid to qualified students, according to federal, state, and District regulations. Awards are based on a standard pay scale provided to the District by the Department of Education and the State Chancellor's Office. In keeping with the California Dream Act, which passed in 2011, the Financial Aid Office expanded its services to a new student population: AB 540 students. AB 540 students are exempt from paying non-resident

enrollment fees if they meet all of the following criteria: attended a California high school for at least three years, graduated from a California high school, got a GED or passed the California High School Proficiency Exam, registered or enrolled at a California community college, and, if required, completed an affidavit saying they have filed (or will file when they are eligible to do so) for legal immigration status. AB540 students are also eligible to apply for California State aid.

Financial Aid offers both federal and state financial assistance, including the Federal Pell Grant, Direct Loan, Federal Work-Study, Supplemental Educational Opportunity Grant, Board of Governors Fee Waiver, Cal Grant and Chafee Grant. In addition, the Financial Aid Office works with EOPS, CARE, and CalWORKs to make sure that the students in these programs complete the FAFSA. Financial Aid has also developed an extensive bilingual handbook along with an interactive website, which allows students to apply for financial aid assistance online, and to check their aid eligibility via the *In*Site Portal (IIB3.19) (IIB3.19a) (IIB3.19b**).**

International students must conform to certain requirements and have particular needs that differ from resident students. Primarily these are the conditions imposed by the Department of Homeland Security (DHS) for students to maintain legal status while in the U.S. Following the governmental actions and immigration developments post 9/11, these requirements have become more rigid and complex and require continual monitoring. As a result, the International Student Office (ISO) must continually monitor the immigration status implications of admissions, unit load, GPA, and academic progress. This includes familiarity with the Student Exchange Visitor Information System (SEVIS) and District databases and appropriate follow-up and informational alerts to both students and campus staff. The ISO coordinator has an official responsibility to report information, as required, to DHS, since the coordinator functions as the College's *Primary Designated School Official* (PDSO).

In order to facilitate acculturation for international students, all new international students are required to attend the international student orientation provided at the beginning of each semester. During this session, new students are welcomed by the College and ISO staff and are provided with information on immigration, health and health insurance (international students are required to obtain health insurance and plans are explained to them), employment (on and off campus), and other issues pertaining uniquely to this group. Upon completion of this orientation, international students are directed to appropriate student support programs and registration services. An on-line handbook is also available to international students (IIB3.20) (IIB3.20a).

After a hiatus of several years, the Transfer Center has returned with a dedicated 40% reassigned time counselor. The center sponsors workshops on personal-statement writing and interview techniques, hosts representatives from four-year colleges and universities, sponsors an annual Transfer Day with 4-year institutions, and publishes a monthly calendar of activities (IIB3.21).

The Center for Science Excellence (CSE) is a 2001 presidential award-winning academic support program housed within the Natural, Social, and Applied Sciences Division. The CSE

mission is four-fold: 1) to provide students strong academic support in science, technology, engineering, and math (STEM); 2) to enhance the academic experience of students; 3) to prepare students for a seamless transfer process to universities; and 4) to increase the number and representation of students from financially and academically disadvantaged groups in STEM fields. To fulfill its mission, the CSE is committed to providing students with the following: 1) a safe learning environment; 2) academic and career mentoring by professors and professionals; 3) faculty-led workshops in chemistry, physics, and mathematics; 4) peer tutoring in biology, chemistry, physics, mathematics, and engineering; 5) opportunities for community service; 6) seminars or presentations by field professionals; 7) academic trips to venues with science and technology emphasis; 8) information on scholarships and research internship opportunities; and 9) monthly stipends and paid summer research internships when funding from external sources allows (IIB3.22).

Another program with a science emphasis is Adelante. CCC created Adelante in 2012 to increase the number of Latino and low-income students pursuing degrees in STEM fields. Funded by the Department of Education's Hispanic Serving Institution (HSI) STEM grant, Adelante seeks to improve personal, academic, and professional practices of students that are below college level in order to increase their confidence, interest, and success in STEM disciplines.   Adelante is a responsive program. It meets student needs and raises performance in the STEM fields by providing academic counseling, weekly tutoring, personal and professional development workshops, exposure to STEM majors and careers, mentoring, leadership development, and collaboration with the Center for Science Excellence. The work to support each student in Adelante comes from the heart and seeks to respond to the unique needs of the community (IIB3.23).

In fall 2012, Adelante serviced 60 students of whom 70% successfully completed their STEM course with a "C" grade or better. The group had a combined STEM GPA of 2.58. After making some programmatic changes in response to student needs, in spring 2013, 76 students enrolled in Adelante. Eighty-three percent of the 76 students completed their STEM course with a "C" grade or better and the cohort had a combined STEM course GPA of 2.65.

Since 2012, Contra Costa College has participated in the Gateway to College program. Gateway to College is a national program offered in approximately 50 community colleges and operates essentially as an alternative concurrent enrollment continuation high-school. Gateway to College recruits non-matriculated 16-20 year old students who have not succeeded within a traditional high school setting, either dropping out or failing to graduate on time. The program gives students the opportunity to complete high-school graduation requirements while earning units towards an Associate in Arts Degree, transfer, or a Certificate of Achievement. An array of support services are provided, including psychological and academic counseling, AVID classes, and the Academy for College Excellence foundation course. The Gateway to College program regularly schedules information and evaluation sessions, both at CCC and at local area high-schools (IIB3.24).

In 2012, Contra Costa College affiliated itself with Single Stop USA, a national non-profit agency. Since its inception at CCC, Single Stop has served 1,240 students. This grant funded program offers screening as well as application assistance to determine eligibility for

public benefits, financial coaching, free tax preparation services, and referrals to legal service providers in the area. In addition, Single Stop USA has extended services to include distribution of school supplies at the beginning of the spring and fall semesters, bus passes and gas cards for students who qualify, as well as personal hygiene products for students who have been displaced (IIB3.25). In spring 2013, Single Stop co-hosted a night with Julian Bond, which showcased the program's impact on student success at Contra Costa College. This event resulted in offers of additional donations for the program and a proclamation from the City of Richmond for the success of the program.

Self Evaluation
Student services at Contra Costa College successfully meet the diverse needs of its student population through a variety of standard and special programs and services. Beginning with Outreach and continuing with Admissions & Records, Assessment and Orientation, EOPS/CARE, DSPS, CalWorks, Financial Aid, Counseling, International Students Office, and Student Life, the College works to identify the educational support needs of new, continuing and returning students. In addition to the 2012 student satisfaction survey, which focused broadly on all aspects of the CCC student experience, an assessment of student satisfaction is included as part of the program review process for the student support services programs. Overall, students indicated being very satisfied or satisfied with the services they received at Contra Costa College (IIB3.26) (IIB3.26a).

Actionable Improvement Plans
None

IIB3a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary
Many different support services are available to students, depending on their particular needs. These services are offered in a variety of formats and at various locations, thus ensuring that they are accessible to the entire student population. All students are strongly encouraged to apply for financial aid and to register online via WebAdvisor. This enables students to access CCC's process 24 hours per day from their home computers. In accordance with Title 5 and AB3, as it pertains to matriculation, and to serve an increasing number of Hispanic, Asian, and International students, CCC offers application materials in a variety of languages, including Spanish, Chinese, Vietnamese, and Laotian (IIB3a.01). On the application, students can request additional information about a variety of support services. Assessment of math and English placement levels is conducted through the Assessment Center, which is open both day and evening, Monday through Friday, during peak periods, and by special arrangement in off-campus locations.

Contra Costa College students may complete their orientation to college either in person or online. Face-time orientations are offered in English and Spanish and include PowerPoint presentations. (Students choosing an on-line orientation must first answer a few questions to verify their comprehension.) All orientations are designed to provide students with complete

information about College policies, procedures, programs, and support services. Orientations also are offered to special populations, including EOPS, DSPS, high school seniors, and international students.

Counselors who speak Spanish, Vietnamese, Farsi, and Cantonese are available to serve students for whom English is their second language. Extended hours are scheduled before classes start and during the first two weeks of each semester. Students can schedule appointments in-person, over the phone, and/or on-line.

The community education coordinator works with various agencies (such as senior centers, community centers, and churches) to coordinate classes. Fee-based courses are currently offered in the following areas: 1) Business and Technology; 2) Health and Safety; 3) Medical Assisting and Office Technician; 4) Sports and Fitness; and 5) Learning Specialist (a class for the local school district transition students). In addition, the community education coordinator assists Admissions and Records with enrollment procedures (IIB3a.02). Additionally, because non-credit courses can be a gateway to credit courses, academic departments have shown an interest in piloting courses that will help prepare students for college-level work.

The DSPS program has a full-service, high tech center (HTC) for disabled students. The HTC lab is designed to instruct students in the use of adaptive equipment and includes software that can provide accommodation for the student's functional limitations. Examples of adaptive equipment include modified keyboards; adjustable tables, desks, and chairs; wrist/feet rests; and head pointers. Specialized software includes voice synthesizers, screen readers, screen magnification, word prediction (limits key strokes), and voice recognition. Alternate media are provided for DSPS students who have a visual (low vision, blind) or processing impairment (learning disabled, brain injury, and low hearing). The alternate media specialist converts textbooks into Braille, large print, tactile graphics, audiotapes, MP3s, CDs, and electronic text (e-text). These services provide educational access to a multitude of students with a variety of disabilities. DSPS also provides specialized courses that include reading, writing, learning skills, adaptive physical education, and math strategies (IIB3a.03).

To ensure financial aid access to all students, a dedicated computer lab has been assigned with staffing to assist students on the completion of the electronic FAFSA or California Dream Act application and to help students navigate *In*Site Portal/WebAdvisor to retrieve financial aid forms and notifications. Submitting online applications results in a timely and accurate process for students and increases the likelihood that students receive their aid at the beginning of the semester once the verification process is completed. The computer lab also enables students without Internet access or needing assistance to complete their FAFSA and California Dream Act application using a faster electronic form. In addition, the Financial Aid office offers evening hours, and has extended its office hours during peak enrollment to ensure access.

The Financial Aid office continues to participate in the Cash 4 College High School Workshop series. These workshops are hosted by the East Bay Consortium Agreement during the months of January through March. The workshops ensure equitable access by

allowing the Financial Aid Office to disseminate information on various financial aid programs and providing application assistance to the community (IIB3a.04).

Self Evaluation
The College meets this standard. CCC has made considerable efforts to meet the demands of the student body by offering services in a variety of formats. These services are comprehensive, accessible, and reliable, and meet the needs of the student population. CCC has offered potential students training in online registration. The College's website and student WebAdvisor interface are ADA compliant, and many of the pages are Bobby certified. All of the College's support services ensure accessibility through a review of student needs and development of services to meet those needs. For example, the Financial Aid Department has established a computer lab to assist students in processing their FAFSA online and has conducted internal and external outreach to increase the number of students who apply for financial aid. The DSPS program successfully accommodates students with physical disabilities through the provision of a wide variety of adaptive technology and student accommodations. In 2010, the Community Education Program conducted a student satisfaction survey of both off-campus credit and non-credit classes to evaluate the program success and effectiveness (IIB3a.05).

Actionable Improvement Plans
None

IIB3b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary
The mission of Contra Costa College is to ensure that students acquire the knowledge, skills, and abilities relevant to lifelong learning and gainful employment in the global community. In its commitment to this mission, the College has supported a variety of programs and opportunities for students to develop and practice personal and civic responsibility. Strategic plans have included goals to develop a student leadership program, increase student representation on participatory governance committees, and develop an activity plan. Through the work of Student Life, these goals have been realized.

Housed within Student Life, over 20 student clubs have been designed and run by students. Executives of each club are responsible for meeting with Student Life staff, following College policies and procedures, attending leadership development, and reporting their activities formally each month (IIB3b.01).

Students participate in the College's shared governance process. All ASU senators receive training on the basics of shared governance during their semester retreats. Student participation in shared governance allows student leaders to develop their civic responsibility and to develop leadership skills. Each ASU senator specializes in a specific constituency group, and sits on at least one shared governance committee. At the local campus level, they present their position to faculty, including, sometimes, their own professors (who sit on

various committees themselves), the College president, various staff, and other student groups. On a district level, students participate on District Governance Council (DGC) and meet monthly with the chancellor (IIB3b.02).

Through the collection of a $5.00 activity fee, the ASU sponsors and funds a book rental program, scholarships, grants, and various sponsorships. For the past two years, ASU has contributed $15,000 each year to the bookstore rental program to lower the cost of rentals for high-demand books. In addition, each year, ASU sets aside $10,000 to fund student scholarships. ASU sponsorships include financial support to programs, departments, classes, student clubs or student groups for events and activities relating to student success. A fairly new program, ASU grants provide financial support to departments for equipment, ASU club participation in conferences and funding for campus-wide activities like the annual Super Saturday program.

The Student Ambassador Program allows interested students to participate in shared governance without actually being an ASU senator. Ambassadors represent a particular department or program. These students usually major in a particular subject area, and relevant department chairs must approve their application. The ambassadors also serve as recruitment agents and liaisons for their departments or majors. Additionally, this program has been involved in the annual Super Saturday event.

The Student Activities Program offers lectures, workshops, and roundtable discussions, which are included in a student activity calendar. Workshops coordinated by ASU/Student Life have recently covered neighborhood policing and safety and the implications of SB 1456. Candidate forums showcasing local and state political candidates are offered during election years and provide voter registration and information. There have also been workshops through Student Life that focus on personal development and physical and mental health topics (IIB3b.03).

A variety of special interest workshops are offered to students in order to assist with their personal development. Personal statement workshops are offered by the Scholarship Office to assist students with their applications for the more than 80 scholarships given out annually. In addition, mock interviews are offered to applicants for the Kennedy-King Memorial College Scholarships, one of the largest scholarships available to students with a financial need from under-represented minority groups transferring to a four-year college or university. The CARE program also offers several workshops each semester focusing on personal development to enhance the educational success of students (IIB3b.04) (IIB3b.04a) (IIB3b.05).

Contra Costa College celebrated a three-week Peace Celebration, connecting students, faculty, staff and community members in workshops, events, and activities, celebrating efforts for peace and empowering alternatives to violence across Contra Costa County and the East Bay.

HSI-STEM and, specifically, the Adelante program, seek to introduce and engage under-achieving, low-income Latino/students to STEM majors and careers through workshops,

weekly math/science tutoring, and academic counseling. Other programs include the African-American male leadership program and Puente.

Cultural programs and activities are organized by faculty in various disciplines and include annual musical performances, speech and debate night, productions by the Drama Department, and celebrations of African American History Month sponsored by the Africana/Chicano/Ethnic Studies Department (IIB3b.06).

Self Evaluation
The College meets this standard, supporting an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. Since the last self-study in 2008, students have become more involved in the participatory governance process, through serving on College and District committees, participating on program review validation teams, and various accreditation committees. Student Life and other student services programs work closely with ASU to offer on-going programs and activities for students and staff. As a result, the College offers a plethora of programs and activities, on a consistent basis, that support and represent diverse student interests.

In addition, to foster students' personal development, ASU offers College-wide events such as a speakers series; workshops and roundtable discussions on topics of interest that include local community and legislative issues that impact the educational process of students. All students and staff are invited to attend these events (IIB3b.07).

Student involvement on the ASU changes each semester, and participatory governance committee assignments range from 70% - 90% filled. Committee assignments have remained steady, although not 100% filled in all years, due to the meeting times of the committees and the schedules of ASU senators. Student participation has resulted in greater student input in meetings as students are more willing to speak up and offer their opinions and introduce ideas that enhance the College environment. The Student Life ASU advisor, along with the ASU president work to introduce students to the concept of participatory governance. As students take on the role of ASU senators, they provide training and feedback on their experiences throughout the year.

Actionable Improvement Plans
None

IIB3c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary
The Counseling Department provides formal academic advising for the College. Orientations to new students about CCC's programs, services, and policies are offered both in-person and on-line. This enables students more flexible access to a step critical for their success.

Computerized reading, writing, and math assessments are regularly offered throughout the semester. Such assessment is a vital matriculation step that plays a key role in the placement of students into courses that will help them achieve their educational goals.

Counseling faculty electronically record student educational plans by loading them into the WebAdvisor portal on the campus webpage. This service provides students with easy access to their educational plan and results in a greater likelihood of students adhering to the specific courses needed to achieve their goals (IIB3c.01).

The Counseling Department provides English as a second language (ESL) advising services to non-native speaker students. Students utilize an assessment tool that yields appropriate levels (ranging from one to five) of placement into listening and speaking, reading, grammar, and writing courses. This assessment tool has been validated with careful research by the ESL Department in conjunction with the assessment staff for accuracy and appropriateness for the CCC student population. Every student who enrolls in ESL courses must complete the ESL assessment process (IIB3c.02).

The Counseling Department holds regular meetings that bring in guest speakers to provide additional information on special programs, majors, and departments, both on campus and at other accredited colleges and universities. The meetings also focus on key areas of development that can offer students more beneficial counseling assistance in the future and examine what future training might be necessary or useful in the department. In addition, the department examines past counseling practices, and discussions take place on how the department can more effectively serve students. All counselors have been housed in one area in order to centralize counseling services and to better serve students. Members of the Counseling Department regularly attend conferences covering a wide range of topics that enhance their knowledge (IIB3c.03).

Self Evaluation
The institution thoroughly evaluates counseling services and how they enhance student development and success in a comprehensive program review and self-study narrative every four years. This report provides a great deal of information about how student development and success is enhanced, as well as about general student satisfaction with services provided. Counselors are well trained and continue their education through meetings, conferences, and workshops (IIB3c.04).

Due to the increased awareness of mental health needs for students on campus, the College is in the process of creating a Behavioral Assessment Team. The team will be comprised of counselors, District police services, the dean of students, a community mental health liaison, and various academic departments to develop a clear process and policy on working with students in extreme crisis.

Actionable Improvement Plans
1. Develop a process and policy for working with emotionally distressed students.

IIB3d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary
Contra Costa College has a long history of commitment towards the diversity of its student body and surrounding community and continues to provide a variety of programs, practices, and services to support and enhance this diversity. A College events calendar, which represents the coordinated efforts of the marketing and outreach staff, President's Office, and the Associated Student Union, is posted on the College website. Annual events include a Black History Month program and a scholarship ceremony. In addition, specific programs and activities are provided by the Music, Speech, Drama, African-American Studies and History Departments. All of the programs and performances are open to the public (IIB3d.01).

A student activity calendar, the result of joint efforts by Student Life and the Associated Students Union, is revised each semester. This working group decides on activities that are varied and represent a variety of cultures and socio-political positions. The activities and events are offered throughout the semester and publicized in a multitude of ways. These events are evaluated based on attendance, feedback, ease of preparation, and interest from students, faculty, and/or staff. As a result of feedback, events are often modified and/or combined with other events in a collaborative manner with other departments and/or services (IIB3d.01).

Permanent activities are defined as those held at least three times with moderate to high participation by the student body. These activities, such as Welcome Week, Club Rush, and Unity Day, hold permanent positions on the activity calendar. The Student Life Department, along with the ASU senators, College ambassadors, and student clubs continue to evaluate and modify the format of the activities and are working to align campus activities with the College's event calendar.

Contra Costa College also celebrates diversity through the support of a variety of campus clubs. Clubs are required to host at least one event each year for the entire student body; such events have included immigration dialogues hosted by the Latino Student Union and Unity Day, which encourages the celebration of diversity on campus. Unity Day includes all student clubs, a talent show, and guest performances hosted by the Associated Students Union. Other events such as the Cinco de Mayo festival and Constitution Day are held annually (IIB3d.02).

Self Evaluation
Annual College wide and program specific events and celebrations demonstrate CCC's commitment to exposing students to the various cultures and traditions around them. Since the campus is so diverse, these activities only touch the surface of the many traditions embraced on campus. In addition to the main events held annually, Student Life hosts a variety of events that develop out of emerging current events, hot topics, or student desires. Many of these events are initiated by student clubs; others are suggested by instructors, and still others come from the work of the student government to address the needs of their

constituency groups. While the College does an excellent job of providing a variety of events to encourage the appreciation of diversity, many events have enjoyed minimal student attendance. However, student attendance and participation has increased through the joint efforts of student services and instructional departments and programs (IIB3d.03) (IIB3d.04).

Student clubs on campus also reflect the diversity of opinions and interests of CCC's student body. In 2012-2013, there were about 15 active student clubs on campus with varying levels of participation each semester. Increasing membership in clubs has always been one of the goals of Student Life (IIB3d.05).

Actionable Improvement Plans
None

IIB3e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary
Consistent with other California community colleges, Contra Costa College is an open enrollment institution. There are no admissions testing requirements. High school graduates or the equivalent as well as non-graduates who are at least eighteen years old and who can benefit from the community college experience are eligible for admission. Applications are accepted from California residents as well as from out-of-state students. Prospective students interested in enrolling in classes complete the online admissions application. As part of the program review process, students are surveyed to assess their perception of the admissions and registration experience. The results are used to make adjustments to improve service. Special admission requirements apply to international students and concurrently enrolled high school students. The screening requirements are based on objective criteria and are in full compliance with California Education Code and federal laws pertaining to international and concurrent high school students (IIB3e.01).

Contra Costa College uses COMPASS/ACT to recommend placement into English, mathematics, and ESL courses, which are the foundation for all General Education courses. COMPASS/ACT is listed on the California Community College Chancellor's Office list of approved instruments. To remain active on this list, the publishers of the assessment instruments must submit validation documentation to the Center for Educational Testing at the University of Kansas for psychometric review of validation data. The College must also conduct content validity studies that compare the content of the assessment tool with the content of the curriculum for which the assessment places students. In addition to the high correlation required for the selection of an assessment tool, cut scores must be set based on the course content skills needed for a student to be successfully placed. Cut scores are evaluated every three years. Also, as part of the CCC's evaluation process, faculty are asked to assess and provide feedback on student placement (IIB3e.01).
Cultural and linguistic bias on CCC's assessment instruments is initially evaluated by the assessment publishers through various test-bias studies that conducted prior to the placement of the assessment questions. In addition, the District's Research and Planning Office conducts disproportionate impact studies on a rotating basis, involving the math, English, and ESL

departments. These studies provide a more in-depth, personal look at how specific groups (ethnic and gender groups, for example) perform on and are placed by the assessment tool used at Contra Costa College. If significant discrepancies are found, they are shared with the academic department(s), and appropriate measures are taken.

Self Evaluation
The institution takes measures to ensure that the admissions and assessment procedures are effective and unbiased. These tests undergo regular evaluation and are nationally recommended.

Actionable Improvement Plans
None

IIB3f. The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary
The institution publishes and follows established policies for release and retention of student records. The Admission and Records Office secures and maintains student records in full compliance with the Family Education Rights and Privacy Act (FERPA) and according to Contra Costa Community College District (CCCCD) Administrative Procedure 1900.01. The Student Services Division also maintains student records in accordance with federal, state, and local policies ([IIB3f.01](#)) ([IIB3f.01a](#)).

All records are assigned to one of the following categories by the CCCCD Chief Information Officer in accordance with Title 5, Division 6, Chapter 10, Sub-chapter 2.5 of the California Code of Regulations.

Class 1   PERMANENT RECORDS. Permanent records are those required by law to be kept indefinitely. These records may be reclassified by the Governing Board to Class 3 provided an ESI (electronically stored information) record is created.

Class 2   OPTIONAL RECORDS. Optional records are those which are not legally required to be kept, but which are considered worthy of retention. The records may also be reclassified by the Governing Board to Class 3 provided an ESI is created.

Class 3   DISPOSABLE RECORDS. Disposable records are all other records not classified Class 1 or Class 2. These records are destroyed at the end of the retention period.

Student records such as transcripts, grade changes, and degree evaluations, are permanent records that are retained and handled according to CCCCD Administrative Procedure

1900.01. The retention of student records related to federal and state categorical programs are subject to the regulations covering the program if they are more restrictive than that of District policy. The College maintains student records permanently and securely in a number of ways. They are described as follows:

Matrix: The electronic scanning of student records such as diplomas, official transcripts, enrollment transaction cards, and evaluation of transfer credit are scanned within one week of receipt. Paper copies of these records are kept for a period of three years. Imaged documents are backed up off-site on a nightly basis.

Colleague: Colleague is the student information system utilized by all colleges in the Contra Costa Community College District. This system contains all student information related to applying to the College, enrollment history, grades, fees, and academic holds. These are considered permanent records and are backed up on-site nightly and off-site weekly. Colleague houses student records for the time period 1998 to present. Older records are migrated to the new system as time permits.

Hard Copies: Hard copies of admission, registration and enrollment forms, grade reports and transcripts are kept by the Admissions and Records Office for a period of three years from the date of ESI creation. They are then destroyed in accordance with Contra Costa Community College District Administrative Procedure 1900.01 and Title 5 § 59209 of the California Code of Regulations ([IIB3f.02](#)).

CD Rom Anacomp: This system stores the permanent record of those students who attended CCC from 1970 through 1998. This system is kept off-site by the District Office. Many of these records have been migrated to the current student information system.

Microfilm: The official records of students who attended Contra Costa College from 1950 through 1970 are stored on microfilm in the Admissions and Records Office. Duplicate copies are stored at another location off campus.

The publication of established policies and procedures regarding the release of student records is available to the public and can be found on the Contra Costa Community College District website at:

http://www.4cd.edu/gb/policies_procedures/board/BP3013.pdf.

The policy designates the custodial responsibility of student records to the director of Admissions and Records. In accordance with FERPA the policy also states, "No District representative shall release the contents of a student record to any member of the public without the prior written consent of the student, other than directory information as defined in this policy and information sought pursuant to a court order or lawfully issued subpoena, or as otherwise authorized by applicable federal and state laws." The director conducts annual trainings for all staff to ensure that the handling, retention, and destruction of student records adhere to federal, state, and local guidelines. Students are advised of their rights and

responsibilities via the new student orientation, College catalog (IIB3f.03), and the College website (IIB3f.04).

Self Evaluation
The College meets this Standard and is cognizant of the importance of maintaining confidential student records. All records are maintained in a secure, permanent, and confidential manner and are retrievable in the event of a disaster. Records are backed up on local and District servers and stored securely. The College assesses and evaluates the policies and procedures governing student records on an annual basis.

Actionable Improvement Plans
None

IIB4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary
The Student Services Division participates in a variety of activities to ensure adequacy in meeting the needs of students, including the development and assessment of student learning outcomes and administrative Unit outcomes (SLO/AUOs), and the division uses this information as the basis for program improvement. These activities include department meetings, strategic planning, program review, SLO assessments and implementation, unit plan development, and student satisfaction surveys. This process is based on the institution's integrated planning model and reflects the mission of the College.

The Student Services Managers/Coordinators Forum meets twice monthly to share information about activities and issues within and between departments. This is also an opportunity for the dean of student services to provide updates on College-wide issues and set the agenda for the division. In addition to bi-annual Student Services Division-wide meetings to discuss priorities for the coming semester, the division meets monthly to discuss best practices, College-wide and state policy updates, division goals, and preparation for outreach activities. In order to enhance services to students, division meetings are intended to foster communication between student services departments and programs (IIB4.01).

As part of its long-range planning for 2007-2012, Contra Costa College developed strategic goals and initiatives that included improving student learning experiences and successful educational goal completion. The focus of these initiatives was to identify areas where CCC could improve the effectiveness of services in order to enhance the learning environment, especially in the areas of student access, progress, learning, and success. Accomplishments included:

- A first year experience for new students that included welcome tables and group tours and culminated with an end-of-the year celebration for new students;
- Increased faculty participation by discipline in the new student orientations;

- Promotion of DSPS awareness in the high schools and on-campus in classroom presentations;
- Provision of financial aid workshops to increase BOG waivers and FAFSA applications;
- An increase in the number of scholarship awardees; and
- Continued counselor liaison assignments for each division and expanded communication between instructional areas and student services.

New state initiatives about student progress, including performance indicators like completion, retention and persistence, will require continued discussion. Student services managers and staff meet on a regular basis to implement and update these strategic goals.

Since the last accreditation self-study in 2008, Contra Costa College as a whole, including student services, has continued to work on developing, assessing, and implementing SLOs and AUOs. SLO/AUOs are regularly assessed and have been used to ensure that needed services are being effectively provided. SLO/AUOs are also part of the student services program review conducted every four years. This review includes revisiting the mission statements of the student services departments, assessing achievement of department goals, analyzing the effectiveness of service provision, and analyzing and assessing SLO/AUOs. During this process, the department or program evaluates its services and utilizes various data collection efforts, including SLO/AUOs, to assess its performance (IIB4.02).

On a yearly basis, each unit within the Student Services Division develops a unit plan stating the program goals for the upcoming year and their alignment to College and District strategic goals. This is also an opportunity to introduce ideas for budget augmentation that support initiatives directly aligned with the strategic goals of the College and District (IIB4.03).

Student feedback cards are placed in all student services offices so that students can provide feedback and suggestions on a regular basis throughout the year. These cards have been helpful in identifying general student concerns as well as areas of satisfaction and excellence (IIB4.04).

Self Evaluation
The student services team works collaboratively to assess the effectiveness of services, to increase the ability to adequately meet the needs of students, and to contribute to the attainment of SLOs within student services departments. SLOs are regularly used to assess performance and to indicate areas of potential improvement.

Actionable Improvement Plans
None

Standard IIC: Library and Learning Support Services

IIC. Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural

activities in whatever format and wherever they are offered. Such services included library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

IIC1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

<u>Overview</u>
The library, College Skills Center (CSC), College wide Tutoring (CWT), Center for Science Excellence (CSE), math tutoring, and the High Tech Center (HTC) for disabled students comprise the major programs of Contra Costa College's library and learning support services. The library, CSC, and CWT are in a centralized location in the Library and Learning Resource Center (LLRC). The other learning support programs and services include CSE, a computer lab located in the Physical Sciences Building, math tutoring located in the Math Department, HTC for disabled students, located in the Computer Technology Center (CTC), and other computer labs in the CTC.

The LLRC is a vital hub for student activity at Contra Costa College. The library provides instruction, resources, instructional technology, and services that support the teaching and learning process. The CSC provides a supportive environment where students can receive individualized, self-paced instruction, primarily in reading and writing, as well as access to computers and instructional technology. CWT is housed in the CSC and offers academic assistance to students across the curriculum. The Center for Science Excellence (CSE) and the Math Department offer two other resources for tutoring services for sciences and math. Computer labs are available in buildings across campus for student use when they are not being used for classes.

IIC1a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

<u>Descriptive Summary</u>
Library equipment and materials are selected by the library staff to serve faculty, programs, and student needs. The librarians gather information about needs from a variety of sources including:
- Collection development reports generated by the INNOPAC that show subject areas with high circulation, additions and discards, and the age of the collection;
- College Instruction Committee for new subject areas;
- Discipline faculty suggestions for possible discard or acquisition; (IIC1a.01)
- Librarian recommendations;

- Resources requested for student research assignments;
- Reference Desk questions;
- Requests from students, faculty and staff; and
- Relevant library policies for collection development.

As of June 2011, the library had 55,813 printed books, 8,864 e-books, 64 periodical subscriptions, 2,998 video and audio titles, 3,834 microform units, and 30 electronic database subscriptions that index over 7,000 journals, magazines, and newspapers (the majority of which are full-text). Special collections include Asian languages, contemporary issues, high interest reading, legal self-help, parenting, reserves, vocation and career, young adult, children's picture books, and the College archives (including the College archives website). The library has had electronic books for almost ten years. It has had streaming rights for selected media titles for six years and has recently subscribed to several additional online streaming collections (IIC1a.02) (IIC1a.02a). The library website includes numerous subject website guides that list sites vetted by subject area faculty and/or librarians.
The library regularly writes grants, usually with its Friends of the Library (FOL) group. It received a large influx of funds 2005 to 2007, when FOL's "New Books for the New Library" campaign raised $106,000 (including a $50,000 matching grant) to improve the currency and breadth of the collections. It has more recently received smaller grants from the college Basic Skills Committee and Career and Technical Education (CTE) Office for expansions of targeted subject area collections. The library applies for and receives budget augmentation that is used for summer reference librarian hours.

Students have access to 31 computers in the information commons area of the library and 34 computers in the LISC Lab (used for library orientations, workshops, and open lab hours). The library also provides six networked plug-ins for student laptops and has wireless connectivity throughout the main reading room. Most tables are adjustable-height; the adaptive workstations in the LISC Lab have adjustable keyboard trays and large trackballs. All computers have ZoomText installed.

Collectively, the library staff maintains the equipment, materials, website, and electronic resources in the Library. The Technical Services Department maintains the computers and library networks in the library and CSC.

Media equipment purchases, whether for the library or for classroom instruction, are driven mainly by faculty/student usage and technology developments. Classroom media equipment has improved dramatically with the installation of smart classrooms. The majority of college classrooms now have a computer, internet connection, DVD/VCR, and LCD projector. These smart classrooms were developed with faculty input and the use of an outside consultant. The Council of Chairs identified the priority for installation and made suggestions for improvement to the next set of smart classrooms (IIC1a.03).
 A media service technician scheduled and maintained the media equipment used in classrooms, including smart classrooms, prior to July 2014. Media equipment includes audiocassette player/recorders, boom boxes (audiocassette, compact disc, and radio), CD players, DVD/VCR players, laptop computers, LCD projectors, microphones, overhead projectors, portable public address systems, speakers, TV monitors, and video camcorders.

Media Services was also responsible for maintenance of the equipment in the library's media lab. An increasing portion of the media technician's duties involved training faculty on the use of smart classrooms and providing on-call assistance. The media technician coordinated with Technical Services staff if there were problems with the smart classroom computers. These services will be assumed by the Technical Services staff.

Learning Support Services
The CSC is used by students in multiple disciplines across the College, although there is a focus on services for students in basic skills classes. The faculty tutor coordinator and the faculty offering services in the CSC have made decisions about the selection of learning materials that includes books, equipment, and software. Until recently, the computer center coordinator also recommended needed computer equipment and software. The CSC also has a full-service computer lab. Students have access to 55 to 60 PCs that include word processing, interactive software programs developed to enable them to pursue self-paced instruction, and broadband internet access for research and communication purposes. The College's Technical Services staff maintain the computers in the CSC.

The Center for Science Excellence (CSE), the computer/study lab adjacent to CSE, and the Math Department offer additional resources and tutoring services. Materials and equipment needs in these locations are identified by faculty and staff that work in CSE. The computer lab is equipped with 34 computer stations, used mostly by students taking math and science courses. The computers are maintained by the Physics Department staff with support from the campus IT Department. Tutoring in the Math Department serves students at all levels of math, with a focus on college-level courses. Students are also encouraged to use CWT or, when available, supplemental instruction (SI). The Math department faculty and instructional assistant select appropriate materials and equipment for math tutoring.

The High Tech Center (HTC) and its computer lab for disabled students was designed and selected by DSPS faculty and staff to provide appropriate adaptive technological assistance to students with learning and physical disabilities. The HTC's 16 computers include adaptive equipment, i.e., scanners and readers; ZoomText; JAWS (screen reader); modified keyboards; adjustable tables, desks, and chairs; wrist/feet rests; and head pointers. Specialized software includes voice synthesizers, screen readers, screen magnification, word prediction, and voice recognition. The equipment is maintained by a computer center technician with support from the IT Department.

The multiple computer labs and computer software in the CTC have been selected by computer faculty and staff with input from the IT staff. They are maintained by a computer center technician with support from the IT department.

Self Evaluation
The library and Media Services support student learning, teaching, and the mission of the College. Librarians, faculty and staff are involved in selecting the materials, equipment, and electronic resources to support student learning in all subject areas.

Responding to faculty and student requests has remained challenging due to budget constraints. The amount expended on printed materials is less than half of the average amount spent by California community colleges with comparable FTES (IIC1a.04). As noted above, the library regularly writes grants and requests budget augmentation, and has thereby received some support. Some departments have used their own grants to provide textbook loans that are monitored by the library.

The library's print collection still does not meet the state's "Minimum Standards for Libraries" for collection size or currency. It is unlikely that the library will ever meet the minimum size standards, due to the limitations of its linear footage (there is space for approximately 60,000 volumes only), but currency could improve. The large grant that enabled the library to drastically improve the currency and breadth of its book collection was over five years ago; some of those purchases are now out of date. The size of the book collection did improve from 60% to 93% of the standard. The age of the book collection improved as well – 46% of its current collection has been published since 1980 – which is better than the prior 28% -- but the fact remains that only 24% of the collection has been published within the past 12 years. This makes removal of outdated, unused titles essential to maintain room for newer materials. The library regularly offers a Flex activity for faculty to review their subject areas of expertise and suggest titles to weed and to add.

In contrast, the number and type of electronic database subscriptions are good. These include the core categories listed in the *California Technology & Telecommunications Infrastructure Program (TTIP) Guidelines*. Though the number of print periodical subscriptions has declined somewhat, the online databases help to alleviate the gaps, and, provide a wider range of titles and topics. The scope of the databases adequately covers the academic disciplines. The number of titles in the Media Lab collection exceeds the minimum standards (IIC1a.05).

Despite its limited funding, the library is successful in providing quality library and media resources and services. The librarians have become fairly adept at seeking alternative sources for funding and exploring different types of resources (such as electronic reference books and streaming media) to meet changing curricular needs. The librarians highlight appropriate resources for class assignments when presenting their numerous library orientations and workshops, assisting students at the reference desk, and sending informational emails to the campus. Circulation statistics per FTES are comparable to (and in some areas, surpass) those at CCC's much larger sister colleges.

Learning Support Services
Librarians, faculty, and staff were key players in the design and opening of the LLRC, which brought tutoring and library services into the same building, thus improving student access to both learning materials and learning assistance.
Learning support services and programs such as the library, CSC, CWT, and CSE support student success and the main mission of the College. Their faculty and staff are deeply involved and committed to selecting the best learning resources for the students they serve and succeed in providing appropriate learning resources.

Computer and DSPS faculty worked to design and equip the remodeled Computer Technology Center where multiple computer labs and the HTC are located. In the HTC, the DSPS faculty coordinator makes equipment requests based on the needs of DSPS students. The software installed on the CTC computers reflects the learning needs of both students in computer classes and other students needing computer access and is mostly recommended by computer faculty.

Actionable Improvement Plans
None

IIC1b. 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.

Descriptive Summary
The library offers library skills instruction via one-on-one assistance at the reference desk, a series of drop-in workshops, credit courses, library orientations scheduled by classroom instructors, and the web-based CLICS tutorial modules. Some library orientations have a standardized follow up assignment so that students can practice their library skills while getting started on research for a classroom assignment. All of the library's handouts and guides are available on its website, as is a virtual tour of the library and its services, and various online tutorials. The Library also presents multiple workshops for faculty and staff each year as part of Flex, including a mandatory orientation to library resources for all new tenure-track faculty.

In 2012-2013, the librarians answered 25,805 reference questions and gave 151 orientation lectures and workshops to 3,465 attendees (IIC1b.01). Library orientations are scheduled by course instructors; they can be tailored to the specific research needs of a class. The drop-in workshops are scheduled by the librarians to cover new areas (such as mobile research apps), requested areas (such as locating primary sources for history assignments), as well as basic library and technology skills such as improving web search results or using PowerPoint. These workshops are offered throughout the semester and are open to students and College employees. Some faculty require and give extra credit to their students to attend certain workshops.

The College has an information competency graduation requirement which began with the fall 2006 incoming class (IIC1b.02). The specific competencies are based on the ACRL/ALA standards. Students can meet the information competency requirement by passing a library studies course or a challenge exam. At the time of the last accreditation report, information competency was also embedded in English 142B. This ceased after spring 2008 due to the English Department's restructuring of the curriculum. The library has a self-paced course (LIBST 110) and a short-term online course (LIBST 110a) that students can take to fulfill the information competency requirement. Students in both courses may receive one-on-one assistance from reference-desk librarians, in addition to their instructor. One of the librarians also provides more in-depth drop-in tutoring for LIBST students on a weekly basis.

The CLICS tutorial utilized by the LIBST courses is listed by the Association of College and Research Libraries (ACRL) as a PRIMO informational competency instructional site. The tutorial without the online quizzes is available to all interested-users. The library's own SLO plans include several of the same competencies as the LIBST courses. It regularly assesses them, reviews the results, and makes modifications in the content and structure of library orientation assignments and teaching methods.

Self Evaluation
The library gives more orientation lectures and answers more reference questions per FTES than either of CCC's sister colleges (IIC1b.03). These statistics illustrate the desire and need of CCC students for assistance and training in information competency skills as well as the strong commitment felt by library staff to provide them.

It has become challenging to cover all the resources available to students in the usual single-visit orientation. With librarian encouragement, more faculty limit the content to what students need for specific assignments such as the use of databases so that students have more hands-on time to practice their new skills with both instructor and librarian providing assistance. A few faculty bring their students more than once, but many feel that they do not have the class time. "Jumpstart Workshops" provide additional ways to communicate information and teach skills that cannot be covered in depth in a single orientation. Some faculty require and give credit to their students to attend a workshop on a particular topic.

LIBST courses have good retention and success rates. The self-paced course LIBST 110 (one section) is part of the full-time bibliographic instruction (BI) librarian's load. The short-term online course, LIBST 110a, is taught by adjunct librarians; two or more sections are offered each semester, including summer session (beginning in summer 2013 there have been at least five sections/semester offered). The College has encouraged and supported the additional sections, all of which have filled. A large percentage of the students who have completed an information competency course state in their course evaluations that they wish they had taken it earlier in their time at the College. The librarians agree that this is a good idea and have endeavored to have counselors encourage earlier enrollment.

The librarians know that many students are still unaware of the research resources available to them and need assistance and/or refresher training. One way to reach such students would be to have a librarian "embedded" in a particular course or department. An advantage to this would be that students would have multiple (shorter) visits with a librarian, which would ideally allow for a gradual acquisition or improvement of information competency skills while providing for easier communication about resources/skills right at the times they are needed. The library has discussed the idea with several interested CTE programs, but would need increased staffing in order to enact it. The library is applying for various grants to fund a pilot project.

The BI librarians are working on modifying access to some additional modules that are currently only available to students via the learning management system so that other (non-

library) instructors can embed them into their own LMS course sites. The CLICS modules are already publicly available.

Actionable Improvement Plans
None

IIC1c. 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.

Descriptive Summary
The library provides access in person, via the telephone, and through the internet. The College's diverse learning resources, such as tutoring in the CSC or the High Tech Center, are primarily available in person. All instructional programs have access to library resources and services during the library's open hours. The librarians endeavor to accommodate classes wanting library orientations even during non-regular business hours.

The library provides adjustable computer workstations in the information commons and in the instructional LlSC lab. Two workstations in the LISC have adjustable keyboard trays and large trackballs. All computers have ZoomText software. A print magnifier is available in the information commons. The televisions and LCD projectors in the Media Lab and in campus classrooms have the ability to closed captioning capability (90% of the media collection is closed captioned). Additional adaptive equipment and software is available in the High Tech Computer Center run by DSPS.

The library provides remote access to many of its resources via its website. Remote users can use the online catalog to find books and media materials, renew checked-out materials, and place holds on circulating books from any of the three District colleges via the "My Account" feature of the online catalog. The library's website provides access to multiple online subscription databases (full-text magazines, journals, and newspapers) as well as to online books, library handouts, subject specific web sites, tutorials, e- reserves, streaming video titles, and general information about the library. These resources are available from any computer connected to the internet, on- or off-campus. Access to the subscription databases is limited to current students, faculty, and staff. Off-campus users are authenticated through a proxy server. (IIC1c.01)

Research assistance is available at the reference desk and via the telephone. Some email reference assistance occurs informally. A librarian staffs the reference desk during open hours in fall and spring semesters (except on the rare occasion when an evening/Saturday librarian has to give a library orientation). The reference desk would be minimally staffed during summer session as few as four hours per day, if the library did not receive budget augmentation and/or financial supplements from other College departments.

Distance education students can receive reference assistance in person or via phone (email help is limited). They can use all of the same online resources as other students. If they want to learn more about how to use these resources, they can utilize the library's online

information competency tutorial (CLlCS) or attend a drop-in "JumpStart Your Research" workshop ([IIC1c.02](#)) ([IIC1c.02a](#)). Library Studies instructors have been converting existing online tutorials into a format that can be viewed on YouTube (with closed captioning); once the tutorials are transferred to CCC's YouTube channel, the librarians hope that other instructors will be able to embed selected tutorials into their own course webpages. The library also provides faculty/staff with professional development workshops to train them on creating electronic reserves with articles and streaming video from the library's subscription databases.

Library hours have varied according to budget, staffing levels, and changing summer session needs. It is currently open 54 hours per week. This is up from the 48 hours/week of fall 2012 but less than the 58 hours/week of fall 2007. It is open Monday through Thursday (day and evening hours) and on Friday and Saturday (mid-day hours). During the regular summer session, the library is open day and evening, for 44 hours per week Monday through Thursday. It was open half-days for intersession summer 2013 (with special funding) but was not well-used. The library is closed when classes are not in session.

Learning Resources
The CSC is generally open for approximately 50 hours per week during the fall and spring semesters, including, as funding and staffing permit, early evening and Saturday hours. The College-Wide Tutoring Program is also housed in the CSC.   Students in the CSC receive assistance from English and ESL faculty on reading and writing assignments and from peer tutors. Instructors are available in the CSC throughout the week, and whenever the lab is open ([IIC1c.03](#)). These instructors work with students on a first-come, first-served basis on a wide variety of topics and assignments. Students can get help on writing assignments for CCC classes, as well as scholarship or transfer applications. This individualized approach allows instructors to accommodate a variety of student needs and learning styles.

In the most recent CSC Student Satisfaction Survey (fall 2013), students indicated a variety of reasons for their CSC usage, primarily meeting with instructors and using the computer facilities. Over 90% of respondents indicated satisfaction with CSC services, and more than 80% indicated that they felt the CSC had helped them succeed in their classes ([IIC1c.04](#)). The College Wide Tutoring program (CWT), housed in the CSC, offers academic assistance to students across the curriculum. CWT funding varies from year to year; the program has received funding from the College's operational funds, VTEA, and the College Foundation. Recently, the majority of funding for tutoring has come from the College's Basic Skills Initiative (BSI) allocation, with additional support from the HSI-STEM grant and the College's operating budget. Under the supervision of the fifty percent reassigned-time faculty tutoring coordinator, peer tutors work with CCC students in a wide variety of classes. While a large percentage of students receive assistance in math and English classes, tutoring has also been offered for science classes, foreign languages, business classes, early childhood education, and other courses. Furthermore, while most of the tutoring is provided in the CSC, some CWT services are offered at other locations; e.g., tutoring for early childhood education and accounting courses are funded through CWT, but the sessions are held in LA26, which is more convenient for students enrolled in these classes.

CWT hires approximately 25-30 peer tutors a semester. For the most part, these tutors fall into two broad categories: math tutors and "communications skills" tutors. All math tutors work with students in classes up to and including Math 120 (Intermediate Algebra); most math tutors also tutor at least one higher-level math class and/or content-specific course (e.g., science, computer, or business classes). Communications skills tutors work with students in all levels of writing courses and other writing intensive courses (e.g., liberal arts and social science courses). Some tutors are hired specifically for particular classes (e.g., nursing, foreign language, some business courses).

The CSE program, located in the Physical Science 109 and staffed with a director, offers study groups and peer tutors in biology, chemistry, physics, and math. It is generally available Mondays to Fridays from 8:00 a.m. to 5:00 p.m. If students need evening tutoring, students can make arrangement with CSE tutors directly. Each year, CSE tutors provide approximately 80 tutoring hours per week during the academic year. Across the hall in Physical Science 107, a 34 station computer lab is usually open from 8:00 a.m. to 5:00 p.m. Mondays to Fridays except when classes are in session. Extended evening hours are available when faculty supervision is available.

Math tutoring is offered on a drop-in basis and is supervised by a permanent part-time instructional assistant who works 25 hours per week, Monday through Thursday, 9:00 a.m. to 2:00 p.m. (sometimes until 4:00 p.m.). In addition, four student tutors work about 16 hours per week in the math-tutoring program. Since the math tutoring is held next to faculty offices, math faculty often conduct drop in tutoring during the office hours when not meeting with students. Each semester, about 675 hours of tutoring are provided by the staff, and approximately 2,000 student tutoring hours are logged.

The HTC, serving disabled students, is open 20 hours per week, Monday through Thursday. The computer-aided instruction laboratory coordinator provides one-on-one training and small group demonstration sessions for students with disabilities who are registered with DSPS, as well as faculty and staff members to develop their knowledge and skills in the use of assistive technology software and hardware.

Self Evaluation
The library and learning resource programs are well integrated into the fabric of academic program offerings. These services are accessible to students and staff at days and times most often in demand. The library has multiple means for students and staff to access its resources in person and online.

Increasing the number of open hours for the library is a recurring request in student surveys though the hours have frequently been reduced in recent years due to staffing and budget cuts. Limited funds do not allow CCC to attain the ALA/ACRL minimum staffing standards for libraries. Yet the Library successfully offers a full range of services and answers more reference questions per FTES, circulates more reserve materials, and gives more library orientations per FTES than its sister colleges (IIC1c.05). C-contract allocation for hourly reference librarians was reduced a couple of years ago and two part-time classified positions were lost in 2011. The need to provide at least some part-time classified staff hours at the

circulation desk during the busiest times puts a further burden on the library budget. While it is true that the library's website increases student access to library resources and services, many students still use the textbooks on reserve and rely on the library to provide a place to study and provide guidance in completing course assignments – from interpreting assignment directions to locating quality information sources. Ideally, students should have access to the library and its resources, including reference librarians to provide them with needed assistance.

Students also rely on the library and CSC for computer access and technology help. Many CCC students do not have computers, internet access, or printers at home; they use school computers to register for classes, apply for financial aid, access course websites or the *In*Site portal, communicate with teachers, complete course assignments, and even take online courses. The library and CSC have more open hours than other computer labs on campus but they are never enough.

The move of the CSC and CWT to the LLRC has been mostly positive. Students have access to reference and reserve materials when studying in the CSC and/or working with a tutor. It also is useful to have additional availability (or back-up) for services such as open computer labs, smart classrooms, and the copier and printer systems. There have been a few challenges due to different open hours (the design of the building means that the CSC cannot be open when the library is closed), different policies and enforcement, and a differing sense of responsibility for building security (the CSC and library are under the management of different academic divisions).

CWT also benefits from being located in the library. The joint location can help tutors provide enhanced services to students. For example, a student working on a research project will be able to walk down the hall to the CWT to see a writing tutor, who could then accompany the student back to the library to help the student conduct the research or coordinate with a reference librarian for assistance.

CWT strives to ensure that CCC students are able to see peer tutors when they need them. Despite the fact that it has never had a regular annual budget, CWT has consistently provided walk-in tutoring services whenever the CSC is open. One priority has always been to ensure that at least one math and one communications skills tutor are available at all times--and ideally more than one during the busiest hours. On the whole, it seems that students generally find the tutors accessible. On the most recent College Skills Center survey, nearly 70% of students surveyed indicated that "Tutors are available in the CSC when I need them." Obviously, there is room for improvement. At the time of this writing, an ad hoc Tutoring Advisory Committee is preparing a proposal to improve the structure and coordination of tutorial services at CCC. A major component of this proposal is a call for greater and more consistent funding of campus-wide tutorial services. This should enable the College to serve greater numbers of students and to continuously improve the quality of tutoring services.

As the College develops more online and/or hybrid courses, and as distance education becomes a greater part of the College's curriculum, it stands to reason that more students enrolled in these classes will seek tutoring services. As this happens, tutors will need

training in online pedagogy. The tutoring coordinator will need to develop a plan to assist tutors in acquiring these skills.

Actionable Improvement Plans
None

IIC1d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary
The LLRC uses card keys for building access. A smaller number of staff have additional card key access to the building's computer labs, server room, and Media Lab (the card keys are tied into a tracking system). The Building and Grounds Department maintains the LLRC.

All permanent technology installations use anti-theft screws, metal plates, and/or cables to secure the equipment. Public/student computers have security software to restore system configurations when rebooted. Individual departments pay for their own replacement parts and any specialized software.

Media services was responsible for audiovisual/multi-media equipment in the library and across the campus, prior to July 2014. Maintenance and minor repairs were performed by the media technician; larger repairs are sent off-campus. The Technology Services Department maintains the computers, hardware, and software. The Technology Services Department will assume the routine media equipment maintenance tasks and minor repairs.

The library's integrated library system (INNOPAC) is shared with the District's other college libraries. The server is housed and maintained at Diablo Valley College, with local assistance and LAN maintenance by Technology Services at CCC. The vice chancellor for IT at the District Office has been very supportive of the libraries' shared technology needs, including upgrades to the software and hardware.

The library's website was created by and is maintained by the media librarian. It resides on the College server, maintained by the campus IT Department and protected by security software.

The computers in the HTC are maintained by a computer center technician who is assigned to the Computer Technology Center. Maintenance is supported by the campus IT Department when necessary. A card key security system is used by the faculty to access the Computer Technology Center and all of the classrooms and labs including the HTC. The maintenance of the software and hardware in the CSE computer lab is handled by the Physics Department. When necessary, additional support is provided by the campus IT Department. There is an alarm system in both the CSE tutoring and the computer lab. A small number of faculty and staff have the access code.

Self Evaluation
The College has not had any significant problems with security of its library and learning resources, specifically with its computer resources. It has taken reasonable steps to ensure the security of its equipment and resources with appropriate locking of materials, computers, LCD projectors, and classrooms.

Technology maintenance is effective as provided by the IT staff. The campus IT Department is effective and responsive despite their small staff. As a result of budget cuts, the full-time computer center coordinator position for the library and CSC was eliminated, and the previous coordinator joined the College's IT staff. Nevertheless, routine upgrades are made and routine maintenance problems addressed as needed. Limited funds make adhering to a scheduled replacement cycle fairly difficult. There is no line-item in the budget for replacement of equipment or computer hardware/software. The Technology Committee is developing a plan to address the need for regular computer upgrades in both student labs and for faculty and staff but this does not cover the student-use computers in the Library and its teaching lab. These were new in 2007 with the building remodel, but they are now out-of-date and need replacing. The Library does not have the funds to do it.

The majority of classrooms are now smart classrooms, so most media equipment has been updated/upgraded. The media services technician maintains all of the media equipment, coordinating with the campus IT Department as needed.
The maintenance and security systems of the other learning support services labs are adequate at this time. The Technology Plan was implemented with the influx of construction and instructional equipment. CTE funds have provided the college with an opportunity to upgrade many computers and computer labs and reduce the need for maintenance.

Actionable Improvement Plans
None

IIC1e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary
No library services are contracted to outside institutions. There are maintenance contracts, such as one with 3M, for the library security system, and memberships that come with needed services. The library belongs to Online Computer Library Corporation (OCLC) which allows the library to participate in their shared cataloging system. The library is a member of the Community College League of California (CCLC) for consortium pricing on its electronic subscription databases. All of the electronic databases have standard licensing agreements; the CCLC consortium agreements for database subscriptions are signed by the College's business director. The license with Innovative Interfaces for its integrated library

system (online catalog and modules for circulation, cataloging, and reports) is at the District level since it is shared by all the college libraries. The library maintains statistical records of usage to monitor trends and assist with changes or other modifications to improve services and resources. These are utilized in annual unit plans and program review and reported to such outside agencies as the State Chancellor's Office, and the National Center for Education Statistics (IIC1e.01).

In the learning resource area, there is a contract between the District and the National Science Foundation for the CSE program. The contract funds a large portion of the CSE program, primarily to support students. The grant funds students' stipends, other academic services, student assistant salaries, supplies, and other expenses.

Self Evaluation
The College meets the Standard. The library does not have contracts with outside institutions to provide services. The library maintains records of all of its local maintenance contracts and agreements and reviews them regularly. The contract between the District and the National Science Foundation is renewed annually.

Actionable Improvement Plans
None

IIC2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Library
The library participates in program review, submits an annual unit plan to the Business Office, routinely assesses its AUOs and SLOs, and submits the reports to the Instruction Office. The surveys used to prepare for the program reviews always contain questions about user satisfaction. The library also looks at a variety of sources to assess the effectiveness of its collections and services on an ongoing basis to help it identify trends and areas in which it needs to make changes or advances: usage statistics, student and employee feedback from workshop evaluations, and student research assignments.

The library's annual unit plan includes goals and actions based on its AUO and SLO plans, and identifies them within College and District goals. The last completed program review for the library was in spring 2011 (IIC2.01).

Elements that are considered in the program review and annual plans include:
- Circulation and reference contacts statistics, LISC use statistics, hours of computer usage;
- Number of library orientations, workshops and participants;
- Observations from librarians and library staff on topics and formats sought by

students;
- Student, faculty and staff satisfaction surveys; (IIC2.02) (IIC2.02a) and
- SLO and AUO assessment results;
- Statistics from the statewide library surveys showing the size of collections and staff, open hours, and availability of technology resources.

The library has SLO plans at both the department and GE levels. It regularly assesses them and reviews the results, making modifications in assignment structure and teaching methods. (IIC2.03) (IIC2.03a)

Learning Resources
The CSC and CWT undergo program review every four years which includes a self-study validated by a constituent based team. Both the CSC and CWT completed program review in fall 2010. The program reviews included surveys, assessment of use, access, and the relationship of the services to intended student learning and identified student needs. Other smaller tutorial programs use the program review process to evaluate services and make similar plans for improvement as needed.

Self Evaluation

Library
The library thoroughly evaluates its services and resources, using statistics, surveys, program review, and data from its AUO and SLO assessments to make improvements in meeting student and employee needs.

In the 2011 program review survey, respondents were asked to self-report their usage of various library collections and services. Several questions dealt with types of assignments that might require use of library resources: 79% of student respondents reported that they had a class that required a research paper, 72% an article summary or annotated bibliography, and 83% a report, essay, or speech that needed documented sources. The most used items by student respondents were: library computers (83%), library website (80%), reference desk assistance (77%), and the online databases (72%). Just under half of the students stated that they had never used the library's circulating books or reference books, although slightly more than half were satisfied with the availability of titles. Fifty-nine percent of them used reserve textbooks. More employee respondents reported that they used the circulating books (67%); they stated comparable usage of reference desk assistance (77%), website (71%), and databases (69%). Overall satisfaction with the library was high: 90% of faculty/staff respondents and 74% of student respondents (better than in the 2007 program review) indicated satisfaction. Suggestions to increase the number of open hours, computers, and librarians are hard to implement within the current budget and staffing levels.

The library's "Jumpstart" workshops use the professional development evaluation form. This form was recently revised to gather some basic SLO assessment data. The pertinent outcome for the Jumpstart workshops assesses participants' improved ability to use technology more effectively: 94% of Jumpstart attendees "Strongly Agreed" or "Agreed" (IIC2.04).

The library developed its first SLO plan in 2006. These SLOs incorporated the information competency standards but also some outcomes that were later re-identified as unit goals (AUOs). The 2008 accreditation team report recommended that library and learning resources support services "expand its dialogue to engage in appropriate and meaningful SLO assessment so that assessment will enhance planning, evaluation, and lead to program improvement." The library assembled a focus group of library faculty, subject area faculty, staff, and students who discussed library SLOs and assessment throughout the summer and early fall 2009 (IIC2.05). These discussions strengthened understanding of SLOs and their role in student learning and led to new library SLOs, assessment methods, and criteria. Assessment results of the revised SLO's were used to define benchmark criteria. The results were then presented at a division meeting as required by the College's revised program review guidelines (IIC2.06).

Since then, the library has continued ongoing SLO and AUO assessment while maintaining faculty and staff participation in the process. The library's 2011 program review included assessment results and action recommendations (IIC2.07) (IIC2.08). An example of improvements made as a result of SLO assessment is an increased effort by the reference librarians to monitor eating in the library and the level of noise to maintain an atmosphere conducive to study. Assessment data showed that almost all students were aware of the library rules about these behaviors; the number of complaints and librarian interventions, however, showed that awareness did not stop the behaviors. The librarians now make a point to talk about basic rules when giving a library orientation, tally their interventions on the reference contact sheets, and strive to be more consistent in enforcement. The library's two-story ceiling makes total elimination of noise somewhat impossible, but students who need more quiet seem to appreciate the ongoing efforts to control it. In spring 2013, the library designated the tables in a specific area as "quiet study" tables. It seemed to work well, so a few more tables were designated as such in summer 2013.

Other examples are the changes made to one of the assignments used to assess student learning at a library orientation. The basic follow-up assignment has students locate one book, one database article, and one authoritative website on their research topic. The initial criterion for assessment was that 70% of the class would score 70% or higher. Students were meeting this criterion for the entire assignment. The librarians grading the assignment, however, knew that students had problems with selecting a high quality website (page three of the assignment) and identifying the different elements of information that would help them evaluate a site. They decided to start tracking the grades for each part of the assignment; the results confirmed that most students were successful in locating a book and database article, but not a decent website. The librarians adjusted their teaching of this section of the orientation, but results remained similar, so they worked on modifying the structure and wording of this portion of the assignment. It was changed multiple times, with limited success, until the page was totally rewritten, illustrations were added, and it was moved to page one. The scores have improved so the librarians are cautiously optimistic; they will continue assessment to confirm (IIC2.09) (IIC2.09a) (IIC2.09b) (IIC2.09c) (IIC2.09d) (IIC2.09e).

With the basic follow-up assignment seeming to be "fixed," the librarians are beginning to focus on additional skills to assess. They obtained "Works Cited" lists from two classes that had library orientations in fall 2013. These will be used to develop an SLO and rubric for assessing the scholarly quality of sources used by students in their research papers.

The faculty who teach the library studies courses, which meet CCC's information competency graduation requirement, have been working on their course level SLO's. A primary goal is that 70% of students who complete the course will pass the post-test: This was exceeded in earlier SLO evaluations and continued to be true for spring 2011 and spring 2012. Another overarching goal is that students who complete the course show at least a 15% improvement from pretest to post-test scores. This was not met in spring 2010. The library instructors came to realize that the students had no motivation to do their best on the post-test since it did not affect their grade. So starting in spring 2011, the post-test score was part of the course grade. With this motivation, the students took it more seriously. In spring 2011 all five sections of LIBST 110 and 110A averaged an improvement of 27%, exceeding the 15% goal. In spring 2012, all five sections of LIBST 110 and 110A improved by 24% from the pretest to the post test (IIC2.10) (IIC2.10a) (IIC2.10b).

SLO assessments in spring 2009 and fall 2010 also measured a variety of skills, such as selecting the best print resources for certain types of information, knowing the value of databases, and understanding plagiarism. Students greatly exceeded the 70% goal in all assessed areas in spring 2010, spring 2011 and spring 2012.

One intended outcome that has consistently not been met involves students understanding and use of Boolean search operators. In 2010, students had a pass rate of only 59%. The librarians determined that the question being used for assessment was not representative of what they were teaching, so they changed the question and added an extra tutorial. The first measure of this change was in spring 2012; unfortunately, the scores were worse than in the previous assessments; the pass rate of all five sections of LIBST 110 and 110A was 36%. It is clear that this is a difficult concept for students to understand. Library studies instructors will address this issue again at the end of fall 2013 to figure out how to better teach and measure this concept.

Learning Resources
The College Skills Center and the College Wide Tutoring program evaluate the efficacy and adequacy of their service and make improvements based on these reviews. CCC learning resources use a thorough program review that identifies student needs and assess whether these needs are met.

One of the CSC's SLO's, for example, is that students who use the Skills Center and College-Wide Tutoring will be successful in the class for which they use the CSC. As the 2010 program review indicates, students who worked with instructors in the CSC outperformed their classmates in terms of both retention and success (IIC2.11). As mentioned above, more than 90% of students surveyed indicated that they were satisfied with CSC services (IIC2.12).

The quality of tutorial services is also ensured by the hiring, training, supervision, and evaluation processes established by the Campus-Wide tutoring services. The effectiveness of tutorial services may be gauged by the success of students who utilize the services. Looking at the spring 2013 semester, for example (the last semester for which complete data has been gathered), the retention rate of students who use tutorial services was nearly 84% (compared to 79% for students in the same classes who did not use tutoring); the respective success rates were 71% and 56% (IIC2.13). Furthermore, on student-satisfaction surveys, more than 90% of students consistently rate their tutors as "Very Good" or "Excellent," and indicate that they felt that tutoring helped them in their classes (IIC2.14). There appear to be adequate learning support services and satisfaction with those services.

<u>Actionable Improvement Plans</u>
None

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IIA1.05   2013 CCC Student Success Scorecard.pdf
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IIA1.06   All College Day Agenda Spring 14.pdf
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IIA1.10   All College Day Agenda Fall11.pdf
IIA1.11   All College Day Agenda Spring11.pdf
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IIA1.15   Basic Skills Minutes Jan. 2014.pdf
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IIA1.17   Sample Flex Calendar – Faculty Discussions about Student Success.pdf
IIA1.18   CIC Course Outline form 2013-14.pdf
IIA1.19   CIC Manual.pdf
IIA1.20   Content Review Form.pdf
IIA1.21   CIC Manual - Statement about Readability.pdf
IIA1.22   CIC Manual - Mission Statement.pdf
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IIA1.24   Program Review Guidelines.pdf
IIA1.25   Sample SQL Report Retention Success.pdf
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IIA6a.03   College Procedures Handbook.pdf
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IIA6a.07b   Assist org - UC Transfer Eligibility - 22-04-2014 Report.pdf
IIA6a.07c   Assist org - IGETC Course List - 22-04-2014 Report.pdf
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IIA6a.11   CCC Website - Transfer Information.pdf

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STANDARD III: RESOURCES

IIIA: Human Resources

IIIA. The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resources planning is integrated with institutional planning.

IIIA1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

IIIA1a. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Contra Costa College employs the best-qualified personnel to serve students in their pursuit of educational goals. Recruitment and selection is a thorough, complex process that involves all stakeholders to ensure the continuity and consistency of quality programs and services. Recognizing that its staff is its best resource, the College puts a premium on professional development. It provides orientation for new employees and has an ongoing professional development program. Everyone is treated equitably and respectfully. In order to assess performance, there is an employee evaluation system in place for faculty, classified, and management staff. Being nestled in an area of diverse populations, the College reflects, values, and celebrates diversity.

All job classifications that exist within the District are defined through job descriptions, which can all be viewed on the District website:

> http://www.4cd.edu/hr/recruitment/class_specs/Forms/View%20All.aspx
> (IIIA1a.01)

Each job description contains a brief definition of the position and its distinguishing characteristics, examples of duties, minimum qualifications, education and training, and

experience desired. The appropriate education, training, and experience for faculty positions are prescribed by the State Chancellor's Office, to which the College adheres. The recruitment policy and procedures for faculty and contract administrators are contained in the District's Uniform Employment Selection Guide (IIIA1a.02). The hiring process for both full- and part-time faculty includes checking for the minimum qualifications by discipline. In addition to the minimum qualifications, each department decides desirable qualifications for the position. An equivalency process is also in place, invoked when needed, and performed by the Academic Senate Equivalency Committee.

The District's Human Resources Procedures Manual (IIIA1a.03) serves as the reference guide to policies and procedures involving all aspects of personnel management. This manual refers to other documents, such as the contracts between the district and the faculty union (United Faculty) (IIIA1a.04a) and the classified union (Public Employee Union, Local 1) (IIIA1a.04b), as appropriate. It also refers to the Uniform Employment Selection Guide in the recruitment section. Requirements by the State Chancellor's Office and other governing bodies are incorporated in the manual as they pertain to personnel. The manual itself is periodically reviewed, and the District Governance Council discusses any changes or additions before they are submitted to the Governing Board for a first and second reading. The Governing Board will then approve revisions to the manual, after which the updates are distributed Districtwide.

The College catalog (IIIA1a.05) lists the degrees of faculty and academic managers. A more detailed record of the degrees of full- and part-time faculty (IIIA1a.06) is maintained by the College human resources assistant.

Job descriptions for new and ongoing classified and management/confidential staff are added or changed at the District level in collaboration with the colleges. Typically, the hiring manager will initiate the revision or addition of a job description, and then forward it to the appropriate human resources (HR) representative at the District. The HR representative will refer to benchmark organizations, such as other colleges/districts, and look at their structures for that field/discipline. If applicable, the principal HR representative will also compare the job description proposed with a similar job that already exists in the District. After looking both internally and externally, and ensuring that the job description reflects what is needed, the HR representative will format it using the District's class specification template. This goes back to the colleges for review, and then, for classified positions, to Local 1, before it is submitted to the Governing Board for approval.

Hiring committees are comprised of faculty, classified staff, and managers/supervisors as listed in the hiring matrix (IIIA1a.07). All personnel on faculty hiring committees must have attended a hiring workshop within the past three years. All personnel on classified and management hiring committees participate in training and/or briefing at the time of service. The hiring workshops review the hiring process and focus on any new regulations or guidelines. The paper screening committee looks at minimum and/or desirable qualifications. The first interview committee interviews applicants to further determine the applicants' knowledge and subject matter expertise. This committee forwards the best candidates for a final and hiring interview.

The College judges scholarship in a candidate by verifying the candidate's degrees: review of official transcripts; validating experience; and checking references. During the interview process, the candidate is asked questions related to the mission and culture of the College. The questions typically ask the candidate what contributions he/she can make and how they fit in to the College.

In the event an applicant was not educated in the United States, NACES (National Association Credential Evaluation Services) is used to evaluate these degrees (IIIA1a.08).

Highly qualified employees are hired using a thorough and uniform hiring procedure. Before the final decision is made, all parties involved in the hiring meet to discuss the candidates and decide who will be hired. New regular monthly hires participate in an orientation program. New employees go through a rigorous evaluation process.

Self Evaluation
The District has the policies, procedures, and documentation in place to ensure that it recruits, develops, and retains the best-qualified personnel available to deliver quality programs and services. Legal and state-mandated requirements are interwoven in the fabric of human resource management. The College implements the above in collaboration with the District Office.

In spring 2013, the District embarked upon a classification study for Local 1-represented classifications. This project began several years ago, but was put on hold because of various events, one of which was the financial downturn that resulted in layoffs over a few years. Most District job classifications have not been reviewed since the 1980s; hence, they are outdated. Many contain duties that do not exist anymore, or do not list significant duties being performed. A significant number have minimum qualifications that no longer make sense, like typing speed, while not containing current, relevant requirements. The classification study will correct these problems. The Hay Group, who had conducted a study a few years earlier for the District on management, supervisory and confidential jobs, was contracted to perform the study.

With the financial situation appearing to be somewhat stable, the District and the colleges have started restoring some reductions in staffing as well as hiring new positions.

Actionable Improvement Plans
None

IIIA1b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

Contra Costa College has effective, clear and systematic methods of evaluation for all employees. Full-time, probationary, and part-time faculty are evaluated according to the guidelines, procedures and timelines provided in Article 17 of the United Faculty Contract (IIIA1b.01). Classified staff are evaluated according to Article 14 of the Local 1 Collective Bargaining Agreement (IIIA1b.02). Managers, supervisors, and confidential employees are evaluated according to Section 6.0 of the Management, Supervisory, and Confidential Employees Personnel Manual (IIIA1b.03).

Different units on campus maintain and disseminate evaluation schedules. Every semester, the Instruction Office provides division deans and department chairs lists of full-time and probationary faculty due for an evaluation. Division offices provide the lists for part-time faculty. The campus Human Resources Office notifies supervisors when classified employees are due for evaluation, and the same office has created a rotating schedule for the evaluation of managers and supervisors (explained below). All evaluation materials (IIIA1b.04) are available in electronic form and can be found on the District website and on various campus portals.

Evaluations are conducted with the intention of assessing the effectiveness of employees, providing feedback, and encouraging improvement. Faculty receive feedback from faculty evaluators, students, and, where appropriate, managers. Classified staff receive feedback from supervisors and/or managers. Managers and supervisors receive feedback from their supervisors and from surveys completed by members of the campus community. All who are evaluated have formal meetings with their evaluators to discuss areas of strength and areas that need improvement, and evaluatees are given the opportunity to provide written comments.

Self-Evaluation

Over the past six years, the College and District have made great strides in improving evaluation materials, procedures, and training.

Faculty Evaluations

A major revision of faculty evaluation forms and procedures went into effect in fall 2010. After nearly two years of work and a great deal of collaboration between faculty and managers, the evaluation materials were revised to reflect the most important aspects of good teaching in the classroom and online, as well as best practices for counselors, librarians, and disabilities specialists. Different forms and evaluation guidebooks were created specifically for each of these areas (see Appendix X of UF Contract). The procedures were also expanded to include more feedback from deans and department chairs, a more substantial self-evaluation component for all faculty, and in many cases (such as those where a faculty member teaches in more than one area), more evaluations. In addition, each evaluation form now includes "Non-Classroom Observations," which can provide feedback from deans and chairs, for instance, on how well a professor meets professional obligations outside of class.

The evaluation process includes four key elements, discussed below:

(1) Student Evaluations

The new forms are written in clear language without jargon, making the meaning more accessible to all, especially non-native English speakers. There are different forms for each type of interaction between faculty and students: classroom and online teaching, reference librarians, counselors, and learning disability specialists. Contract language was also added to clarify that, whenever possible, part-time faculty should be evaluated by students in more than one class (whereas in the past only one set of evaluations was collected per evaluation). Specific instructions to students are now included on each form to be read aloud by the faculty member or manager conducting the evaluation. Procedures for transcribing student comments have been improved to protect student anonymity and encourage more comments.

(2) Self Evaluations

In the past, only full-time faculty were asked to submit self-evaluations, but now part-time faculty under review also have this requirement. The new self-evaluation instructions ask faculty to complete a detailed worksheet containing a long list of topics upon which the faculty should reflect. There are questions about classroom teaching and methodology, assessment, professional responsibilities, professional development, and needs and goals. Faculty are asked, for example, whether they use "appropriate and varied tools for evaluating and assessing student learning outcomes." Another question asks about "curriculum development, SLOs, Course Outline/Title 5 Rewrites/Content Review."

The worksheet has proved a valuable tool in helping faculty complete the narrative portion of the self-evaluation. The questions cited above, for example, elicit feedback from faculty on their experiences creating and assessing SLOs. Other questions focus on the role faculty play in mentoring and advising students. The breadth of the self-evaluation, in other words, has been substantially expanded in the new model.

(3) Classroom/Workplace Evaluations

The peer-evaluation forms were also substantially revised to be more pedagogically valuable and to focus more clearly on specific areas. For classroom instructors, the questions focus on every aspect of good teaching, from organization and preparation to presentation and classroom management to assessment and responsiveness to students. Evaluators are asked to consider whether faculty they observed displayed "expertise in the subject" and taught "at a level appropriate to the course," and whether they "modified teaching strategies as necessary" based on their assessment of student progress and understanding. In addition, in the new section on "Non-Classroom Observations," evaluators are asked to confirm that syllabi conform to the course outlines of record and that faculty meet professional obligations outside of class.

One final part of the classroom observation process is the "Classroom Observation Plan," which faculty members must submit to their evaluation committee for every class that will be observed. This form asks the faculty members to state specific objectives and methods that will be used to achieve those objectives, and to contextualize the lesson into the general

learning objectives of the course. This form is submitted to the evaluator at a pre-evaluation conference, where faculty and their evaluators are encouraged to meet face-to-face in order to discuss the process and review the forms together.

(4) Summary Evaluation Form

The summary evaluation form was expanded to allow for criteria-related input from department chairs and deans. To help assure that faculty evaluations lead to improvement in job performance, evaluators are asked to summarize and discuss elements of previous evaluations, if applicable. Then, after the summary evaluation form has been completed, faculty and their evaluators meet to review all the documents, including the observation forms and the self-evaluation, and to discuss the outcome. For those faculty who are given the overall rating of "Needs Improvement," a formal improvement plan, which has a timeline and requires follow-up, is developed. In the new process, an improvement plan form, with specific objectives and assessments, must be completed. Faculty members may be advised, for example, to revise syllabi, observe classes, attend professional development workshops, etc.

At Contra Costa College, evaluations of part-time faculty specifically relate to the granting of staffing preferences for part-time faculty (sometimes called "rehire rights" or "reemployment preference"). Part-timers are evaluated in their first, fourth and seventh semesters, and then every six semesters thereafter. In the seventh semester, after which part-time faculty may be considered for staffing preference, departments must assign two evaluators. Following that evaluation, if the part-time faculty member applies for staffing preference, the division dean and department chair meet to determine whether or not the part-timer meets requirements for staffing preference per Article 25 of the UF Contract (IIIA1b.05). After the seventh-semester evaluation, part-time faculty must re-qualify for staffing preference with every subsequent evaluation. If ever a department chair or manager has concerns about a part-time faculty member's performance, he or she may schedule an out-of-cycle evaluation.

In the three years since the introduction of the revised faculty evaluation forms and procedures, the responses of faculty have been overwhelmingly positive. Many faculty have commented on the value and relevance of the areas evaluated during observations. Faculty have benefited from the feedback of their peers, and the College has benefited from being made more aware of the needs and goals of faculty.

Evaluation training workshops (IIIA1b.06) for both evaluators and evaluatees are held every semester. Online evaluation training, which will offer greater flexibility, is also planned. All full-time faculty are required to undergo evaluation training every three years, and, with the introduction of the revised forms and procedures, all full-time faculty were required to attend training before conducting evaluations.

Classified Evaluations

According to Article 14 of the Local 1 Contract (IIIA1b.07), the objectives of the evaluation are to evaluate performance, determine needs for improvement, provide continuing communication of individual development, and to serve as a basis for giving recognition. The classified evaluation form (Appendix D of Local 1 Contract) (IIIA1b.08) assesses knowledge of work, initiative and application, quality of work, quantity of work, relations with other workers, dependability, attendance and punctuality, and leadership. The form is revised and signed by the supervisor, the supervisor's manager, and the classified employee, who is given the opportunity to provide written comments.
The Human Resources Office has improved its notification procedure to supervisors regarding evaluations, resulting in improvements in strictly following the evaluation timelines for probationary and permanent classified employees.

Manager/Supervisor Evaluations

According to Section 6.0 of the Management, Supervisory, and Confidential Employees Personnel Manual (IIIA1b.09), "the purpose of the evaluation process is to help each manager and supervisor hone her/his skills so they can be the best possible administrator. The evaluation process is based on Goal Reviews and Regular Evaluations by the immediate supervisor and on Comprehensive Evaluations by a broad-based group familiar with the evaluatee's work."

A major revision of manager/supervisor evaluation forms and procedures went into effect in the 2012-2013 academic year. Even with only one year of implementation, it is clear that the changes have been positive.

Key improvements to the academic and classified manager/supervisor evaluation process:

- Goal planning aligned with District Strategic Directions and analogous to college goals and initiatives, which highlight outcomes and accountability
- Streamlined documents into four components: Goal Setting, Behavioral Skills Summary (includes communication skills, leadership, professional knowledge and expertise, teamwork, and administrative skills), Self-Evaluation, and Final Evaluation
- Revised and simplified timeline in line with academic calendar rather than calendar year
- Streamlined process – fewer comprehensive evaluations; instead an evaluation cycle that is a continuum repeated every four years: Goal Setting (G) in the first and third years, Regular Evaluation (R) in the second year, and Comprehensive Evaluation (C) in the fourth year

Evaluation training for managers and supervisors is conducted periodically by District Office HR.

1. Create a centralized online location with evaluation-related materials for each constituency to include contract information, and evaluation schedules for specific employees, etc.

IIIA1c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Historically, oversight, guidance, and encouragement for producing SLOs were driven by the Academic Senate. Beginning in 2005-2006, through the efforts of the Academic Senate's College Instruction Committee (CIC), a concerted effort was made to require all course outlines of record include learning outcomes, which faculty were responsible for developing. Beginning in 2008-2009, all departments were required to include an analysis of their SLO assessment results in their program review (IIIA1c.01). Recommendations for improving the teaching/learning environment based on these analyses were also required in the action plan component of the program review. Program review instructions are available on the following link:

http://coast.contracosta.edu/facultystaff/resources/progrev/Shared%20Documents/INSTRUCTIONAL%20PROGRAMS,%20GUIDELINES.pdf (IIIA1c.02)

Faculty members are primarily responsible for producing program reviews for academic departments, and therefore are also responsible for the following SLO related work:

- developing and improving outcome statements,
- developing and improving assessment instruments (including scoring rubrics),
- coordinating assessment instruments across all sections of the same course,
- establishing benchmarks,
- evaluating student work,
- collecting, organizing and presenting assessment results,
- analyzing and interpreting the results,
- formulating recommendations for improving results, and
- writing the formal report, a component of the department's Program Review.

Some technical assistance is provided by the Research and Planning Department and the SLO coordinator.

Effort and resources are devoted to SLO assessment. All departments devote some considerable time to discussing course and program level learning outcomes and developing improvements to their curricula, teaching techniques, methods for engaging students, etc. Efforts along these lines include those of the Classroom Assessment Group (CAG):

http://coast.contracosta.edu/facultystaff/staffdev/Shared%20Documents/CAGflyer-spr2011.pdf (IIIA1c.03)

As far as institutional outcomes is concerned, there has been a great deal of in-depth thinking from faculty members and the entire campus community, including students, on closing the achievement gap and improving retention and success rates.

The validation process for SLO analysis includes presentations at division meetings (IIIA1c.04). Departments take turns presenting their SLO-related work including outcome statements, assessment methods, results, and recommendations. As a result, inter-disciplinary dialogue occurs.

As of fall 2012 all departments had completed one cycle of SLO assessments and so are familiar with all aspects of the process. As would be expected from their initial experience, many faculty members saw how they could improve the process as a whole, from writing better outcome statements to developing better assessment instruments so that data would be more meaningful and useful. To guide faculty in their continuing quest to improve not only student learning but also the procedures for assessing that learning, faculty are asked to complete a self-evaluation rubric that considers the authenticity of assessment instruments, the use of benchmarks, the usefulness and appropriateness of data, and the degree and depth of discussion that takes place across the department.   See the self-evaluation form at the following link:

> http://www.4cd.edu/hr/guidelines/Forms/AllItems.aspx   (IIIA1c.05)

This page contains links to the faculty evaluation forms (in Word or PDF) for the following categories: classroom faculty, counselors, learning disability specialists, librarians, and on-line classroom faculty.

There are basically four levels at which SLO results are used to improve student learning:

- The classroom level: Here, faculty make changes to improve their presentations, assignments, topic organization, etc., or incorporate the use of new supporting materials or technology.

- The department level: This includes updating course outlines, changing course sequencing or prerequisites, etc. This also includes improving coordination over content and textbooks between faculty members who teach different sections of the same course or teach different courses in a sequence.

- The student support level: In their SLO analysis and recommendations, faculty members are asked to identify resources that would help improve student learning. These recommendations are passed on to the appropriate departments. For example, many of the instructors teaching night courses found that some of their working students were at a disadvantage, since the College Skills Center (tutoring) was not open in the evenings. The College has worked to increase these hours, despite severe budget cuts.

- The institutional level: SLO results and recommendations are now considered (along with all the other important concerns) when developing the College's educational plan and strategic initiatives. Approval of departmental budgets and budget augmentations are based in part on recommendations from SLO assessment results. Decisions regarding new full-time faculty positions are also based, in part, on SLO recommendations.

Professional development workshops were originally designed to introduce faculty to basic SLO concepts and processes. Beginning in 2013, workshops (IIIA1c.06) were organized to help faculty improve SLO processes. These include workshops about designing authentic assessments, developing actionable (useful) data, and working with and interpreting data, including how to use Excel and other software. Forums were designed to promote discussions of institutional outcomes. Presentations at division and department meetings are regularly scheduled.

Self Evaluation
As described above, the College has engaged in several projects and activities towards improving effective learning. The assessment of learning outcomes is included in the self-evaluation section of the faculty evaluation form:

http://www.4cd.edu/hr/guidelines/Self%20Evaluation%20for%20Classroom%20Faculty.pdf (IIIA1c.07)

In 2012, five CCC faculty members went to the Strengthening Student Success Conference (IIIA1c.08), and, in 2013, 11 faculty members participated in the conference. Strengthening Student Success has an entire strand on implementing and assessing SLOs, and several faculty members attended presentations related to the topic. After the conference, participants presented the highlights at the College.

The College supports a 40% reassigned time position for a faculty member to work as SLO coordinator (IIIA1c.09). A large part of this position consists of assisting faculty as they develop, assess, and revise SLOs. The SLO coordinator visits division meetings and works with individual faculty to facilitate discussions of SLO implementation and assessment. The coordinator has also presented in-house professional development workshops on SLO implementation and authentic assessments.

All departments are required to conduct program review. The self-study report includes the results of the SLO assessment process and any programmatic, curricular, or pedagogical changes that resulted from this process. Participation in this process is required of all full-time faculty, and is thus a component of the evaluation process. Each program's self-study report is reviewed by a validation team, who make recommendations for program or course-level improvements.

The faculty evaluation process includes a self-evaluation report. One of the criteria specifically asks faculty to address their participation in the SLO process. The criterion states: "I participate in department committees/tasks (i.e. curriculum development, SLOs, Course Outlines/Title 5 rewrites, content review)" (IIIA1c.10).

Actionable Improvement Plans
None

IIIA1d. The institution upholds a written code of professional ethics for all its personnel.

Descriptive Summary
The District has a written code of ethical behavior adopted on April 5, 2005, that focuses on "maintaining a positive working and learning environment in the district" (HR 1040.08) (IIIA1d.01). In addition, the Management Council approved a management mission statement (revised 11/8/08) that further enhances the code of ethics (reference Management Mission Statement).

In spring 2012, the District contracted with EthicsPoint, Inc., an independent firm that hosts an online tool used to report unlawful or unethical behavior while maintaining anonymity. This further strengthened the whistleblower protection policy (HR 4000.20) (IIIA1d.02) adopted on November 24, 2009, EthicsPoint can be accessed at the bottom of the College home page under " 4CD Confidential Hotline":

> http://coast.contracosta.edu/Shared%20Documents/default.aspx (IIIA1d.03)

or directly at

> https://secure.ethicspoint.com/domain/media/en/gui/33933/index.html

Self Evaluation
Ethical behavior is best inculcated through modeling. The District is fortunate to have leaders in place who are well respected for their integrity. They exhibit ethical behavior characterized by openness and full disclosure when appropriate. This ensures that staff and students are aware of the importance of ethical behavior.

The District has faced a recent wave of management hiring due to retirements and promotions, including a new internal auditor. Several workshops (IIIA1d.04) are offered throughout the year that focus on ethical behavior including, but not limited to, sexual harassment, race and ethnicity awareness, purchasing procedures, and various professional and personal development workshops, with some having mandatory attendance requirements, especially for new administrators.

Actionable Improvement Plans
None

IIIA2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

The College maintains the personnel level necessary to carry out its mission and achieve its goals. The number of faculty hired is primarily based on two things: the College FTES goal and the Box 2-A process (District and College position prioritization and allocation process, and part of the Uniform Employment Selection Guide). CCC receives funds to hire part-time faculty and to supplement full-time faculty in order to generate the desired FTES. Per state regulations, the goal for the full- to part-time faculty ratio is 75:25. The Box 2-A process, which determines how many permanent faculty hires the College can make in a given year and in which departments hires will be made, uses this ratio, as well as the College's programmatic needs, in making the determinations. In fall 2012, the process was revised and expanded to include linkages to SLOs for the upcoming 2013-14 year (IIIA2.01).

With the implementation of business procedure 18.01 (IIIA2.02), the classified staffing level is determined in ways similar to the faculty staffing level – the resources the College has, driven by its FTES goal, and the resource allocation process (IIIA2.03), which describes how new classified positions are decided. In fall 2012, there were 91 permanent classified positions and 19 managers (both classified and academic). At the same time, the College employed 115 classified hourly, classified substitute, or professional expert employees, and approximately 200 student workers.

The District's hiring process is such that only the best-qualified candidates are hired to fill open positions. Job descriptions define the duties, responsibilities, and qualifications of all positions. Minimum qualifications are derived from Title 5, the State Academic Senate, or union contracts. The Uniform Employment Selection Guide (IIIA2.04) describes how job descriptions are developed. In addition, the District has policies and procedures that govern the hiring process to ensure that only qualified candidates are included in the application pools.

Self Evaluation

Recruitment activity has increased over the last couple of years due to greater than normal retirements and development of new programs funded through external sources. Also, with the passage of Proposition 30, the over-all funding for community colleges has increased, allowing for new hires. Contra Costa College management underwent great change recently, with the appointment of a new president, vice-president, senior dean of instruction, and dean of student services. These positions have all been filled within the last two years. In addition, three new management positions were created to run three externally funded programs, which also resulted in the hiring of support staff. This impacted the workloads of human resources staff, as well as the managers and staff involved in all aspects of hiring.

Actionable Improvement Plans
None

IIIA3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

IIIA3a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

<u>Descriptive Summary</u>
The District's human resources procedures manual contains all the approved policies and procedures on personnel matters:

> http://www.4cd.edu/gb/policies_procedures/hr/1000/H1050_01.PDF (IIIA3a.01)

The District's Uniform Employment Selection Guide contains the specific policies and procedures followed in recruitment, which ensures equal employment practices:

> http://www.4cd.edu/gb/policies_procedures/HR/Uniform.PDF (IIIA3a.02)

Whenever there are changes or additions to the HR manual, all stakeholders are given an opportunity to provide their input. This is a participatory governance process, where classified staff, faculty, managers, and students are consulted through the DGC and through other governance groups. Some changes are then presented to the Governing Board for a first and second reading before they are adopted. Once adopted, the College receives copies of the changes. In addition to the Governing Board report, which can be viewed at the District website and is available to the public, the approved personnel policies and procedures are publicized as amended documents and copies sent to everyone on the distribution list.

The College's director of business services acts as the liaison between the College and District HR. Although it is incumbent upon every employee to treat everyone fairly and with respect, the director is the College HR Officer and is therefore responsible for ensuring that HR policies and procedures are administered consistently and equitably. The director is consulted by College staff when HR-related issues arise. The director will then use available resources, including specialists employed at the District, to ensure that personnel policies and procedures are observed.

<u>Self Evaluation</u>
The process of changing, adding, distributing, and implementing personnel policies and procedures is working well. Sometimes there is a lag time between the adoption of policy/procedures and the distribution of updated hard copies. In this case, when the human resources policies and procedures manual may not have the most up-to-date information, reference can be made to the District website, which contains accurate and current information.

<u>Actionable Improvement Plans</u>
None

IIIA3b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary
Personnel files are secured in the College business office in fireproof locked cabinets. The human resources assistant assures that all files are in the cabinets and the cabinets are locked at the end of the workday. Only on very rare occasions, such as an audit or request from District Human Resources, do current personnel files ever leave the Business Office. Employees have access to view their own personnel files in the Business Office under supervision so that no documents can be tampered with or removed. Copies of any documents can be obtained by request. Immediate supervisors can also request to view and have copies of their employees' personnel files. In some instances, employees have given written approval to have outside agencies inspect their files, which the Business Office accommodates.

Self Evaluation
Human resources procedure 1040.03 (IIIA3b.01) describes the process for retention and storage of personnel files. At the College, personnel files are stored in fire-proof cabinets. However, when a new employee has a personnel file still in progress, it becomes more convenient to have the file readily available in a temporary location which may or may not be secured. This happens during the peak periods for hiring, right before and at the beginning of a semester. Also, there is a lack of storage space, particularly in the personnel records cabinets, hence the College human resources assistant stores in-process personnel files in temporary and relatively unsecured locations. To alleviate the storage issue, personnel files that have been inactive for several years have been purged. It is necessary to implement the procedure for purging in order to accommodate newer files.

Actionable Improvement Plans
None

IIIA4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

IIIA4a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary
Contra Costa College and the District have a long history of celebrating and promoting equity and diversity. Programs, activities, and events are planned and conducted at different levels to increase awareness of and appreciation for diversity. At the February 27, 2013, Governing Board meeting, a presentation was made on the policies and procedures related to diversity and hiring, including a synopsis of recent activities in this area.

http://www.4cd.edu/gb/agendas_minutes/agendas/2013-02-27.pdf (IIIA4a.01)

http://www.4cd.edu/gb/agendas_minutes/minutes/2013-03-27.pdf (IIIA4a.01a)

Contra Costa College is a dynamic and comprehensive urban community college. Located in the western part of Contra Costa County, the College serves a very diverse student body that includes a growing population of international students. This diversity is reflected in the following composition of CCC staffing:

- 26.6% African American
- 12.5% Asian/Pacific Islander
- 15.6% Hispanic
- 34.4% White
- 10.9% Other

The District's HR Department conducts a survey of its employees on an annual basis to determine their professional training needs/preferences. The result of this survey is broken down by college, which CCC then uses as a guide to determine its offering of programs and services ([IIIA4a.02](#)) ([IIIA4a.02a](#)) ([IIIA4a.02b](#)) ([IIIA4a.02c](#)) ([IIIA4a.02d](#)) ([IIIA4a.02e](#)). Aside from these programs and services, the governance structure of the College is predicated on the diversity of its personnel, and the committees are composed of diverse representatives from different constituency groups.

Self Evaluation
In a report to the District Governing Board (referenced above) entitled, "District Workforce Diversity Efforts and Student, Employee and Service Area Demographics," it was pointed out that the District's demographics have changed very little in the past four years, although the county and District population is becoming more diverse. At the same time, "the District is challenged in keeping its employee demographic shifts in pace with county and student demographic shifts. The information about the county population with master's degrees or higher demonstrates the difficulty in sourcing qualified Hispanic and African American applicants with this level of degree attainment, which is required for most District positions. This fact illustrates that the District has and will continue to have challenges in attracting an overall qualified workforce that matches the student and county demographic profile." Notwithstanding these challenges, programs and activities that retain, promote, and source a more diverse workforce will continue to be encouraged and supported.

The District and College culture discourage any form of discrimination. The District's policy and procedures on "Unlawful Discrimination and Unlawful Harassment" are contained in HR procedure 1040.07:

http://www.4cd.edu/gb/policies_procedures/hr/1000/H1040_07.PDF ([IIIA4a.03](#))

Whenever any violation of this HR procedure occurs, it is dealt with quickly and appropriately.

Actionable Improvement Plans
None

IIIA4b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Descriptive Summary
As described in section IIIA4a, the District tracks its record on employment equity and diversity. The latest information can be found on the link below:

http://www.4cd.edu/gb/agendas_minutes/agendas/2013-02-27.pdf) (IIIA4b.01)

In light of Connerly v. State Personnel Board, and based on guidance received from the State Chancellor's Office, the District developed two documents:

- Interim Nondiscrimination Procedures and Faculty and Staff Diversity Program, available on the link below:

  http://www.4cd.edu/gb/policies_procedures/hr/1000/H1010_01.pdf (IIIA4b.02)

- Draft of the Equal Employment Opportunity Plan, available on the link below:

  http://www.4cd.edu/about/committees/dgc/agendas/May%2019,%202009.pdf (IIIA4b.03)

The District is working on adopting and Equal Employment Opportunity Plan, although there has not yet been definitive guidance from the State Chancellor's Office.

Self Evaluation
The guidelines and a model plan regarding the recording/reporting of employment equity and diversity have not been finalized and issued by the State Chancellor's Office. However, the District has continued to gather the relevant information and report it to the Governing Board. The District has drafted an Equal Employment Opportunity Plan as well, which it will work toward adoption and edit if necessary should the State Chancellor's Office provide conflicting guidance.

Actionable Improvement Plans
1. Adopt and implement the District Equal Employment Opportunity Plan.

IIIA4c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary
Contra Costa College prides itself in conducting its business with integrity in the treatment of all constituents – students, faculty, staff, administration and the larger community. Shared governance is not just a concept; it is embraced and practiced, thereby cultivating an environment of trust and transparency. All constituents participate and contribute toward a climate of openness and collaboration.

The District and the College adhere to a policy of fair treatment and nondiscrimination of staff and students, as embodied in Board Policy 2001:

> http://www.4cd.edu/gb/policies_procedures/board/BP2001.pdf (IIIA4c.01)

As stated above, District and College policy prohibit sexual harassment and other forms of discrimination. Procedures contained in human resources procedure 1040.07 (IIIA4c.02) are in place for staff and students to address concerns about fair and honest treatment. The District conducts mandatory sexual harassment training for managers every two years. Most recently, the training has been delivered online. The student handbook also references pertinent policies and procedures.

Self Evaluation
Fair treatment of personnel and students is at the core of the District's and College's missions. There are policies, procedures, and practices in place to ensure this. In the unfortunate event that someone feels this is not the case, human resources procedure 1040.07 describes the process for filing and processing complaints of unlawful discrimination and unlawful harassment. Also, anyone can anonymously report any violation of policy or procedure through a confidential telephone number or online at the following link:

> https://secure.ethicspoint.com/domain/media/en/gui/33933/index.html (IIIA4c.03)

Actionable Improvement Plans
None

IIIA5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

IIIA5a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary
Contra Costa College recognizes the importance of professional development. Its professional development (PD) program includes planning, promoting, and hosting training workshops and other related activities for faculty, staff, and managers. As directed by the State Education Code and Title 5 regulations (IIIA5a.01), all PD activities fall within the defined categories. The State Chancellor's Office provides further guidelines and requirements.

The mission of the PD Program is to design, promote, and support PD activities that further the College mission. The skills and knowledge gained through these activities help to improve individual and College effectiveness, which in turn improves student experiences within and outside of the classroom.

The PD Office is housed in the College Resource Center (CRC), which was created as part of the College's 1993 Title III grant. At the end of the grant period, the CRC was absorbed into the College, its mission was broadened to include all employees, and it was put under the administration of Professional Development. The CRC provides employees with a centralized location for discussions, workshops, and computer access. It contains an office area, a lounge, and a work area with six dual-platform computers, and a conference room.

The PD Coordinator is a faculty member who is given reassigned time (IIIA5a.02). Prior to 2004, this position had fifty percent release time, but ongoing budget issues have reduced it to its current twenty percent reassigned time. The PD administrative support is a part-time hourly position. Since the last program review, budget cuts have reduced this position to 12 hours per week. Funding for this position is allocated each year on an ad hoc basis by the Professional Development Committee (PDC).

The PDC directs the focus of campus training. It was reformulated in fall 2011 to incorporate formerly separate committees for faculty, classified staff, managers, and the local planning group. This has facilitated cross-fertilization of ideas and reduced duplication. The PDC meets regularly and is responsible for developing policies and budget and for planning and reviewing professional development activities.

PD resources and programs can be grouped as follows:

Flex workshops/activities are held on the designated mandatory and optional flex days before the fall and spring semesters (IIIA5a.03). They are designed for faculty (who are contractually obligated to complete a specific number of Flex hours each year), but are open to all employees.

CRC-sponsored workshops/activities are held throughout the academic year; they are open to all employees (IIIA5a.04) (IIIA5a.04a) (IIIA5a.04b) (IIIA5a.04c) (IIIA5a.04d) (IIIA5a.04e).

New employee orientation is required of all new full-time contract faculty (the NEXUS program) (IIIA5a.05) (IIIA5a.05a) to orient faculty to campus policies and procedures as well as to acquaint them with services and support available for both faculty and students. Selected NEXUS activities are also open to new full-time classified and managerial employees. The Classified Senate has recently started to hold a new classified employee orientation.

Individual and group improvement grants provide funds for participation in conferences, workshops, coursework, or other activities that develop or renew professional skills. These grant funds are available to all employees (IIIA5a.06). Since the budget cuts of fall 2003, however, available funds have been very limited, mostly coming from the College's annual budget augmentation application process. PD uses the augmentation funds for individual mini-grants (with a maximum of $300) to a limited number of employees, usually 10-14 faculty and three to five classified staff per year. Classified staff have sometimes elected to use their allocation to bring workshops to campus).

Annual activities promote staff and student well-being and honor employee service. The number of such events was reduced over the last few years due to budget and staffing cuts. The Holiday Fundraiser has not occurred recently and, Staff Appreciation Day has not been held for several years, although the administration reinstated it in spring 2014. The PD Office still coordinates the Retirement Reception (IIIA5a.07); the Wellness Fair is now the responsibility of the Associated Student Union.

CRC resources and equipment are available for individual and group use and training.

http://coast.contracosta.edu/facultystaff/staffdev/Shared%20Documents/FORMS%20and%20REGISTRATION.aspx (IIIA5a.08)

Online information resources, instructions, and tutorials are available through the professional development website as well as through Lynda.com.

Scheduled workshops are advertised via booklets (IIIA5a.09) for August and January Flex weeks, the professional development website and online monthly calendar, the campus event calendar, the District professional development registration site, and campus-wide emails.

The PDC adopted the Districtwide professional development Administrative Unit Outcomes (AUO)/SLOs (IIIA5a.10) (IIIA5a.10a) (IIIA5a.10b) (IIIA5a.10c) and uses them as guidelines to develop more specific local action plans according to the results from an annual survey and current College needs. These overarching SLO's are:

- Managers, faculty and classified staff will be able to use technology effectively in the classroom and throughout the institution.

- Faculty will be able to use instructional models that are research-based and grounded in sound theoretical frameworks and good practice.

- Managers, faculty and classified staff will be able to create and sustain learning and working environments that are characterized by these qualities: inclusive, engaging, challenging, relevant, welcoming, purposeful, and responsive to diverse cultures.

- Managers, faculty and classified staff will be knowledgeable about the District and their own college including organizational structure, decision-making roles, and policies and procedures.

The State Chancellor's Office requires the administration of a needs assessment survey, which asks participants to suggest topics for future workshops and activities as well as the preferred locales/modes of training (on campus, online, etc.). For several years, the annual survey has been administered by the District Office, with the results broken down Districtwide and by specific campus. The results of these surveys are used in the planning process.

The results from the most recent annual survey ([IIIA5a.11](#)) ([IIIA5a.11a](#)) ([IIIA5a.11b](#)) ([IIIA5a.11c](#)) ([IIIA5a.11d](#)) show that improving teaching and learning, classroom management, and acquiring new technology skills continue to be topics of importance to faculty and staff. These topics thus form the backbone of PD planning.

The local action plans for 2012-13 ([IIIA5a.12](#)) are listed below. Most will continue into 2013-14 with slight changes in topic focus:

- *Managers, faculty and classified staff will be able to use technology effectively in the classroom and throughout the institution.*
  Local action plan: Continue to provide leadership in technology training. (Also in 2013-14)
  Workshops offered: MS Word, Excel, PowerPoint, EasyGrade Pro, NoodleTools, SharePoint, Desire2Learn, WebAdvisor, InSite Portal, using the library's databases, and improving web search skills.

- *Faculty will be able to use instructional models that are research-based and grounded in sound theoretical frameworks and good practice.*
  Local action plan: Continue to offer classroom assessment technique training at least once a year and do follow up survey of former workshop participants every semester. (Also in 2013-14)
  Workshops offered: Classroom Assessment Techniques (CAT) and the Classroom Assessment Group (CAG) semester-long cohort.

- *Managers, faculty and classified staff will be knowledgeable about the District and their own college including organizational structure, decision-making roles, and policies and procedures.*
  Local action plan: Invite classified staff to orientations on campus operations. (Also in 2013-14)
  Workshops offered: The Classified Senate started a new staff orientation on campus in 2013-14. (New classified staff, managers and full-time faculty also attend a new employee orientation at the District Office.)

- Addition for 2013-14: *Managers, faculty and classified staff will be able to create and sustain learning and working environments that are characterized by these qualities: inclusive, engaging, challenging, relevant, welcoming, purposeful, and responsive to diverse cultures.*
  Local action plan: Begin offering mental health awareness workshops. A survey to assess desired topics and needs was performed in fall 2013.
  Workshops offered: A film and discussion on post-traumatic stress disorder will be scheduled for fall; other topics will be scheduled in spring, guided by survey results.

  The planning agenda from the last accreditation self-study included offering PD activities/programs for faculty that focus on improving teaching and learning and continuing to offer training on the use of instructional technology. PD has done so, incorporating these activities into the SLO plan and annual unit plans. Specific

activities include:

- **Classroom Assessment Group (CAG):** This program, which had not been offered since the 1990's, has been revived. Up to 10 full- and part-time faculty participate in a semester-long learning and practice group under the guidance of a CAG Coordinator. It was offered in spring 2009, 2010, 2011, and 2012. It was not offered in spring 2013, but will be in spring 2014. To make it easier to share classroom assessment techniques, tips, and discussion with other faculty as well as each other, the participants post regularly on a classroom assessment technique wiki that is available to all interested faculty. ([IIIA5a.13](#))

- **Classroom Assessment Technique (CAT) Training:** All new tenure-track faculty are required to attend a workshop on using CATs. They are also strongly encouraged to participate in the CAG. ([IIIA5a.13](#))

- **Educational Technology Curriculum Development Stipends:** In 2007-2008 and 2009-2010, CCC was able to provide stipends for faculty to development online or hybrid courses or revise existing regular courses to integrate greater use of technology. Ten faculty received the stipends after new/revised courses were approved by CIC. The College provided a part-time educational technology trainer in 2007-2008. ([IIIA5a.14](#))

- **Faculty Inquiry Group (FIG):** The Basic Skills Initiative sent many faculty for intensive training on how to develop and maintain a FIG ([IIIA5a.15](#)). They have been meeting for several years.

- **Great Teachers' Seminar:** The campus solicited interest from the Districtwide Professional Development Committee, yielding a weekend-length version of the popular seminar in January 2009. ([IIIA5a.16](#)) ([IIIA5a.16a](#)) ([IIIA5a.16b](#)) Budget reductions have prevented its recurrence. For the past three years, the Districtwide Professional Development Committee has provided a Teaching Academy, with a course on a different topic each semester..

- **On-Campus Speakers/Trainers:** CTE provided workshops on adult learners and effective communications in fall 2008. Districtwide Staff Development provided training for all the colleges on DISC (defining one's own working style and learning how to work with other types) ([IIIA5a.17](#)). A recent All College Day featured a presentation by noted education scholar Jeffrey Duncan-Andrade. Recent restructuring of college committees moved the Professional Development Committee under the aegis of the Student Success Committee; it is possible that linkage will bring additional sources to faculty for information and training on helping students succeed.

- **Teachers Talk:** Brown-bag type informal discussions among teachers to share common problems and solutions. Sessions were scheduled multiple times in 2011-12 and 2012-13, but attendance waned, so it was not scheduled for 2013-14. ([IIIA5a.18](#))

- **Teaching-Related Local Conferences:** Special funding from the College

Foundation sent faculty to teaching workshops and multiday trainings on online teaching in 2007-08 and 2008-09. The mini-grants that PD has been able to offer the last few years with budget augmentation funds have enabled faculty to attend subject/field conferences/workshops, many of which include teaching threads (IIIA5a.19).

- **Technology Training (local):** Workshops are offered throughout the academic year on such topics as Microsoft Excel, PowerPoint, and Word; EasyGrade Pro; SharePoint (used for the College's website); and the District's *In*Site Portal (used by classes, committees, etc.) (IIIA5a.20) (IIIA5a.20a).

Additional sources of teacher training include: the Districtwide Teaching Academy, which has offered one course each fall and spring semester for the past few years (e.g. Reading Apprenticeship; Teaching Online); multi-day technology "boot camps" on teaching with Desire2Learn held during flex weeks; and the workshops scheduled throughout the semesters.

The Districtwide Distance Education Committee selected Desire2Learn as the learning management system (LMS) for all of the district colleges and sent a cohort of faculty to be trained in summer 2012. After a phase-in period, D2L will become the only LMS in fall 2013. The early-adopters have become resource support/trainers for other faculty.

The Nexus program for new faculty (IIIA5a.21) was revised by the PDC with input from the Academic Senate and the College Council. The NEXUS checklist of activities must be completed by all new tenure-track contract faculty. Part-time faculty are encouraged (but not required) to follow it. Topics include information about College and District policies and procedures, tours of the District and College service areas, academic integrity, classroom assessment techniques, classroom management, and writing and assessing SLO's. Both full- and part-time faculty are invited to an orientation given during flex that covers basic campus and classroom procedures. The faculty handbook is linked on the College website along with the College and District procedures handbooks.

Self Evaluation
In PD's last program review (2010), the President's Cabinet commended the quality of PD workshops, its enrollment process, its ability to maintain quality despite clerical staff reductions, and its SLO's and assessment methodology.

The challenges that were identified in this review still exist:

- **Budget:** Lack of adequate funding means less administrative support staff to assist in planning and tracking Flex completion as well as reduced opportunities for employees to learn new ideas/skills from conferences and/or outside speakers/workshops.

- **Flex obligation completion:** Improving compliance involves better communication with faculty about the importance of meeting their obligations and providing the necessary documentation.

- **Staffing:** The small amount of reassigned time means that the professional development coordinator position has more tasks than time and makes the position difficult to fill; reduced administrative support complicates the scheduling of workshops and tracking of participation; and the lack of an instructional trainer makes it difficult to train all employees to the desired skill level.

- **Technology training:** Improving the technology skills of all employees is desirable but problematic. Workshops are offered, but are under-attended.

Over 100 workshops are offered each year, but attendance is not robust, even when requested topics are offered. Contributing factors to low attendance include the increase in department retreats during Flex week – which improves group participation in SLO planning and assessment and assures communication of new procedures, etc., but means fewer participants at other Flex workshops. Another factor affecting faculty is a sense of being overwhelmed by the proliferation of required reports and duties. For classified staff, a factor is the overall reduction in classified staffing two years ago that makes it hard for them to attend workshops without leaving their work areas unattended. A third factor is a difficulty in obtaining presenters for some requested topics.

Partly to combat these issues, the PDC created a list of pre-approved online flex activities (IIIA5a.22) and the PD coordinator forwards articles and free webinar registration information to all employees on topics related to various hot-topic issues and/or topics that have appeared on the annual survey of needs. In spring 2013, the PDC previewed and selected five employee training videos, mostly paid for by the library, with the idea of using them in workshops and/or department meetings. Topics include running a well-managed meeting, workplace conflicts, listening skills, dealing with angry customers, and identifying warning signs of workplace violence. Some assistance with technology training has, and will continue to, come from a subscription to Lynda.Com (detailed tutorials and exercises on a huge variety of software programs), which the Districtwide PD Committee provided beginning in spring 2014.

One area in which attendance has been growing is in workshops that are open to students. For the past six years, PD has partnered with the library and DSPS (IIIA5a.23) to present an annual Disability Awareness Film Series in October, which is Disability Awareness Month. Faculty or staff moderators provide a short introduction to the topic of the film and moderate discussion afterwards. The popular series is open to the entire campus and local community. The library's workshop series on various research skills and the basics of popular software programs (e.g., Word and PowerPoint) are aimed at students, but are also open to the whole campus and community.

Flex obligation fulfillment has improved. The PD Office has increased its communications (IIIA5a.24) with faculty. It sends out multiple reminders during the semester and sends reports earlier. With the use of an online registration system created by the District, it is easier for faculty to see what workshops for which they are registered and those they have attended. The District is working on expanding the system to allow faculty to input their own optional Flex activities (such as conference attendance) with PD Office verification upon receipt of the necessary verification documents. Sending Flex fulfillment reports to the

division deans has also worked well, as it provides another avenue for encouraging faculty to complete their Flex obligations.

Actionable Improvement Plans
None

IIIA5b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary
The evaluation of the PD program is conducted in multiple ways: individual workshop evaluations, SLO and AUO assessment analysis, and the annual needs survey, as well as periodic accreditation and program review surveys. (IIIA5b.01) (IIIA5b.01a) (IIIA5b.01b) (IIIA5b.01c) (IIIA5b.01d) (IIIA5b.01e) (IIIA5b.01f) (IIIA5b.01g) (IIIA5b.01h) (IIIA5b.01i) (IIIA5b.01j)

The Professional Development Committee (PDC) creates the annual SLO plans. These plans are somewhat similar year to year since the areas of desired training recur on the surveys (for example: technology training is always needed, but the actual technology and/or programs might change). The SLOs are assessed, reviewed by the PDC, and the results submitted to the college.

The annual survey sent by the Districtwide PDC includes a satisfaction question in addition to those that assess training needs. The results are used in planning and in determining ways to improve the efficacy of workshop topics and the times workshops are offered.

Evaluation forms are handed out at all workshops (IIIA5b.02) (IIIA5b.02a) (IIIA5b.02b) (IIIA5b.02c) (IIIA5b.02d). Results are tallied and given to the workshop presenters. Return rates for these surveys have traditionally been low, and not always useful, as the response choices were somewhat general. The PDC worked on ways to improve both the evaluation form and return rates for several years. In spring 2012, the committee decided that workshop presenters who wish for double flex credit for presenting would only earn it if they collect evaluations from 80% of participants; this seems to have helped, as the return rate has improved.

The evaluation form itself has been revised several times, most recently in fall 2012. The new form incorporates phrasing from PD's SLO's making it easier to ascertain if a workshop fulfilled its purpose and providing some data for SLO assessment.

The PD Office has also tried to send short online follow-up surveys three to six months after workshops, but these are very time consuming, especially given the shortage of support staff, so their use is inconsistent. It is hoped that the new Districtwide online registration and tracking system will enable automatic survey emails as well as having the survey responses compile in an online database.

SLO and AUO assessments are conducted annually.

Self Evaluation

SLOs are assessed annually. So far, all outcomes have been met. Learning outcomes and assessment results are now an integral part of the budget augmentation process as well as being part of program review. Below is a table showing the outcomes achieved by PDC over the years indicated:

	Outcome 1 (Technology)	Outcome 2 (instructional models)	Outcome 3 (inclusive / responsive to diverse cultures)	Outcome 4 (knowledgeable about district & college)
2009-10	MS Office: Outcome met	Classroom Assessment Group: Outcome met	DSPS awareness: Outcome met	College orientation: Outcome met (faculty)
2010-11	Portal: Outcome met SharePoint: Outcome met Wiki: outcome met	Teacher Talk: Outcome met CAT: Outcome met CAG: Outcome met		College orientation: Outcome met (faculty)
2011-12	Portal: Outcome met SharePoint: Outcome met Datatel financial /Excel: Outcome met	Teacher Talk: Outcome met CAT: Outcome met CAG: Outcome met	DSPS awareness: Outcome met	
2012-13	Outcomes were not defined quantitatively, but 84% of workshop participants agreed/ strongly agreed	Not part of official action plan, but 84% of workshop participants agreed/strongly agreed	Not part of official action plan, but 86% of workshop participants agree/ strongly agree	Not part of official action plan, but 86% of workshop participants agree/ strongly agree

As previously mentioned, the PDC has been working on ways to improve both the evaluation form and return rates for several years. The new requirement that workshop presenters must collect evaluations from 80% of participants in order to earn double flex credit seems to have helped improve the return rate from 50% or less to 82% in 2012-2013.

The evaluation form itself has been revised several times, most recently in fall 2012. The new form incorporates phrasing from PD's SLO's making it easier to ascertain if a workshop fulfills its purpose and provides some data for SLO assessment. The usefulness of the change was not apparent, as the results indicated that many workshop participants hadn't noticed the changes, so the form was revised again in fall 2013 to clarify the directions.

College employees appear to be fairly satisfied with the content of the workshops that they attend. The results from the workshop evaluations (old version) in 2011-12 show that 99.6% of the participants strongly agreed or agreed that the workshops they attended met the stated objective; and 98.1% strongly agreed/agreed that they had learned new skills and/or insights that would help them in their jobs.

The survey for the 2010 program review showed that 92% of respondents were satisfied/very satisfied with the workshops offered throughout the semester and 69% were satisfied/very satisfied with those offered on flex days. The most recent annual survey, however, showed less satisfaction. While 47% were satisfied (with 33% neutral), 19% of the respondents were

dissatisfied. The accompanying comments seemed to indicate the dissatisfaction is not with the quality of the offerings, but with the breadth of offerings and scheduled times.

Given the reality of being a small program, it is true that Contra Costa College can't offer workshops on as many different topics as a larger college, and it is difficult to accommodate all work schedules or highly specialized software training that is requested by only a few employees. The PDC has made efforts to address the variability of employee schedules by creating a list of pre-approved online activities that can be viewed anytime, anywhere, and by posting more directions and tutorials on its website. The Districtwide subscription to Lynda.Com has been and will continue to be a great boon to those wanting certain types of software training. More immediately, we have sent follow-up surveys to our own campus to determine better times for scheduling top-ranking technology workshops and to better define the specific topics the workshops should cover. We will also re-double our efforts to advertise all professional development offerings and resources – online and in person – to the campus community and to encourage interested employees to pre-register for workshops using the Districtwide registration system, which sends reminders via email.

Actionable Improvement Plans
None

IIIA6.   Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
The College achieves its mission and goals through the effective use of its human resources. The college assesses the effectiveness of its personnel at different levels. Employee evaluations are conducted to assess individual performance, as described in section 1b, above. For example, managers and supervisors are required to set their goals at the beginning of their evaluation cycle (IIIA6.01). These goals should be aligned with the District and College strategic initiatives. Therefore, how well the managers and supervisors achieve their goals reflects how well the College goals are met.

At the organizational unit level, productivity is measured for instructional departments/divisions in terms of FTES/FTEF. Productivity reports (IIIA6.02) are generated and made available to the departments/divisions involved. Statistics are also available for degrees and certificates (IIIA6.03) generated and success/completion rates (IIIA6.04). For student services departments, productivity is expressed in number of students served over a period of time. For all other organizational units, including administrative offices, productivity is measured by the proportion of goals achieved for a given period of time. Productivity is reported in program reviews and included in annual plans, which is one of the determining factors for budget augmentation. At the College level, one of the ultimate measures of the effectiveness with which resources are used is generation of FTES and whether or not the College has met its FTES goal.

In the past, the classified staffing levels were set by formula through business procedures. With the adoption of the District's new allocation model, business procedure 18.01,

the College has the opportunity to set the level of classified staffing as it sees fit and within the allocation received. When business procedure 18.01 was implemented, it coincided with the budget crisis that led to staffing reductions in fiscal years 2009-2010, 2010-2011, and 2011-2012. The College is in a position to increase staffing for fiscal year 2014-2015, and will use the College allocation process (IIIA6.06) to determine what classified positions added or augmented. As funds allow, additional full-time faculty hiring is likewise determined using the College allocation process. This process was first implemented in 2012-2013 which resulted in the hiring of six full-time faculty who started their assignments in fall 2013. Based on the course schedule and the teaching loads assigned to full-time faculty, part-time faculty are hired accordingly. State regulations set the desired ratio of full- to part-time faculty to be 75:25, which CCC is striving to reach. The College is also cognizant of the state requirement that districts meet their faculty obligation number (FON), which is also a factor considered in recruitment. The management staffing level is decided by District or College administration based on program and service needs.

Self Evaluation
With the implementation of business procedure 18.01, Contra Costa College was given the responsibility and authority to structure itself and maintain staffing levels that will meet its mission and goals. Staffing decisions are made within the guidelines and parameters set forth by the state, collective bargaining agreements, District policy and procedures, and the resources at the College's disposal. The three years following the implementation of business procedure 18.01 saw unprecedented staffing reductions due to the budget crisis. At about the same time, the College underwent changes in leadership – the vice president retired in June 2011, followed by the president in December of the same year. The new College president was hired in July 2012 and the new vice president came on board in June 2013. Short-term administrators were assigned in the interim.

The implementation of business procedure 18.01 has given the college an incentive to control staffing costs. It has also given the College the opportunity to link human resource planning with institutional planning more closely, through the new allocation process. This process was first implemented in 2012-2013, after which revisions were made for 2013-2014. Evaluation of the process will continue to be done on a yearly basis, and enhancements made as appropriate.

Actionable Improvement Plans
None

IIIB. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

IIIB1. The institution provides safe and sufficient physical resources that support and

assure the integrity and quality of its programs and services, regardless of location or means of delivery.

<u>Descriptive Summary</u>
Contra Costa College celebrated its 65th anniversary in 2013. Established in 1949 as the "west" campus of the Contra Costa Community College District, CCC opened its doors at the Kaiser Shipyard #3 in Richmond, California. The vision for the College was to be a comprehensive community college with technical and academic programs. In 1956, the first classes were offered in temporary buildings at the current San Pablo location. The original master plan for the College was presented and accepted by the Governing Board in 1956 and, the humanities and science buildings were soon constructed. By 1966, the College had ten permanent buildings, and many of the College's current buildings were built within this ten year time (IIIB1.01).

Currently, Contra Costa College is undergoing a major construction project funded by the local Measure A 2006 bond. This will help the College address the age and condition of its facilities as much of the campus was constructed prior to 1970. The project, hereafter referred to as "College Center," has taken down two facilities encompassing a total of 44,054 gross square feet: the Humanities (classroom) Building, one of the original College buildings (built in 1955) and the Student Activities Building, which included the bookstore, cafeteria and Fireside Room (a campus meeting room). College Center will include a new classroom building containing three floors of office, lab, and classroom spaces; a new meeting room; and new quarters for the College and student administration, bookstore, and culinary arts instruction and laboratory space.

Of the existing buildings, the Music Building is the most recently renovated building on campus. The renovation was more extensive than originally proposed and the final product is a state of the art facility for music instruction and production. The College plans to address some of the remaining projects included in the current Facilities Master Plan if a June 2014 bond measure (Measure E) passes. The projects slated for funding with this bond include modernizing the existing facilities for physical education, science and allied health, and maintenance and operations. Upon completion of these projects, the College will have addressed many of the projects identified in the current Contra Costa College Facilities Master Plan.

Planning for the aforementioned major projects was guided by the Contra Costa College (CCC) Master Plan (Facilities) (IIIB1.02), whose priorities are aligned with the recommendations articulated in the College's 2008 Educational Master Plan (IIIB1.03). In addition, the allocation of resources for short-and long-term facilities planning is addressed through the College's planning and budgeting processes, all of which are informed by the College's strategic initiatives. On either a two or four year cycle, the program review process also identifies specific physical facilities needs by program or unit. Requests for funding these needs are submitted to the College's Budget Committee during the annual resource allocation process. The Budget Committee recommends resource needs for funding to College Council for approval and final recommendation to the president.

Since much of the College was constructed prior to 1970, these buildings were not

constructed under the 1976 Uniform Building Code, which provides guidance on seismic structural design. As a result of a geotechnical investigation conducted as part of the planning process for new buildings in a study for the 2002 District bond, a seismic risk rating for existing buildings was assigned. Buildings built or renovated after this time included design and seismic upgrades in the plans. The 2013 renovation of the Music Building, for example, included seismic upgrades. Upgrades to the remaining buildings will be addressed over time; those identified with higher risk levels will be prioritized. Seismic upgrades are currently being addressed in a number of existing facilities. CCC also faces limits in its ability to renovate existing buildings or build new ones, as the 1990 Seismic Hazards Mapping Act restricts new construction due to the campus's location in an area defined as a potentially active earthquake zone.

A 2006 bond measure spurred the development of the current CCC Master Plan (Facilities), which helped the College address long-term facilities' needs. This plan identified several strategies for improving the physical plant of the College based on the following factors:

- Presence of structural seismic deficiencies
- Age and condition of current facilities
- The repurposing of existing buildings for their best possible use, and
- The application of a cohesive design to the campus in order to improve the quality of the buildings and the creation of a sequence of integrated exterior spaces.

The College revisited the prioritization of the remaining projects of the current facilities plan in anticipation of the approval of a bond measure slated for the upcoming June 2014 election. Adhering to the principles of shared governance, this process was discussed and prioritized within each College constituency by ranking the remaining projects listed in the current facilities master plan. Based on the approved amount of bond funding and CCC's identified priorities, the College anticipates proposing the following projects for the upcoming bond measure:

- construction or renovation of existing science and allied health facilities
- modernization of existing Physical Education facilities
- renovation and construction of maintenance and operations buildings
- ADA and infrastructure/site improvements

Contra Costa College prioritizes the maintenance and upkeep of buildings by putting safety first. All safety issues are addressed immediately and the College has a good record of minimizing accidents and related issues. The College follows commonly accepted federal and state facility safety codes and adheres to facility safety criteria established by Keenan & Associates, CCC's insurance carrier. The College is guided by these criteria in the maintenance, renovation, and construction of facilities (IIIB1.04).

Besides safety, Contra Costa College also prioritizes maintenance and renovation based on Americans with Disabilities Act (ADA) requirements (IIIB1.05). A 2006 bond budgeted $528,500 for the most pressing ADA needs on campus. The District hired an outside consultant in 2009 to perform a thorough review and report on ADA exceptions on campus (IIIB1.06). Since CCC was established before most ADA code requirements were in place,

the report identified numerous exceptions that would need to be addressed. Each year, the College works on correcting the most urgent exceptions, and, of course, all new construction complies with current codes. Several needs were addressed in the 2012-2013 fiscal year, and the ADA needs will continue to be addressed during the current construction projects. The college construction team works closely with consultants and with DSPS to ensure that new construction projects will meet student needs both during the construction phase and after completion of the project.

Contra Costa College also assesses its facilities in several other ways. First, the College obtains information about the adequacy of its facilities during the program review process, which allows each area/department to self-identify any needs that are critical to their program (IIIB1.07).   Second, all constituents and users of facilities can provide regular reports on facility needs through an automated program, Maintenance Plus, accessed through the College's website (IIIB1.08). Users can report maintenance issues and receive updates on status and confirmation when work is completed. Third, the College works with the District Office to track scheduled maintenance needs. The College and District Office also track space utilization, and a space utilization report is submitted to the state annually (IIIB1.09). In addition, the Operations Council, a participatory governance committee, prioritizes campus facilities maintenance from a College wide perspective. The Building and Grounds (B&G) Department reviews and responds to ongoing maintenance needs on campus and works with the College Operations Council and District Office facilities staff to address identified facility priorities.

CCC takes the safety and security of its students and staff seriously. A Safety Committee composed of members of all constituency groups meets monthly to address campus safety and security concerns. The agenda and minutes are posted on the College website (IIIB1.10). Matters of safety and emergency preparedness are brought to this committee to be resolved by the College or forwarded to the District if appropriate. Members of the committee include the B&G manager, the head of Police Services, and the custodial manager. These key personnel regularly report on their activities and act on any issues pertaining to safety and emergency preparedness.

Police Services conducts evacuation drills in different buildings twice a month during the fall and spring semesters. In addition, drills are conducted once a month for the Early Learning Center. Each building has at least one assigned building monitor, equipped with a radio, orange vest, and whistle. Police Services works with the building monitors on a regular basis to ensure proper emergency protocols. CCC's executive staff has also been trained on when and how to respond to an emergency or to "shelter in place" (IIIB1.11).

Funding for facility improvements has been reduced considerably due to the current economic downturn. In 2010, the B&G budget was reduced by 16.5% and the staff reduced by 36% over the past few years (IIIB1.12). The District adopted Business Procedure 5.01 that called for a $100,000 allocation for maintenance starting in fiscal year 2012-2013 (IIIB1.13), substantially restoring the 2010 reduction. Until recently, there had been no scheduled maintenance funds from the state since 2008-2009, which has presented challenges to a maintenance program for a 65-year–old campus. The College sometimes receives grant funds to support improvements in specific departments. For example, in 2011, the Health

and Human Services Department was able to renovate a storage room and install card access locks to improve the security.

B&G is responsible for maintaining the proper and safe physical condition of all facilities on campus. All employees and students are encouraged to report any facilities problems and malfunctions to B&G promptly through Maintenance Plus (IIIB1.14), a user friendly method of submitting requests or problems. The system provides a database that can track recurrent problem areas, patterns of failures, and costs of repairs. It can be used to support facilities planning and capital improvements decisions and to provide valuable information about life cycle costs and cost of ownership for use in future capital-improvements decision making.

The aforementioned 2006 bond, and another bond passed in 2002, addressed some of the long-term campus facility improvement needs. Improvements included renovation of the library, Music Building and football stadium. The new College Center, another major 2006 bond project, is the largest Districtwide construction project to date. Contra Costa College broke ground on this project in fall 2013. Due to the fact that a portion of the campus is located within the Alquist-Priolo seismic zone (IIIB1.15) the College ensures that it incorporates seismic considerations in building demolition and placement, and/or renovation of educational facilities to provide quality educational facilities to meet educational needs.

Contra Costa College also annually updates its Five-Year Capital Outlay Plan (IIIB1.16). Per state guidelines, this plan is submitted to the state Chancellor's Office and provides a listing of projects for consideration with respect to existing laboratory, lecture, and office space as compared to state defined capacity measures. This plan is informed by the College's Facilities and Educational Master Plans and includes proposed and approved projects which are vetted within the participatory-governance Facilities Committee, which is under the auspices of the College Council.

When Contra Costa College offers fee-based courses at off-campus sites (typically local public schools, churches, senior centers, or community agency locations), the safety and sufficiency of the off-campus sites are assessed through feedback from faculty and students who teach and attend classes at these sites. Many of the locations have been chosen because they are public school sites, which are required to meet similar safety standards as the College. When these sites are used, the B&G manager and Police Services visit the sites regularly. CCC has not received complaints nor found issues with the safety or efficiency of these sites.

Every other year Keenan and Associates, the District's property and liability insurer, identifies concerns that may pose risks based on standards developed by the Statewide Association of Community College (SWACC). The intent of the inspection is to reduce the frequency and severity of property and liability losses through the identification of potential risks and by providing recommendations to the College on ways to correct the hazards. The list of potential risks is compiled and shared with respective managers and supervisors for their expedited attention to these concerns. In the year between the inspections, Keenan conducts a follow-up review to ensure their recommendations were implemented (IIIB1.17).

Self Evaluation

The safety and sufficiency of the college's physical resources have been enhanced over the last several years through the 2002 and 2006 bonds referred to above. The college and District, is in a good position to continue with this trend by the passage of measure E in June 2014. Although the B&G budget has been reduced in 2010, it has been substantially restored. Moreover, the State has started to provide Schedule Maintenance funds again starting with fiscal year 2013-2014. The College has a good system of identifying and responding to maintenance and repair needs and ensures the safety and sufficiency of its physical resources within its financial limitations. B&G prioritizes safety and security repair requests and responds immediately to secure an area and assess repair needs that pose safety concerns (if the problem occurs during off-hours, the response time is within the hour). The Maintenance Plus automated reporting system provides information that supports timely responses and makes for easier management, follow-up, and feedback. Specific log-on instructions are provided at the beginning of each semester for all constituents on campus so they are informed of the proper communication procedure. Questions can be forwarded by phone and immediate assistance is provided.

Several safety reviews are performed on campus. Keenan & Associates performs their safety check or follow-up review each year (IIIB1.18). CCC's management team does an annual "Walkabout" in the evenings, covering all areas of the campus, inspecting for lighting and safety issues (IIIB1.19). Both inspections are addressed by B&G and citations are corrected as soon as possible.

Contra Costa College's Facilities Master Plan addresses its aging facilities and seismic issues (IIIB1.20). The Contra Costa Community College District Construction Team, utilizing the 2002 and 2006 bond budgets, has implemented and completed several projects. These include: 1) ADA pathway renovation; 2) seismic retrofitting of the Liberal Arts Building to ensure safety in the school's busiest building (where most classrooms and faculty offices are located); 3) air conditioning installation in the Biology Building; 4) renovation of portions of the AA Building; 5) high voltage infrastructure upgrade; 6) installation of computer equipment in all classrooms to make them "Smart Classrooms"; 7) fiber optics upgrade; 8) renovation of the Music Building and the Automotive Technology Building; and 9) ADA access for the football field bleachers.

Actionable Improvement Plans
None

IIIB1a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary
Within the last twelve years, two construction bonds have been passed in the Contra Costa Community College District: Measure A in 2002 and another Measure A in 2006. The basis of the bonds was the recognition that the District and College's aging facilities needed extensive modernization and seismic retrofitting as identified in the College Master Plan

(IIIB1a.01). As part of the College's Master Plan the District hired tBP Architecture to design the new College Center (IIIB1a.02). The plan includes a new classroom building, a new student activities and administration building, a small new conference building, and site development. The project site development covers approximately eight acres and called for the demolition of the existing Student Activities Building, the Humanities Building, and the concrete amphitheater. Site development will include landscaping, parking, roads, new utilities and lighting.

The site includes improvements around the three new buildings and construction of parking, a campus loop road, and vehicular drop-off. The new buildings will be located in the central part of the campus: west of the existing Liberal Arts and library buildings, west of the creek tributary, and north of Rheem Creek. New parking and roads will be located south of Rheem Creek and north of the Gymnasium. The project calls for the removal of portions of parking lots #1 and #10 and the installation of new parking spaces. The College has determined that the loss in parking resulting from this project is acceptable. If necessary, the lost parking will be replaced at a later date.

The Educational and Facilities Master Plans are informed by the college's mission, and as well based on program review; an environmental scan of the service area; forums with the community, students, and employees; and the results of student and employee satisfaction surveys (IIIB1a.03) (IIIB1a.04). As buildings are remodeled and constructed, the staff from the programs and services housed in those facilities have extensive input into facility development through meetings and discussions with architects.

A complete building and room inventory for the College is maintained by Contra Costa Community College District Facilities Planning department and is updated annually and reported to the state for inclusion in the state's Master Asset Inventory. State guidelines for assignable space per student for specific programs are factored into the utilization reports (IIIB1a.05). These reports are reviewed when the College requests state funds for capital improvements. Recently, however, the College has received little state funding; most capital improvements have been funded through the two bonds mentioned above (2002 and 2006).

The regular program review cycle includes a review of facilities and equipment used by the programs, as well as identification of needed or desirable upgrades to facilities and equipment. Program review is one of the cornerstones of ongoing program and facilities planning.

In 2006, the College adopted standards for exterior and interior items related to building and construction. These include color schemes for buildings, flooring, tiles, and signage for all campus buildings. The intent was to ensure the coherent, consistent, and high-quality appearance of all campus facilities. The College Council has also established standards to ensure the durability, cost efficiency, and aesthetics of campus furniture, from student desks to furniture in faculty and staff offices. These standards are being used for furniture in all remodeled and new buildings (IIIB1a.06).

The difficult economic climate of the past six years has limited CCC's ability to provide adequate funding for equipment. This year the College will be able to provide a limited amount of funding for equipment replacement and maintenance thanks to funds provided by the state. The Facilities Master Plan (IIIB1a.07) provided for the replacement of outdated equipment and furniture when buildings are built or renovated. The College recently began to set aside contingency funds for unforeseen events, such as equipment breakage and facilities repairs. The College works with the District Office to maintain an equipment database and updates the inventory as new equipment is added or old equipment is designated as surplus. District depreciates its equipment annually (IIIB1a.08).

Self Evaluation
Contra Costa College has done a good job executing the College's Education and Facilities Master Plans. The planning process is based on identified needs, space utilization, and future expectations of program development. It is updated on a regular basis from program reviews. The College Master Plans includes input from both internal and external sources on campus. Faculty and staff are involved in facility planning. The College signs off on building plans before construction begins and employees participate in building-design meetings.

The College site and signage standards, both internal and external, were reviewed by all constituents, approved by the College Council (IIIB1a.09), and formalized by an outside firm, Vallier Design Associates, so the standards can be shared with construction architects in the planning stage to ensure that designs meet the College's approved specifications.

Due to budget limitations, schedule maintenance and equipment upgrades have been challenging. Many departments have obtained grants to meet equipment needs or have raised their own funds, as in the case of the Culinary Department through its program and its annual Food and Wine Festival. Also, the bond construction and renovation projects provide for new equipment. Additionally, the District recently updated its Scheduled Maintenance and Special Repair Program business procedure to require minimum level of scheduled maintenance funding each year, whether or not the State Chancellor's Office funds this program.

Since some campus equipment is old, maintenance is critical. Many departments have become adept at fixing, patching, or prefabricating necessary parts to keep old equipment in working order until it can be replaced. Most of the computer equipment is fairly up to date. The College's IT Department has done a good job of replacing and updating old computers. As of spring 2013, almost all classrooms were converted to "Smart Classrooms," providing instructors with newer technology to deliver instruction to students (IIIB1a.10) (IIIB1a.11).

Actionable Improvement Plans
None

IIIB1b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

The current state of facilities at Contra Costa College presents numerous challenges in meeting all ADA access requirements. The College was built before most ADA codes were implemented. The location of the campus within proximity of the Hayward fault make it imperative to stay abreast of the access needs of the disabled population on campus. The College's Disabled Students Programs and Services (DSPS) program provides valuable feedback on needs for improved access. The College is also sensitive to feedback from the disabled student and staff population. Most ADA compliance projects fall under the category of capital improvements, funded by bonds. All new construction projects comply with Division of State Architect (DSA) requirements. The DSA reviews and approves all College construction projects to ensure compliance with current building codes for schools.

In spring 2013, a major renovation was completed on two elevators, one located in the Liberal Arts Building and another in the Applied Arts and Administration Building. Controls, starters, and buttons were replaced, and upgrades to meet fire code requirements were completed, at a cost of $83,892 (IIIB1b.01) (IIIB1b.01a). The renovation helped reduce the frequency of problems and breakdowns, and an important access artery for students with disabilities was preserved.

Since 2006, bond funds have enabled the College to complete several access projects on major campus pathways. In 2006, $1,000,000 was spent on making a pathway from the library to the Administrative and Applied Arts Building ADA accessible and compliant to code. In 2007, another pathway from the amphitheater/Humanities Building area to the other side of Rheem Creek was converted into an accessible pathway for disabled students and staff. Additionally, in the Measure A 2006 bond program allocation, the District allocated an additional $528,500 of bond funds for ADA improvements on campus. In December 2012, the College Council approved a priority list of needed ADA improvements that will be addressed as resources are made available (IIIB1b.02).

In spring 2013, funding was appropriated for a parking project (completed in fall 2013) that involved installing ADA parking spaces at the College's Performing Arts Center. Another ADA-related bond project is scheduled to commence in summer 2014, beginning the long awaited installation of an elevator in the Gym Annex. This addition will allow students and staff with mobility challenges access to a wider range of instruction offered in the Gym Annex.

The Safety Committee, a participatory governance committee, meets once a month. The Operations Council, another participatory governance committee, meets twice a month. Both committees provide an avenue for open discussion and feedback concerning safety, security and accessibility issues (IIIB1b.03).

Several managers and staff make regular trips around campus inspecting for proper safety and security. District Police Services patrol the campus in police vehicles, on bicycles, and on foot. They often patrol in highly populated pedestrian and traffic areas, observing and networking with students and staff. B&G and the Custodial Departments are required to make regular rounds throughout each building and area on campus.

All facilities are physically inspected on an ongoing basis to identify and rectify maintenance and other facility repair needs. The College's evening program monitor checks interior and exterior lighting and other conditions requiring repair and correction, and submits written reports each night to Police Services and to the Vice President's Office. The College's management team breaks up into five teams each year to perform a "Walkabout" during which each team covers specific zones on campus at night and reviews for safety. Based on feedback from the managers, B&G performs any necessary repairs (IIIB1b.04).

The District property and liability insurance carrier, Keenan & Associates, conducts a biennial inspection with a follow-up review in the year between inspections. They inspect the facilities for safety risks and report these to B&G for correction. Identified safety issues are rated by Keenan & Associates as "High," "Medium," or "Low" priority; obviously, high risk items are addressed first (IIIB1b.05), followed by those of medium and low priority. The College seeks to address all of the issues on an annual basis. Each item on the current year's list has already been addressed (IIIB1b.06).

The Contra Costa County Fire Department regularly sends a Fire Marshall to Contra Costa College, and monthly inspections have been conducted since 2011. Currently, every building has been inspected at least once. This has provided the College community with a feeling of confidence that buildings and facilities are in compliance and the best fire safety protection is provided. Citations are addressed before the fire inspector's next inspection (IIIB1b.07).

The College has a partnership with AC Transit that provides for a major bus stop on school property. This gives the community and students easy public transportation access to the campus. In 2011, due to an increase in crime, the College installed five cameras at the bus stop, and the Contra Costa Housing Authority built an eight-foot iron fence from the bus stop to College Road. Both of these improvements have reduced crime at this location (IIIB1b.08). In addition, cameras are installed in four other buildings on campus, and the Student Services Center has panic buttons that signal an alarm to the Police Services dispatch desk for an immediate alert.

Self Evaluation
Contra Costa College has the lowest number of reported police incidents within the District over the past three years (2011-2013) (IIIB1b.09). This is a tribute to the mechanisms in place to respond to safety and security issues on campus. Both the Safety Committee and Operations Council meet regularly and provide excellent opportunities for discussion and feedback. Staff members from Building and Grounds, Police Services, and the Custodial Department serve on both committees. The committees are proactive and respond or make necessary improvements in a timely manner.

Building monitors are assigned in each building on campus. The monitors are trained and equipped with radios, whistles, and fluorescent vests for recognition in case of an emergency. Police Services performs evacuation drills in different buildings twice a month and in the Early Learning Center once a month. During these drills, Police Services personnel review key safety and evacuation issues with the building monitors and other staff. Shelter-in-place procedures are also reviewed at this time. Emergency phone numbers are posted in every classroom and meeting place for quick response. Many of the buildings also have emergency

phones that communicate directly with the Police Services dispatcher (IIIB1b.10) (IIIB1b.11).

Despite the challenges faced by aging facilities, the College regularly assesses its facilities for safety, and improvements are made as necessary. The last biennial safety inspection report from Keenan and Associates listed few safety violations in its risk assessment (IIIB1b.12). During the bond capital improvement projects, safety, code, and ADA requirements are complied with, bringing the campus more up-to-date in these areas. The College is in the process of addressing seismic retrofits for its at risk buildings (IIIB1b.13).

Contra Costa College regularly addresses ADA issues. The College is in the process of prioritizing the areas identified in the 2009 ADA survey, conducted by an outside consultant. A budget of $528,500 from the 2006 bond has been allocated to address needed improvements (IIIB1b.14). Two major improvements, both completed in spring 2013, were the upgrade on the Liberal Arts Building elevator and added ADA parking for the Performing Arts Center. In the past six years District bond projects have included the construction of a path of travel from the library to the Administration and Applied Arts Building and a compliant path of travel from the amphitheater/Humanities Building area across Rheem Creek to the west side of campus. These improvements addressed some of the College's major access problems.

Actionable Improvement Plans
None

IIIB.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary
One of the most important means of evaluation for Contra Costa College is the program review process, which is conducted every two or four years. Through this process, departments, units and programs can communicate maintenance needs or concerns. The Building and Grounds Department has a preventive maintenance program in place, managed through its automated Maintenance Plus application (IIIB2.01) (IIIB2.02). This ensures that equipment and facilities have required servicing and maintenance as needed to avoid the cost of breakdowns or premature replacement.

The more pressing needs of the campus are being addressed through the 2002 and 2006 bonds. The bonds have funded and continue to fund the Facilities Master Plan to change the center of the campus with the demolition of two buildings, the construction of three new buildings, and the improvement of the major CCC entrance (IIIB2.03). The bonds have provided funding for much needed infrastructure improvements. For example, the campus had electrical power failures affecting the entire school on three different occasions prior to 2012, which necessitated closing the College and/or canceling classes for various lengths of time. The electrical problems were caused by an aging high voltage system that caused dead shorts and failing transformers. The bond projects have allowed CCC to upgrade the main

high voltage infrastructure to the school. Bonds have also facilitated the improvement of the IT delivery network including email, phones, and of the classrooms in the majority of buildings on campus, all of which have now been converted into "Smart Classrooms."

Besides these critical upgrades, the bonds have funded the following projects during the last five years: new turf for the football field; fencing and landscaping; a face-lift for the Automotive Technology Building; a seismic retrofit of the Liberal Arts Building; and renovation of the Music Building and the Administrative and Applied Arts Building (IIIB2.04). New and renovated facilities have improved the overall campus physical environment and addressed the seismic and infrastructure concerns.

<u>Self Evaluation</u>
The 2002 and 2006 bonds are being effectively used to improve or replace key areas of the campus. The CCC Master Plan (Facilities) includes the demolishing of two of the oldest buildings on campus, the Student Association and the Humanities Buildings. These buildings will be replaced with the new College Center, which will include three new buildings: The Student Association Building will house the offices of the president and vice president, the business office, the Culinary Department, bookstore, student association, and the food vendor. The new three-story classroom building will include new classrooms and faculty offices. Finally, the Fireside Building, located between the other two buildings, will be available for events and meetings. The construction of the new College Center will help to bring the College into compliance with fire, safety, and ADA codes. The CCC Master Plan (Facilities) will also provide for seismic needs, pedestrian and vehicular paths, college entrances, and landscaping and infrastructure upgrading, and it will also address long-range institutional plans (IIIB2.05).

Buildings and Grounds addresses repairs and maintenance on a priority basis, addressing safety issues first and basic repairs and maintenance second. Regular evaluations are performed through program reviews, feedback from users, the participatory governance process, and managerial and insurance company inspections. The overall review process is appropriate and, when major repairs and maintenance are required, senior management is prompt to respond and identify budgetary sources to address needs.

As mentioned above, the College has a web-based facility reporting mechanism, Maintenance Plus**,** which is a user-friendly program that allows users to report issues and receive feedback on repair status (IIIB2.06). Access procedures are communicated to staff at the beginning of each semester. Urgent needs are phoned in for immediate response. Maintenance Plus also allows for management analysis of reoccurring problems, facility upgrades, and usage trends.

Maintenance issues are addressed and prioritized by the Operations Council. Also, the Executive Staff, a management committee chaired by the College president, is briefed on a regular basis about pressing campus facility and maintenance issues and needs to ensure that they are addressed in a timely and effective manner.

IIIB2a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

<u>Descriptive Summary</u>
The CCC Master Plan (Facilities) for the campus takes into account the need to improve and upgrade dated, less efficient, and more costly equipment and furniture. Many of the College's HVAC systems are over 30 years old (life expectancy is usually 25 years). Constructing three brand new buildings and completing other projects identified for funding through Prop 39 will provide modern equipment that should reduce energy usage and reduce utility expenses. The new buildings will be cost efficient and reduce the amount of resources required to maintain them (IIIB2a.01).

One of the best examples of recent upgrades is the "smart classroom" project. The technology installed in "smart classrooms" integrates a computer with internet access, LCD projection systems, and VCR and DVD players in an easy-to-use system. All classrooms on campus are now "smart classrooms," and "smart classroom" technology will be installed in all new classrooms.

The CCC Master Plan (Facilities) calls for campus landscape to be designed with native California plant life and trees. The design will integrate this concept with an aesthetic plan to complement the design of the new buildings. The native plant landscape should reduce the use of water for irrigation and the number of staff required to maintain the grounds.

The plan for the new buildings includes up-to-date HVAC and lighting controls to better manage energy consumption. Not only will boilers and chillers be new, but the lights will also be LED, in order to better conserve energy. The plan also mandates the use of materials that provide efficient insulation in the walls and windows to better conserve energy for heating and cooling**.**

The College is located on the Hayward Fault, partially on a hill, with a natural creek running through the main part of campus. As an older educational institution, the College infrastructure features aging building materials and outdated construction. These challenges make for a costlier and slower planning and construction process. Planning for new construction in areas of the campus that have not been cleared by the California Geological Survey as habitable zones (meaning they are clear of fault traces and can be built upon) requires a geological engineer to explore for fault traces, in some cases by digging trenches to study the exposed trench walls to check for visible fault traces. Authorization to build on campus sites is only permitted after sites are determined to not contain potentially active fault traces in order to meet California State Building Code (IIIB2a.02).

Contra Costa College has worked diligently on the CCC Master Plan (Facilities) which was approved by the College Council (IIIB2a.03) (IIIB2a.04).   The plan is based on the College's Educational Master Plan, includes input from all constituency groups, and is

designed to guide the College for the next few years. The planner, Perkins and Will, developed the plan to address the needs of the College, including its educational, seismic, and facilities needs, as well as paths, roads, aesthetics, infrastructure, and grounds. One of the highlights of the current Facilities Master Plan is a complete face-lift of the center of the campus. The plan creates a configuration of buildings and grounds in the center of the campus that is currently and under construction and which will meet future educational program and service needs.

Self Evaluation
The Facilities Master Plan must contend with several construction challenges at Contra Costa College. The biggest problem architects must deal with is the Hayward Fault's seismic impact on construction. The fault travels down the main part of the campus and creates a no-build zone that limits the possibilities of where to locate and build new construction. CCC requires approval from the Department of State Architects (DSA) before any construction can begin. To determine where it is safe to build, geological engineers must study the inside of trenches in the planned construction areas to ensure no active fault traces are in evidence. This increases construction costs and causes delays.

Once the new College Center project is completed, CCC expects to see a reduction in utility expenses and required maintenance upkeep. The new buildings will incorporate new energy efficient HVAC units. Current construction plans include up-to-date insulation and energy saving lights (LED). Landscape plans call for native California vegetation and limited grass areas, so there will be less irrigation and water usage and also a reduction in grounds maintenance.

Actionable Improvement Plans
None

IIIB.2b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
The CCC Master Plan (Facilities) incorporates physical resource planning and institutional evaluation to provide a cohesive overall strategy for the campus. The College recently revisited the plan in order to prioritize projects for the upcoming bond measure. Each constituency group reviewed the remaining projects in the current plan and prioritized which projects would be slated for the new bond. In developing a new facilities plan, the College will need to decide if the remaining projects will be carried over. College Council will determine how the planning process will be addressed and who will be tasked with completing the new plan. It is anticipated that the College will work with an outside architectural firm to evaluate the campus and develop a plan for improvements (IIIB2b.01). The College also uses program review as an integral part of its overall planning strategy. Program reviews, along with annual unit plans, are used to identify facilities and equipment needs and form the basis for physical resource requests (IIIB2b.02).

For large maintenance and construction projects, the College, along with District Office staff and construction site personnel, make up a project team. The College selects user groups made up of key personnel who will be directly impacted by the project. An architectural firm is brought in to work with the District and the user group to identify program needs. They generate a detailed list of project functions, space requirements, furniture, equipment, and infrastructure needs and develop an initial plan and cost estimates. The College also establishes a project executive steering committee consisting of College and District leadership to review user group needs and requests. These items are then reviewed by the District and the College to determine if they are within budget and feasible.

On an annual basis, the Budget Committee reviews requests for new equipment or replacements. Requests are prioritized and recommendations made to the College Council for approval and recommendation to the president. All programs are eligible to apply and the justification for funding is based on program review and strategic direction as well as development of student learning outcomes. These are assessed annually.

Self Evaluation
Contra Costa College has gone to great lengths to incorporate input from College and District Office staff, program review data, and community and student input in its decision-making. The Educational Master Plan, Facilities Master Plan, Strategic Plan, and program review provide the foundation for decision-making, but flexibility is built into the process to allow for changes as new needs arise.

The following projects have been successfully completed since the last accreditation visit:

- Liberal Arts Building seismic retrofit
- Football field turf replacement and renovation
- Administration and Applied Arts Building renovation
- Installation of smart classrooms for all classrooms on campus
- IT improvement project
- Renovation of the Music Building
- Library and Learning Resource Center renovation
- Construction of a new façade on the Automotive Technology Center
- Telecommunications cabling upgrade project
- Utility upgrade project
- Football field home bleachers and home stadium bleachers.

The design process has led to the creation of buildings that make a vast improvement in the quality of education that the College provides.

The program review process helps to initiate equipment funding requests. These requests are prioritized based on their relationship to strategic plans, safety issues, and unit plans. The limited state funding over the last several years has made it difficult to address all the College's needs.

Actionable Improvement Plans
None

IIIC. Technology Resources

IIIC.   Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with Institutional planning.

IIIC1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary
Contra Costa College uses several approaches to assure that its technology supports the needs of the institution. The College has a standing technology committee that meets to discuss the technical needs of the institution and whose members are made up of representatives from each constituency group: students, faculty, classified staff, and management. The Technology Committee reports to College Council and is chaired by the technology systems manager, who is also a member of the Districtwide technology management committee. This relationship provides the District with the campus point of view on technology issues.

The Technology Committee is responsible for developing and updating the Technology Strategic Plan (Tech Plan), the guiding document for technology use and access at the institution. The document is aligned with the College and District strategic initiatives and confirmed by College Council. The committee reviews the Tech Plan each year and updates it as needed. The initiatives in the Tech Plan are carried out by the Technology Department. Some recent initiatives include ongoing website training, which occurs twice a month during the fall and spring semesters, and the implementation of server virtualization (2011). The plan is due for a rewrite in 2014 (IIIC1.01).

The Technology Department consists of three full-time staff members (all are 12 month positions). The department's responsibilities include:

1. Desktop/laptop support (Windows PC and Apple)

2. Computer lab support (Windows PC and Apple)

3. Server support (virtual and physical)

4. Application support, including:

    a. College email (responsibility shared with the District)

    b. Microsoft Office

    c. SARS (responsibility shared with the District)

       d. CurricUNET

       e. WebCT/Desire2Learn (responsibility shared with the District; operational support only--instructional issue handled elsewhere)

       f. Other applications as required

5. College website

6. Local Area Network (LAN) and wireless support

7. Computer/network security

Contra Costa College has approximately 800 computers on campus and 20-30 servers (mostly virtual but some physical). Some of the responsibilities listed above are shared with the District Technology Department and others are shifting to the District Office technology staff entirely. The CCC Technology Department serves as the first responder and provides day-to-day support for many of the shared responsibilities. The campus refers issues to the District as needed. The District assumed responsibility of the wired and wireless networks in 2013 as part of a Districtwide technology infrastructure upgrade project. When this occurred, the campus allocated a half-time position to the District to support those functions.

The Technology Department is subject to the same evaluation procedures as any other organizational unit at the College, which means it follows the standard program review process. Program review occurs every four years for administrative units and utilizes shared governance in the process of evaluating the performance of a unit ([IIIC1.02](#)).

The department also participates in the College's budgeting processes. The annual plan and resource allocation request process was created in 2013, and the department used the process to obtain funding, citing the Tech Plan as justification. The funding was to cover the 2013-2014 fiscal year maintenance agreement required for the College's curriculum management system, CurricUNET. The software contains all the curriculum data required for CCC to offer a course or program, along with the approval workflow. Since its implementation in spring 2014, it has become a technical necessity for the College, requiring routine support and software maintenance. The capital expense was covered in a prior year but recurring funds must be identified for annual maintenance.

The Technology Department also coordinates all technology purchases for the campus, thus ensuring compatibility between the campus computer system and network and also centralizing support. Additionally, through centralized purchasing and support of technology, the department can help ensure accessibility by coordinating with Disabled Students Programs and Services as needed when acquiring hardware and software. Once equipment is purchased, the department keeps an inventory, which is useful in planning and upgrading computers systems.

Self Evaluation
The College meets the Standard.

Staffing levels in the Technology Department have been and continue to be an issue, though there has been some relief as the District has taken responsibility for the College's wired and wireless networks. Since 2008, due to retirements and budget cuts, the department has lost three positions—a web administrator, a video production engineer, and a computer center technician—which were not refilled. In addition, an existing half-position is now dedicated to the network functions performed by the District. The department nevertheless maintains ownership of several responsibilities associated with those positions. Though users generally feel positive about the level of service they receive from the Technology Department, the department spends most of its resources handling day-to-day operations (IIIC1.03).

Due to budget cuts, regular funding for computers has been non-existent. However, CCC was able to fund upgrades for all instructional and administrative office computers between FY 2011-2013, resulting in a total of about 275 new computers on campus. This upgrade was sorely needed as some computers were more than eight years old but was difficult for the Technology Department to implement because of the resources required to install that number of computers. The deployment began in early 2012 and was completed by mid-2013.

Actionable Improvement Plans
None

IIIC1a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary
The Technology Department implements the Tech Plan, which is designed to support other College plans and the College mission. To that end, there are several initiatives defined in the plan that enhance institutional operations and effectiveness (IIIC1a.01). In 2011, the Technology Department completed a server virtualization project, which drastically reduced the number of physical servers on campus. Virtualization is a technology that allows consolidation of the work done by several computers on to far fewer computers while still providing the same level of service. This dramatically increases efficiency, as individual servers and their supporting equipment are no longer needed. Some benefits include lower physical space requirements, less air conditioning and cooling, and fewer battery back-up devices. Virtualization also offers huge flexibility in the server environment. Servers can easily be added to the campus network, allowing for simplified testing of software applications and easy implementation since the hardware is already in place.

From July 2012 to June 2013, the Technology Department performed campus-wide staff computer upgrades. Due to lack of funding in prior years, the College had been using outdated computers, some of which were more than eight years old. The Tech Plan included an action plan to upgrade faculty and staff computers, and funding was ultimately made available to complete the project. At the same time, the District had upgraded the campus email infrastructure, requiring updates on each user's computer. The Technology Department merged the projects and performed both upgrades during single visits to each College staff member. The new computers gave College staff improved speed, greater storage, and capacity to run more applications. The email upgrade provided additional email storage, unified messaging capability (integrating email and voicemail), access to "cloud" based

storage (file storage accessible through the internet), better mobile device integration, and browser-agnostic access to email from anywhere with internet access.

In 2012 the College and District initiated the move to a new learning management system (LMS), Desire2Learn (D2L). The previous LMS, WebCT, was dated and did not possess many of the tools needed to conduct online classes using modern pedagogy. Additionally, WebCT had been in place since 2007 and was presenting challenges for faculty and students. The LMS upgrade was a Districtwide project managed by a shared governance task force with members from each constituency and from each campus. The move to a common LMS brought many enhancements to Contra Costa College:

- Single sign-on: the ability to login to multiple systems with one username and password
- Enhanced experience for users, as D2L has the look and feel of more modern websites
- Training opportunities shared across the District
- The retention of administrative access at individual colleges so that direct support for staff could still be handled locally

Starting in 2011 and implemented in 2013, the College network infrastructure, security, and phone system were replaced with common Districtwide systems. Contra Costa College participated in developing the Districtwide standard through a constituent-based committee. The committee developed the scope of the project and ultimately chose the contractor to complete the implementation. Having common network, phone, and security equipment improves effectiveness Districtwide and allows for centralizing the support of those technologies. This reduces the need for specialized skills at the campus level, as the network infrastructure and phone system management responsibilities were moved to the District. Integration between the phone and network systems allows for the streamlining of user data such as names, emails, and extensions. The network upgrades brought improved LAN connectivity and redundancy and wireless coverage campus-wide, allowing the College to offer services faster and in more locations.

The Technology Department maintains standards for computer hardware and software purchases as well as other technologies. Standardizing computer hardware allows for volume pricing and ease of repair, as parts are universal and interchangeable between machines (IIIC1a.02). Additionally, the Technology Department maintains an inventory of campus computers (IIIC1a.03). The campus has standardized operating systems and office software, using Microsoft products, allowing for easy transfer and sharing of files in common formats. The College also participates in volume licensing of Microsoft software through the Foundation for Community Colleges, reducing costs. The CCC website is standardized on Microsoft SharePoint, a technology shared by the District Portal, *In*Site. This creates one interface for staff to update web pages or to participate in class or committee portal sites.

Self Evaluation
The College meets the Standard.

In the last four years, Contra Costa College has funded and implemented technology

initiatives that have improved efficiency in the delivery and support of technology services. Much of the campus core technology infrastructure has been upgraded, leaving the institution well-positioned going forward. Staff computers and software are up to date, the phone and network infrastructures have been upgraded, and the College and District have upgraded the learning management system (Desire2Learn).

Actionable Improvement Plans
None

IIIC1b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary
The College provides many opportunities for quality training for students and staff.

For Students

The Library and Learning Resource Center (LLRC) offers students a wealth of training opportunities and research tools in addition to housing four computer labs, two of which are open access areas. The library offers multiple workshops each semester covering a variety of topics, such as:

- Microsoft Word and PowerPoint

- Searching online databases and the internet

- Avoiding plagiarism using NoodleTools and TurnItIn

- Primary sources for history research

- Online catalog

The library also offers 60-70 orientations per semester (as requested by instructors) covering the topics above. The library website offers online tutorials covering these topics and several others, making training available outside the regularly scheduled options. The website also has a section of handouts and guides, providing additional training and downloadable materials ([IIIC1b.01](#)).

Several online courses have also utilized training for students in the use of Desire2Learn. For example, each section of "Library and Information Research Skills" (LIBST110A) dedicates a session to training students in how to get logged-in and use D2L. Other available online training includes videos, such as those available through the financial aid website to guide students through the financial aid process.

Students also receive direct support in instructional computer labs from staff in the Computer Technology Center (CTC), the College Skills Center (CSC), and the library. Students can engage staff in these locations and receive support on a number of computer-related topics.

For Staff

Contra Costa College's Professional Development Office, located in the College Resource Center (CRC) in the LLRC, handles the training needs of faculty and staff. The Professional Development Office organizes workshops and promotes them through a PD calendar and through CCC email. This department conducts regular surveys to help guide decisions on which workshops to offer. A variety of workshops are offered throughout the semester, including College website training and the use of other applications. PD also organizes special workshops for Flex week prior to the fall and spring semesters (IIIC1b.02).

Specialized trainings also occur during implementation of new technologies. The Distance Education Committee and its coordinator provide regular and ongoing training in the use of Desire2Learn. Staff are also free to attend training at other sites within the District. During the implementation of the new phone system, end user training was provided to familiarize staff with the new handsets.

Self Evaluation
The College meets the Standard.

The institution offers regular, high-quality training to students and staff on a variety of topics and through several means, both in-person (through workshops or one-on-one) and online. Several computer centers on campus provide students with training and instructional support. Staff can seek training through the Professional Development office, which organizes regular trainings on multiple subjects.

Actionable Improvement Plans
None

IIIC1c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary
Contra Costa College systematically plans for technology infrastructure through its Tech Plan. The Tech Plan typically has a five- to seven-year life cycle. The plan is approved by College Council, maintained by the Technology Committee, a shared governance committee, and implemented by the Technology Department. The Tech Plan is reviewed annually and rewritten when the College undergoes its planning cycle, approximately every five years. The current Tech Plan will expire at the end of 2014 and includes several initiatives that have provided the campus with upgraded technology. The upgrades were described previously, but some are listed here:

- Server virtualization, completed 2011

- Staff and faculty computer upgrades in 2012-2013

- Network infrastructure upgrade project: Upgrade of LAN, WiFi, and security infrastructure (Districtwide), implemented in 2013 (IIIC1c.01)

The College partially meets the Standard.

Contra Costa College maintains a Technology Strategic Plan and has completed the initiatives in it which have provided upgrades to the campus computer infrastructure. The College has worked with the District to upgrade network and security infrastructure. However, the College continues to struggle with limited funds, which challenges its ability to meet the demand for adequate technology resources and support.

Actionable Improvement Plans
None

IIIC1d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary
The institution manages technology resource distribution in several ways. The Tech Plan provides a framework for technology distribution setting the campus-wide priorities in that regard. Contra Costa College must also adhere to regulations, such as accessibility laws. An example would be ensuring that there are accessible computer workstations in every computer lab. The College's budgeting process also sets priorities when budget requests include technology. The budget process is shared-governance based (IIIC1d.01).

The College has used other avenues as well when deciding how to enhance its programs and services with technology. Career Technical Education (CTE) programs are a good example. CTE has its own rules for allocating resources and its own committee and rubric for establishing resource allocation priority. CTE proposals are reviewed by the Technology Department to ensure compatibility with campus systems and feasibility.

Outside of the priorities above, the College has been innovative in its decisions about how to distribute and utilize technology. CCC has made regular progress every year upgrading classrooms to include presentation ("smart") technology and has reached the point where every standard lecture room on campus is "smart" and equipped with computer and video projection, a sound system, and internet access. Since CCC could not afford to upgrade all of the lecture rooms at once, it set aside funding to do a few every year and included them in buildings scheduled for remodels. The priority of building remodels was set in the College's Facilities Master Plan, but, when it came time to decide the priority of the upgrades of the lecture rooms not covered by building remodels, the College asked its Council of Chairs, a committee made up of all the chairpersons from each department, to establish the priority for the "smart" classroom upgrades.

Self Evaluation
The College meets the Standard.

Contra Costa College distributes and uses technology resources to support its programs and services largely utilizing shared governance in the cases of the Tech Plan and budgeting process. Regulations, as in the case with accessibility laws, also set priorities for distribution.

The College also looks to its faculty, as in the case of prioritizing "smart" classroom upgrades.

Actionable Improvement Plans
None

IIIC2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary
Technology planning is entirely integrated with institutional planning. As stated previously, the Tech Plan is developed during the College's planning cycle to align with the vision and goals defined in those plans. The current Tech Plan expires in 2014. The Technology Committee will be charged with writing the new Tech Plan. As in the past, the process will start with an assessment of current technology, followed by a discovery process to consider the College's needs for the next five years. A new plan will be written and submitted for approval by College Council.

Self Evaluation
The College meets the Standard.

In 2014, the College will begin its next planning cycle. A new Technology Plan will be developed during the planning cycle and integrated with other institutional plans.

Actionable Improvement Plans
None

IIID. [Financial Resources]

IIID. Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

IIID1. The institution's mission and goals are the foundation for financial planning.

IIID1a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

At both the District and College levels, financial planning is integrated with institutional planning. The District budget development process starts with its mission:

"The mission of the Contra Costa Community College District is to transform students and communities; to cultivate and sustain a culture of wellbeing, learning, success, and achievement for all students."

http://www.4cd.edu/about/default.aspx (IIID1a.01)

Board policy 5031, "Fiscal Management" and business procedure 18.06, "Budget Preparation" detail how the budget process evolves throughout each year (IIID1a.02) (IIID1a.03). Specifically, a calendar is displayed showing a top-level timeline of how the District's budget is formally approved by the Governing Board. Further, business procedure 18.02, "Parameters for Budget Development and Preparation" (IIID1a.04), states that, in preparing the annual budget for the District, the goal is to develop a balanced budget that provides for programs and services that meet the needs of the community served by the Contra Costa Community College District.

At each Governing Board meeting, financial information is presented to the Board. This information comes in the form of reports or presentations that include fiscal trends, financial statements, budget transfers, tentative budget presentations, adoption budget presentations, etc. Moreover, each April a study-session on the budget that includes assumptions and goals for achieving District priorities is done for the Governing Board.   These presentations and reports are available in electronic format.

The Governing Board annually reviews the budget calendar along with the District's "Budgeting Parameters," which guide budget development. In its last self-evaluation, the College identified the need for a resource allocation method that better served the needs of the institution. ACCJC concurred and recommended that "the District should expedite development of a financial allocation model…" Thus, a new budgeting system, business procedure 18.01, was developed and implemented:

http://www.4cd.edu/gb/policies_procedures/business/fin18_01.pdf (IIID1a.05)

Based on the SB 361 model, BP 18.01 makes an allocation for Districtwide contractual, regulatory and committed obligations as well as District Office operations, and then distributes the remaining funds to the colleges based on FTES. Each college assumes primary responsibility for developing its own operational plans in support of the District's overall goals, and in turn allocates its resources to support those plans/goals.

The College reviews and revises its mission statement following the same timelines as the District's, and ensuring that its mission aligns with and supports the District's. After almost a year of vetting with all stakeholders, College Council approved the following mission statement in spring 2013:

"Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all other seeking a quality education. The college equitably commits its resources using inclusive and integrated decision-making processes to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning."

http://www.contracosta.edu/home/about/mission-statement/ (IIID1a.06)

The mission, vision, and belief statements of the college guide the development of strategic initiatives, which are used as bases for developing annual objectives. A systematic, constituency-based planning process is followed to establish institutional goals and strategic directions. These goals/directions are the guiding principles used by the College for its financial planning, both at the College level and at the level of departments or different organizational units.
The District and College develop their annual budgets as guided by Business Procedure 18.01 and in consideration of the following:

- The District and College mission and strategic initiatives
- The 50% Law
- Faculty obligation number
- Participatory governance
- Collective bargaining
- Other state and federal mandates

The District and the colleges establish their FTES goals for the following year during each spring semester, taking into consideration trends over the past few years and pertinent changes that affect enrollment, such as the level of state funding available, tuition fee increases/decreases, the enrollment management plan, and the enrollment landscape state-wide and locally.

As mentioned above, the College receives its revenue allocation from the District Office based on business procedure 18.01. These revenues are then distributed to cover the costs to operate the college in order to achieve its goals. After fixed costs and contractual obligations are met, including personnel costs (which comprise upwards of 90% of the total budget), College operating funds are allocated based on the new resource allocation process (IIID1a.07).

Aside from the College's strategic initiatives, the following plans are also on a five-year cycle:

- Technology Plan
- Facilities Plan
- Student Equity Plan
- Educational Master Plan (10-year)

The institutional plans listed above drive the allocation of funds. For instance, the Technology Plan will determine what programs/activities/equipment are funded, based on the dollars available.

Self Evaluation

Business Procedure 18.01 (BP 18.01) was the product of months of brainstorming, discussion, and collaboration. Districtwide dialogue on the new allocation model continued. After the first year of implementation in 2010-2011, BP 18.01 was reviewed and revised to incorporate agreed-upon enhancements. The District and the colleges, using participatory governance, will continue to fine-tune the procedure.

With the implementation of BP 18.01, a funding methodology patterned after SB-361, each college, as well as the District Office, is responsible for establishing its priorities in order to meet its mission and goals. This has required each site to establish internal processes to allocate funding in an efficient manner. Moreover, throughout the budgeting process multi-year assumptions are developed through the participatory governance process, providing each site an idea of the short-term and long-range plans.

Contra Costa College reviewed and updated its mission in 2012-2013 through the shared governance process, as outlined in Standard I. The strategic initiatives were developed at the same time to coincide with the mission update. Both the mission and strategic initiatives drive College budgeting, as illustrated in the College's integrated planning model (IIID1a.08). Even during fiscal crisis, the College prioritized budget reductions, through shared governance, to support as best as possible the College's mission and established plans.

Although institutional plans span several years, financial plans at the College level are developed on a yearly basis. However, these annual budgets are developed with the overall goals of sustainability and long-term financial stability. In the past, budgets were rolled over from year to year, with minor adjustments. With the new resource allocation method that the College implemented in 2012-2013, budgeting is integrated with institutional planning.

Actionable Improvement Plans
None

IIID1b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

District and College institutional planning are participatory governance functions. Plans and budgets are presented at the College and District for vetting before being approved and adopted. Participation of all constituents is encouraged, and there are ample opportunities for participation. The District conducts open budget forums (IIID1b.01) at each college in the spring, in preparation for the upcoming budget year. In order to equip staff and students to participate intelligently, they receive information about available funds, fiscal commitments, and the budget. The Governing Board, which ultimately oversees the operations of the

District, is likewise given all the pertinent information. The District's budget development calendar indicates that the following budgets are presented to the Governing Board:

• Tentative budget, in June prior to the budget year
• Adopted budget, in August of the budget year

At the College, information is presented by the president, vice president and business officer at the beginning of the academic year through a series of meetings with the divisions and departments. Nicknamed the "traveling road show," this presentation (IIID1b.02) includes a status report of how the College did during the previous year, the plans and directions for the current year, and the budget.

The College budget is developed based on its mission, strategic initiatives, and goals. After contractual, legal, and other obligations are covered, the rest of the budget is developed using CCC's new resource allocation process. The process used in prioritizing funds for additional staffing and operating budgets takes into consideration past performance, District and/or College strategic directions, plans, SLOA progress, and other relevant factors.

External financial resources for the College are developed primarily through the fundraising activities of the CCC Foundation (IIID1b.03), through grants written for specific departments, and through grants written by the Economic Development Office to create new programs that benefit students.

Contra Costa College Foundation

The Foundation Board of Directors has raised about two million dollars over the years through the annual Sy Zell Swinging for Scholarships Invitational Golf Tournament. The Foundation designates funds for scholarships, CCC program budget augmentation, and other purposes. For fiscal year 2012, the total amount raised by the Foundation, including about $90,000 from the golf tournament, was $243,000. The total amount of funds raised in other accounts, including endowments, investments, and program accounts, was $669,000. For the same period, total scholarships awarded from all accounts, including from external sources was $262,000. Another $50,000 from the Foundation went to program budget augmentation. Overall, the Contra Costa College Foundation oversees $3,400,000.

Grants

Single Stop ($85,417) – CCC has partnered with Single Stop USA, a national non-profit organization whose mission is to reduce poverty in the U.S. Through the Single Stop USA program, students receive a comprehensive and confidential screening with application assistance to connect them to critical public benefits they may be eligible for, including: CalFresh (the Food Stamp Program), Medi-CAL, CalWORKs, and PG&E Care Discounts. Single Stop helps students and their families work with tight budgets and through tough financial situations. In addition to screening of 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.

Hispanic Serving Institution (HSI) Science, Technology, Engineering, and Math (STEM) ($3.75 million) – CCC received a Department of Education Hispanic Serving Institution (HSI) Science, Technology, Engineering, and Math (STEM) grant on October 1, 2011. The five-year grant helps support CCC in closing the achievement gap in college completion and transfer rates among Hispanic and low-income students in the STEM fields. The grant supports the following activities:

- The creation of a STEM "pipeline" for secondary school students that promotes college readiness and interest in the STEM disciplines
- Assessment, engagement, and support (AES) of Hispanic and low-income college students who test one level below college ready
- Enveloping STEM scholars in a comprehensive Transfer Pathway that includes mentoring, supplemental instruction, and increased breadth of academic experience
- The augmentation of articulation agreements between CCC and four-year HSI universities with a focus on STEM transfer students
- The use of data and evaluation of student performance to inform program and support services improvements.

These efforts help improve CCC's ability to attract and retain Hispanic and low-income students in rigorous STEM academic programs and prepare them to complete degrees in the STEM fields.

SciMath ($84,153) – This grant provides a summer program with academic support focused on developing students' math and study skills, year-round support for freshmen as they prepare for college math classes, and targeted support for sophomores who struggle with the high school-to-college transition. The program pilots a college algebra course, which, together with CCC's existing trigonometry course will satisfy the pre-calculus requirement.

The SciMath project addresses three identified needs of MCHS students:

- Students arrive in their freshman year with varied and often deficient math skills.
- Students lack the tutorial support for their high school math and science classes that they receive in college math and science classes.
- Students can benefit from a "gentler," two-semester alternative to pre-calculus, consisting of a new college algebra course paired with the optional trigonometry course.

National Science Foundation – Scholarships in Science Technology Engineering and Math (NSF S-STEM, 2006-2012, $ 532,000) – S-STEM funds were used to increase the number of scholars from the financially and academically underrepresented groups in science, technology, engineering and mathematics at CCC by:

- Better preparing program scholars in the first two years of their undergraduate education through careful mentoring and tutoring in their STEM classes;
- Helping program scholars in their transfer process by carefully planning and monitoring their educational plans;

- Familiarizing scholars with four-year university programs, industries and research through academic trips to open houses, career days, professional meetings and visits to national laboratories, and
- Supporting all efforts that aided program scholars in gaining scholarships, summer internships and employment.

National Science Foundation – STEM Talent Expansion Program (NSF STEP, 2006 – 2013, $ 991,661) – This grant expanded the long-standing relationship between CCC and UC Berkeley by providing research experience and academic and financial support for low-income, under-represented students, and preparing them for success in baccalaureate STEM programs at highly selective universities. Building on the best practices of the Center for Science Excellence (CSE) at CCC and other community colleges, the chosen students participated in applied, interdisciplinary science research through the College of Natural Resources (CNR). CNR employed them as mentors and educators, and prepared them for participation and academic success in a research-oriented, university environment. Following successful completion of up to one year of program activities, all participants were invited to apply to UC Berkeley. Successful applicants were eligible to participate in campus research internships and continued to receive academic support through existing CNR/UC Berkeley infrastructure.

Chevron STEM Grant (2011-2012, $100,000) – The Chevron WCCUSD Students Project provided the following:

- Opportunity for WCCUSD's 8th-12th graders to take two STEM classes at CCC,
- A connection between WCCUSD's 8th – 12th graders and Middle College High School (MCHS) juniors and seniors, MCHS and CCC STEM faculty, and the Center for Science Excellence (CSE) program director, students and staff while they took CCC classes
- After-school tutoring on weekdays and Saturdays (bimonthly) to help students complete their math and science classes successfully starting in the summer of their 9th grade
- Preparation for transfer to universities along with CHSPE preparation
- Breadth knowledge about STEM careers, summer internships, scholarships, and financing for college education.

National Science Foundation Transforming Undergraduate Education in Science (NSF-TUES, $75,000) – The core elements of this grant project include a set of nanotechnology and green technology short modules embedded within introductory STEM courses (physics, chemistry, biology, and engineering; student hands-on activities and faculty professional development sessions; and day-long career workshops that will bring together all students who experience the short modules. The short modules are designed to introduce STEM curriculum by connecting discipline-specific concepts to practical applications from the two emerging technologies. The career workshops feature participation from industry guest speakers; additional hands-on activities and interactive demonstrations exploring nanotechnology and green technology; in-depth discussions of STEM career options at all levels; and a forum on the societal and ethical implications of emerging technologies.

US Department of Agriculture – National Institute of Food and Agriculture (USDA NIFA, $295,000) – The primary goal of the USDA-NIFA is to increase the number of Hispanic and underrepresented students pursuing food and agriculture-related bioscience careers in the greater San Francisco Bay Area. With collaborations among Contra Costa College (CCC), public high-schools (Middle College High School and two other high schools), Mendel Biotechnology Company, and the Western Regional Research Center (WRRC) of the USDA, Hispanic and under-represented students receive increased access to bioscience education, improved bioscience abilities, and better awareness of and participation in food- and agriculture-related bioscience careers.   The students' experience culminates in paid summer internships. Stipends and summer internship pay help the USDA scholars reduce their off- campus work hours so that they concentrate on their education. As a result, students participating in this project are equipped to successfully compete in both the bioscience workforce and as university students.

First Five ($278,094) – The First Five grant resulted from the passing of Proposition 10 (1998). The Contra Costa County Board of Supervisors established on June 15, 1999, the Contra Costa Children and Families Commission to implement the provisions of Proposition 10 (Ordinance 99-15). The purpose of the ordinance is to support local program programs and the services that are designed to help children zero to five to reach their greatest potential.

In October 2009, the Commission approved a five year Strategic Plan, which outlines the Commission's funding priorities and objectives from fiscal year 2010-2011 through 2015-2016. A key strategic-results area of the plan is Early Care and Education, and the purpose of the contract is to retain the services of the contractor to provide services to support this result in Contra Costa County.

Foster Relative Training/Heritage Project ($30,000) –The Heritage grant is funded by the county. Contra Costa College provides 36 hours of specialized foster-parent training each semester to eligible individuals identified by the county. Usually the participants are licensed foster parents or kinship providers, or adoptive parents of infants and /or toddlers who have been prenatally exposed to drugs or alcohol. The grant allows CCC to hire pediatric nurses and/or doctors and infant toddler specialists who present on a variety of topics during the six week, six hour per session series, offered on consecutive Saturdays from 9 a.m. to 3 p.m.

Foster Pride Grant ($32,000) – The Foster Pride /Adopt Pride grant is a county funded grant. A total of 27 hours of training is required for prospective foster and adoptive parents. The classes are offered in six and one-half hour sessions that meet on four consecutive Saturday from 9 a.m. to 3:30 p.m. Topics include how children enter into the foster care system, family reunification, working as a team member with the county social worker, providing for the emotional, medical, educational needs of the child, understanding grief and loss, discipline, helping children transition into adoption, understanding the court system, providing a safe home environment and completing the necessary paperwork for becoming a foster parent.

Foster Care Education Grant ($102,715) – The Foster Care Education Program is a state funded program that provides continuous training for licensed foster parents and kinship

providers. The aforementioned topics (in Foster Pride Grant) are covered in more depth and additional topics are discussed related to the well-being of children in the foster care system. The grant also pays for two or more required CPR/first aid classes.

Nursing Enrollment Growth and Retention Grant ($123,887) – The CCC Nursing Department has received Nursing Enrollment Growth and Retention Grants from the California State Chancellor's Office since 2005. These grants have allowed the Nursing Department to accept additional students into its program by paying faculty salaries and benefits for the additional students. In addition, the grant has supported the salary of the nurse mentor, the TEAS assessment testing coordinator, the nursing tutor, and a skills lab assistant.

In the earlier years of the grant, funds allowed the nursing program to design and construct a nursing simulation lab, and to purchase several high fidelity mannequins for simulation. The simulation lab, although small, is state-of-the-art and provides all students with experience managing emergency situations prior to experiencing these in actual clinical settings.

Dental Grant ($576,500) –The Dental Grant was a part of a grant that the Unity Council received from the Department of Labor for High Growth and Emerging Industries (HGEI). According to EDD Bureau of Labor and Statistics, dental assisting is a high growth industry: Jobs for dental assistants are expected to grow by 31.2% in the East Bay and 25.7% in California.

The Dental Assisting Department was awarded $302,000 in 2011-2012. The funds were to cover the operating costs of the program and to provide new dental equipment for four simulated treatment rooms in the dental lab. Additional expenses covered by the grant funds included secretarial support and supplies. Students were screened and assessed by The Unity Council. It was determined that 13 students were eligible for the support services and student kits. The remaining students also benefited from the use of supplies and eventually the new equipment as a result of the grant. The grant cycle ended February 28, 2013. The remaining funds were used to "teach out" students who were still in the pipeline after May 2012. At the end of the grant cycle, February 28, 2013, eleven of the thirteen students supported by the Unity Council successfully completed all of the required patient activities and dental core courses.

Contra Costa Community College District Advanced Manufacturing Grant (4 year grant) – Contra Costa College is one of ten community colleges in the "Design It, Build It, Ship It" grant that delivers cohort based (stackable certificate) programs in advanced manufacturing career sectors in the Bay Area to address expanding workforce needs. CCC provides Warehousing & Logistics (warehousing administration, transportation and logistics, supply chain management, forklifting, etc.)—with multiple exit points to employment or to an AA/AS degree that will transfer in Business—and Bio-Manufacturing. Contra Costa College is developing a program that will include certificates in "Bridge to Biotech," Lab Technician, and Biotechnology, as well as an AS-T in Biotechnology.

Perkins Career Technical Education grant –This is an annual grant from the State Chancellor's Office. Upon approval, the College provides funding and support to improve and expand CTE programs and keep instruction and equipment current with workplace

needs; CTE workforce development support to the College and the community in the areas of curriculum development, new program development, marketing, professional development, and overall partnership development; and CTE Counselors who specialize in specific career sectors, work closely with CTE faculty and students to provide in-depth career information, improve CTE student retention services, and offer targeted workshops, industry specific career fairs, and field trips.

Career Technical Education (CTE) Transitions ($49,389) –This is a state grant dedicated to developing and implementing CTE articulation agreements with "linked learning" career academies in local high schools; supporting CTE concurrent enrollment classes in WCCUSD high schools; and providing field trips for high school students to see CTE programs at CCC in line with WCCUSD career academies (e.g., Health Care Days).

Career Advancement Academy ($110,000) – The Career Advancement Academy grant provides cohort-based contextualized career pathway certificate programs in administration of justice, culinary, and automotive careers. These pathways support students for two years, offer multiple exit points, and assist with job placement activities upon certificate completion. The grant activities also include professional development for faculty to help them keep students engaged with contextualized techniques and provide "wrap around" services for students so that they stay enrolled and successfully enter the workforce.

Contra Costa County Community Collaborative for Career Technical Education (C5CTE) CORE ($629,200 over six years) –This grant provides career exploration activities to West Contra Costa Unified School District middle school students and prepares students for high school career pathway "linked learning" academies. The grant also tracks the success of those middle school students who participate in career exploration activities to see if they are better prepared for career pathways in high school.

C5CTE-Work Force Innovation Program (WIP, $376,000 over six years) –The WIP grant provides high school students a two-year career pathway focused on the health industry. The high school students mentor middle school students to prepare them to enter health career academies when they enter West Contra Costa County School District high schools.

California Community College Linked Learning Initiative (CCCLLI, $200,000) –
The CCCLLI is a three-year grant that aims to strengthen the connections between linked-learning high schools (in WCCUSD) with industry-themed pathways and their local community colleges. Funded by the James Irvine Foundation, Career Ladders Project is developing the connection between high schools and community colleges to extend the benefits of "linked learning" and strengthen practices that support student success. Law and Justice Academy students will be able to complete stackable certificates or transfer.

Expanding Your Horizons (EYH) –The EYH grant supports a conference for girls in math and science. This annual event serves 300 middle school students all over West County and inspires young women to enter STEM careers. The conference offers workshops and hands-on activities and presentations from industry and higher education leaders and experts from business and industry.

Dean Lesher Foundation ($16,000) – The Lesher Foundation of Walnut Creek awarded the College's Music Department funding for the fall 2012 and spring 2013 Piano and Vocal Showcases. The grant adds funding for a free fall and spring children's concert outreach program to local schools, so that children will be able to see a portion of the Vocal and Piano Showcase and receive educational materials particular to the concert material.

Basic Skills State Grant ($99,250) –The Basic Skills grant was awarded to address the needs of English as a Second Language (ESL) and underprepared students. The goals as defined by the State Chancellor's office are:

- To maximize the effectiveness and efficient utilization of the system's basic skills and ESL resources;
- To identify, promote, and disseminate information on exemplary programs and effective practices in serving academically underprepared community college students and to achieve program improvements through their replication and adaptation to the unique characteristics of individual community colleges/districts; and
- To recognize and inform the public about the system's achievement on the basic skills mission and on how that contributes to the availability of outcome data on post-secondary and/or employment goals attained by students who were academically under-prepared when they entered community colleges.

Self Evaluation

The economic downturn has been the single most compelling phenomenon that influenced the way in which the District and the College, and all its constituent parts, conduct business. Because of the downturn, the District and College needed to make severe budget cuts. The fact that this was not unique to the District, that most California community colleges had the same experience, did not mitigate its negative impact.

Reductions in staffing, course offerings, and operating budgets characterized the past few years. The drastic decrease in resources forced the College to turn students away. Whereas the focus just a few years before was on *increasing* enrollment, the economic crisis shifted the focus to decreasing enrollment.

For fiscal year 2012-2013, the uncertainty of Proportion 30's passage stymied the ability of colleges to make financial and institutional plans. Budgets have to be in place for July 1, yet the result of the Proportion 30 initiative would not be known until mid-November. Assumptions had to be made, pass or fail, by districts across the State. Contra Costa Community College District decided to assume a middle-ground position, such that when the result of the initiative was known, the adjustments were not extreme. When Proportion 30 passed, increasing enrollment became the overarching goal. The District and the colleges launched a marketing strategy that included advertising, outreach and in-reach activities, expanded collaboration with the feeder high schools, etc. In spite of all these efforts, the District and the colleges did not reach their FTES goal and had to go on stability.

The College looks carefully at the needs of the community when developing both its mission and strategic plans. Subsequently it depends on these plans to allocate resources to support its educational efforts. Faculty and staff are well aware of limited resources and take that into consideration as they develop specific action plans. The College takes advantage of both grant and fundraising opportunities and has a strong track record of successfully augmenting resources and supporting educational program and service enhancements through the use of outside funds. Fundraising or grant development is accomplished in identified areas where a program needs to be augmented to meet community needs. Generally, the College does a good job of obtaining additional funding to benefit vocational programs, establishing good partnerships with the community, and expanding classes offered to students.

Contra Costa College recognizes that its efforts in pursuing grants have been somewhat fragmented. To make the process more cohesive and to allow all stakeholders the opportunity to participate, College Council has approved the creation of a Grants Committee (IIID1b.04), a sub-committee of the Budget Committee, for the following purposes:
- To prioritize areas of focus for grant-writing;
- To review/approve grant opportunities and proposals; and
- To report on grants activities annually to College Council, including recommendations for institutionalization.

Actionable Improvement Plans
None

IIID1c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Descriptive Summary
The District and the College purposely develop short-range financial plans which must be aligned with the long-term goals of financial stability and the ability to meet long-term contractual obligations and liabilities. The principle of maintaining ongoing expenditures within ongoing revenues has been publicly stated not only by the Board but by all negotiation groups as one of the mutual interests arrived at through interest based bargaining (IBB). In the unrestricted general fund, as part of the budgeting process, the District segregates one-time revenues and expenditures from those that are ongoing in nature and presents them separately in all internal budget and quarterly financial reports.

The following are some examples of evidence of the fiscal planning that takes place at the District:

- Bond Oversight Committee Reports to the Community (IIID1c.01)
- Bond Oversight Committee minutes (IIID1c.02)
- Chief Business Officer meeting minutes (IIID1c.03)
- Chancellor's Cabinet minutes (IIID1c.04)
- District Governance Council minutes (IIID1c.05)
- Governing Board minutes (IIID1c.06)

- Governing Board Finance Committee minutes (IIID1c.07)
- Governing Board reports (fiscal trends, budget transfers, financial statements, budget presentations, budget study sessions, bond update reports) (IIID1c.08a) (IIID1c.08b) (IIID1c.08c) (IIID1c.08d) (IIID1c.08e) (IIID1c.08f) (IIID1c.08g).

Within this evidence is multi-year financial information that reflects District priorities. The many layers of evidence from the multiple committees and bodies show the collaboration that is involved in developing the District's priorities that eventually lead to its budget. Copies of all the aforementioned minutes and reports are available electronically.

The District has established separate funds for specific long-term liabilities and obligations including insurance costs, vacation and load banking accruals, retiree health benefits, and building maintenance.

The self-insurance fund has a FY 2012-2013 ending fund balance of $515,641. In addition, within the revenue allocation model, $100,000 per fiscal year is deposited into the self-insurance fund. This fund covers claims up to $10,000, after which the claims are turned over to the Bay Area Community College Joint Powers Authority. Property and liability insurance policies are also considered within the revenue allocation model, with those expenses paid before any revenue is distributed among the sites.

Vacation and load banking liabilities are in excess of $13 million. The District has made a strong effort in setting aside funds for these liabilities. Currently, the District has $4.8 million available to cover the liabilities, or about 37% of the total. Based on the slow spend-down of these liabilities, the District is comfortable with the current level of funding.

Retiree health benefit costs are a significant annual expense. In FY 2012-2013, the District spent $10.4 million in pay-as-you-go health premiums for retirees and set aside an additional $1 million for future costs. The $10.4 million in pay-as-you-go, as well as the $1 million for future costs are off-the-top expenditures within the revenue allocation model; revenue is distributed *after* these expenses are paid for. In addition, the District deposited $8.8 million into an irrevocable trust that was established in FY 2009-2010 (IIID1c.09). The pay-as-you-go health premiums combined with the $8.8 million in transfers to the irrevocable trust fully funded the District's actuarially determined annual required contribution (ARC). The District has fully funded its ARC since 2009-2010.

Building maintenance funds used to come annually from the state. However, with the economic downturn, scheduled maintenance funding dried up and the District was forced to maintain the upkeep on its assets with local dollars. In FY 2012-2013, the colleges within the District collectively transferred $3.4 million for scheduled maintenance projects, which will occur over the next few years. In addition, the District recently updated and approved (5/28/2013) business procedure 5.01 "Scheduled Maintenance and Special Repair Program" (IIID1c.10) which sets annual minimum funding for scheduled maintenance projects.

The plans for payment of all these long-term liabilities and costs are included in the budget development process. This collaborative process adheres to board policy 5033, "Budget Development" (IIID1c.11), as well as business procedure 18.01, "The Contra Costa

Community College District General Fund Budget" ([IIID1c.12](#)), and business procedure 18.02, "Parameters for Budget Development and Preparation" ([IIID1c.13](#)). These policies and procedures state, in part, that the District will, to the extent possible, develop its budget within the following parameters: Budget projections

- Address long-term goals and commitments;
- Provide for contractual obligations and fixed costs;
- Cover the current retiree health benefit expenses and increase restricted reserves for the retiree health benefit liability; and
- Will be developed within a multi-year plan.

Self Evaluation
The District and College consider the long-term effects of all financial planning, short and long range. The District and its employee groups all recognize the importance of having an adequate fund balance and maintaining ongoing expenditures within ongoing revenues so as not to diminish that balance. The District recognizes all its long-term liabilities and has proactively taken steps to fund them. The District has been deliberate and consistent in these efforts, even during the budget crisis.

Actionable Improvement Plans
None

IIID1d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary
As previously described, the District follows a Governing-Board approved budget development calendar. The budget development process adheres to the guidelines for preparation of the annual budget as set forth in the California Code of Regulations, which requires adoption of the tentative budget by July 1 and adoption of the final budget by September 15 of each year. Presentation of the tentative budget and monthly budget updates are made at Governing Board meetings, which are open to the public. Agenda items are discussed in the constituency-based DGC meetings before they are presented in the Governing Board meeting.

The chancellor and vice chancellor of finance hold community budget meetings at the colleges and the District Office during the spring semester for the upcoming fiscal year ([IIID1d.01](#)). These are held not only to disseminate information but also to give staff and students the opportunity to ask any budget-related questions. This is one way to communicate with as many people as possible the processes followed for financial planning and budgeting, as well as the results of such processes.

At the College level, the Budget Committee vets the guidelines and processes for financial planning and budgeting through the following:
- Presentations to the divisions at division meetings ([IIID1d.02](#))

- Presentations to ASU, Classified Senate, and Management Council
- Presentation to department chairs at their Council of Chairs meeting (IIID1d.03)
- Email announcements to everyone (IIID1d.04)
- The posting of pertinent information to the College portal:

https://insite.4cd.edu/orgs/caco/ccc/org-cccbc/default.aspx (IIID1d.05)

The Budget Committee is the sub-committee of College Council where discussions of the above are first initiated, in order to formulate recommendations that are ultimately presented to College Council for approval.

Self Evaluation
The District publicizes its budget values and parameters in the same manner as it does the Board agenda and minutes – through Governing Board meetings and the district website. Workshops are held for the Board as well as DGC to go over the financial planning and budgeting process, and to review the budget itself.

http://www.4cd.edu/business/budgetworkshop/Forms/AllItems.aspx (IIID1d.06)

Financial planning and budgeting at the College level is a shared-governance process, and the meetings held to discuss, approve, and implement these processes are open to everyone. A great deal of dialogue occurs among all constituents and stakeholders, through the different ways described above, and ultimately in College Council. The flowchart included as evidence depicts the College's integrated planning model (IIID1d.07).

The College's new resource allocation process (IIID1d.08) describes the guidelines and processes used in allocating resources. This process is vetted extensively and calls for College wide participation. The documents pertinent to this process – guidelines, application forms, rubrics, requests for funding, recommendations for funding, etc., are sent to everyone by email, discussed and announced in College Council and other committee meetings, and posted on the college portal.

Actionable Improvement Plans
None

IIID2. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

IIID2a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary
The District's financial management system has built-in checks and balances and internal control mechanisms, such as the following:

- Approval systems for all financial transactions, including all purchases
- Monthly reporting of the budget and expenditures to date to the Board, including financial performance indicators

http://www.4cd.edu/gb/agendas_minutes/default.aspx (IIID2a.01)

- Internal and external audits

http://www.4cd.edu/business/auditreports/Forms/AllItems.aspx (IIID2a.02)

- Monthly status reviews at the different budget responsibility levels at the College – by department, by division, and by program.

On an annual basis, the District is required to submit an "Annual Financial and Budget Report" (the CCFS-311) to the State Chancellor's Office.

California Education Code requires that an independent CPA firm perform an annual audit on all of the District's financial records, including all its funds and reports to state and federal agencies, like the CCFS-311. Audit findings are accompanied by recommendations that require a District response. The District holds meetings of its Finance Committee, where the external auditors discuss the audit and any findings and recommendations they have made. Additionally, there is a public presentation of the annual audit during one of the District's Governing Board meetings. Once accepted by the Board, the audit is placed on the District's website. As part of the following year's audit, the external auditors review the progress made towards correcting the prior year's findings.

Audit reports are very structured and do not typically express opinions on financial management. However, the District has had unqualified financial statements the past six years. In addition, the external auditors have reported no disagreements with management during the past six years.

Self Evaluation
The development of the District and College budget are participatory processes wherein all constituents are given the information necessary for thoughtful participation. Financial information is reviewed extensively by the District Finance Office and the college business offices to ensure accuracy. Information is disseminated regularly and broadly to all constituents, and ultimately to the Governing Board, where questions are answered and requests for more detailed information addressed.

The new resource allocation process (IIID2a.03) implemented by the College is informed by its mission, vision, and goals. The budget is presented to the College at the beginning of the fiscal year through the traveling road shows, where the fiscal activity for the prior year is also summarized. Budgets and actual expenditures are closely tied to the College's FTES. Therefore, a review of FTES trends and discussion of the current year FTES goals are also part of the agenda for the traveling road shows.

Based on an audit of financial statements reported by the external auditors for three fiscal years (FY 2011-12, FY 2010-11 and FY 2009-10), the District has had no material weaknesses or significant deficiencies in internal controls over financial reporting and on compliance and other matters. (IIID2a.04) Going back to FY 2008-09 and FY 2007-08, the material weaknesses/significant deficiencies that were reported were corrected or showed "significant improvement" within 12 months.

Actionable Improvement Plans
None

IIID2b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary
The financial audit of the District is conducted every year-end by external auditors. They visit and interview staff at the colleges as well as at the District (mainly the Finance Department), in the course of their audit. Their findings are discussed with designated District officers,, they usually make their presentation to the Governing Board in December.

Self Evaluation
In regards to compliance with requirements that could have a direct and material effect on each major program and on control over compliance in accordance with OMB Circular A-133, the District has had only one significant deficiency (internal control over compliance) in the past five years. The significant deficiency was in FY 2009-10 and was remedied within 12 months. The Contra Costa Community College District has had four non-compliance findings in the past five years, all of which were remedied within 12 months. None of the non-compliance findings, or the single significant deficiency, were recurring findings.

The audit reports are uploaded to the District website,

> http://www.4cd.edu/business/auditreports/Forms/AllItems.aspx (IIID2b.01)

and all findings are communicated to the necessary departments. The results of the annual audit are also reported by the external auditors to the Board Finance sub-committee and then to the entire Governing Board in open session.

Actionable Improvement Plans
None

IIID2c. Appropriate financial information is provided throughout the institution, in a timely manner.

Descriptive Summary
The following financial information is regularly included in the Governing Board agenda:

> http://www.4cd.edu/gb/agendas_minutes/default.aspx (IIID2c.01)

• Purchase orders, change orders, payment of invoices, and disposal of surplus property
• Agreements and amendments to agreements
• Financial statements and budget transfers
• Budget (Preliminary, Tentative, Adopted) and budget updates

The District Office conducts regular community meetings regarding the budget and related issues at the colleges. This budget forum was first held in May 2006 and annually thereafter in time for planning/budgeting for the next fiscal year.

http://www.4cd.edu/business/budgetforums/Forms/AllItems.aspx (IIID2c.02)

This gave everyone the opportunity to see the whole budget picture for the District, and how it affects the College.

At the beginning of every academic year, the College president, vice president, and business director hold informational meetings, the "traveling road shows," with every division/department on campus to discuss the budget and other important issues (IIID2c.03). The Budget Committee meets on a monthly basis and makes presentations or submits reports to the College Council as appropriate.

In fiscal year 2010-2011, the District's ending balance was $33,237,556, equating to nearly 21% of its expenditure budget. The fund balance has gone down slightly since then, with an ending balance in fiscal year 2011-2012 of $30,785,101 (19.5% of expenditure budget) and then $27,975,712 in fiscal year 2012-2013 (17% of expenditure budget). The District strongly believes this amount is sufficient to maintain a reserve for emergencies, as it is significantly higher than the minimum state-recommended five percent and also much higher than the District Governing Board's ten percent requirement, stated in business procedure 18.01 (IIID2c.04).

The District has the ability to issue Tax Revenue Anticipation Notes (TRANs) in order to access cash; however, that has been unnecessary. In addition, the District participates in a program called the "teeter plan," in which the county will front the District anticipated property tax revenue to support its cash needs if needed.

The District receives its revenues through state apportionment, student enrollment fees, and property taxes. Because of its large tax base, the District is less reliant on state apportionment revenue than many other community college districts. Of the nearly $138 million in total apportionment revenues received by the District, approximately 63% came from property taxes and enrollment fees. This tilt towards property taxes and enrollment fees over state apportionment provides the District better cash-flow than community college districts that rely more heavily on payments from the state. This has allowed the District to avoid the TRANs and COPs that have become more prevalent during the economic downturn.

The District is part of the Bay Area Community College District Joint Powers Authority that is covered by the Statewide Association of Community Colleges (SWACC). General liability and automobile liability coverage are set at $1M per occurrence and property

liability coverage is set at $250M per occurrence. The District also has a self-insurance fund of approximately $600k to handle financial emergencies. The self-insurance fund receives a $100,000 annual transfer, giving it an ongoing source of revenue.

Self Evaluation
At both District and College levels, disclosure of financial information is deemed important and practiced regularly. The District and the College are both strong proponents of participatory governance. The culture is that of collaboration and information-sharing. The leadership of the College has changed with the selection of a new president in July 2012 and a new vice president in June 2013. They have stepped into their new roles with the same spirit of cooperation and collegiality.

Audit results are discussed by the external auditors with the District Office before being made public in a Governing Board meeting. This allows District management the opportunity to respond to any audit findings. If there are specific findings for any of the colleges, the District informs the college, which is then expected to respond appropriately, including the implementation of corrective action as needed.

Actionable Improvement Plans
None

IIID2d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Descriptive Summary
The District has an internal audit department to complement the external audits conducted annually. The District either remediated or showed "significant improvement" in all internal control deficiencies reported in the annual audit for FY 2006-2007, FY 2007-2008, and FY2008-2009 within twelve months. There have been no internal control deficiencies identified in the annual audit for the past three years.

The following two tables show the types of audit findings and showcase how the District has implemented or shown significant improvement upon each finding within 12 months.

Findings on Internal Control Over Financial Reporting			
	Material Weakness	**Material Weakness**	**Significant Deficiency**
FY 2007-08	Account Reconciliation and Financial Statements: Adjustments to trial balance were necessary after the start of the audit; Partially implemented in the next	Subsidiary Accounting Ledgers: Accounts Receivable and Accounts Payable aging reports supporting the outstanding receivable and payable	

	fiscal year audit	balances are not available and allowance for accounts receivable had no rationale; Partially implemented in the next fiscal year audit	
FY 2008-09	Year End Closing Process: This is a follow-up to the "Account Reconciliation and Financial Statements" from FY 2007-08. The District made "significant improvements" in identifying and reconciling year end accruals but needed to continue its efforts; Implemented next fiscal year	Payroll Clearing Accounts: Three payroll benefit liability accounts had significant balances that were not supported by detail payroll clearing account reconciliations or other information; Implemented in next fiscal year	Bookstore Subsidiary Ledger Reports: This is a follow up to the Receivable and Accounts Payable aging reports finding from FY 2007-08: Accounts receivable and payable detail reports did not agree with amounts reported in trial balance; Implemented in next fiscal year
FY 2009-10			
FY 2010-11			
FY 2011-12			

Findings on A-133 Federal Single Audit			
	Non-Compliance	**Non-Compliance**	**Significant Deficiency**
FY 2007-08	Physical Inventory was not reconciled to equipment records. Implemented in FY 2008-09.		
FY 2008-09			

FY 2009-10			Return of Title IV funds not done in a timely manner as prescribed by federal requirements; Implemented in FY 2010-11
FY 2010-11	Direct Loan letter sent to students did not contain all required information; also, reconciliations for federal funds between our system and the feds system was not being done. Implemented in FY 2011-12.		
FY 2011-12	Satisfactory Academic Progress Policy did not have all the components needed per the Federal Student Aid Handbook; implemented immediately	Verification policies and procedures for student aid did not have all the components needed per the Code of Federal Regulations; implemented immediately	

In June 1996, the Financing Corporation issued $1,605,000 of Certificates of Participation (COP). Payments on the COPs are paid by the debt service fund, which is included in the annual audit. The payments for the COP come from student fee collections; these fees were self-imposed by the students and cover the entire COP payment. The annual payment in FY 2012-2013 was $126,300, a miniscule amount in comparison to the District's overall budget.

Self Evaluation
The District's policies and procedures guide the College's day-to-day business operations. Whenever there is a question in the interpretation of policy or procedures, this is discussed in appropriate Districtwide venues, including the Business Directors' meetings. Some considerations in these discussions are the pertinent regulations, past practice, implications of advances in technology, and impacts on workload. When a certain policy or procedure is challenged because of something occurring for the first time, or where there is a grey area, then that policy or procedure is reviewed. Any changes are discussed through DGC before going to the Governing Board for approval.

Several laws and regulations govern the use of funds in general and special funds in particular. The District has policies and procedures it adheres to that narrowly define the appropriate use of funds. Based on these and generally-accepted accounting principles, an

audit of all District funds, including all special funds, is conducted annually by external auditors.

The District uses its resources to achieve its goals and strategic initiatives. Likewise, the College uses its resources to support its mission and implement its strategic plans. Financial resources are used with integrity, and the use of resources is communicated openly, both at the District and the College.

Actionable Improvement Plans
None

IIID2e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Descriptive Summary
The District's business procedures have internal controls built in. These procedures were reviewed and revised, as needed, in 2012-2013. If any violations of procedures are found or suspected, these are investigated and quickly addressed. The following business procedure describes "When to Contact Internal Audit Services":

http://www.4cd.edu/gb/policies_procedures/business/fin21_01.pdf (IIID2e.01)

Annually, the District's internal auditor compiles a risk assessment of the various departments and processes. With input from the Board's Finance Committee and Chancellor's Cabinet, the internal auditor then prepares a schedule of those areas that will undergo a review or audit investigation. Results of these reviews are reported to the Board's Finance Committee. If appropriate, the audit will result in a change in or creation of new procedures.

In addition to having internal safeguards to ensure the integrity of the use of funds, an independent, external audit, including special funds, is conducted annually.

Self Evaluation
The District has had unqualified financial statements for the past six years based on annual external audits.

http://www.4cd.edu/business/auditreports/Forms/AllItems.aspx (IIID2e.02)

Moreover, any audit findings the District does receive are corrected or show significant improvement within 12 months.

The District has annual audits performed by external auditors for both of its voter-approved bond programs. The first bond program was approved in 2002, and the second was approved in 2006. There have been no audit findings within either of these bond programs. Pursuant to Prop 39, the bond expenditures are also monitored by a Citizens' Bond Oversight Committee, which meets quarterly.

For the past several years, the audits have proved the integrity of the District's financial management practices in that there has not been any material weaknesses found.

Actionable Improvement Plans
None

IIID3. The institution has policies and procedures to ensure sound financial practices and financial stability.

IIID3a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary
The District has kept a high level of reserves relative to its operating expenditure budget for several years. Below is a graph that shows the level of reserves the District has maintained since FY 2009-2010. As the graph shows, the District's reserve level has ranged from 13.84% to 20.95%.
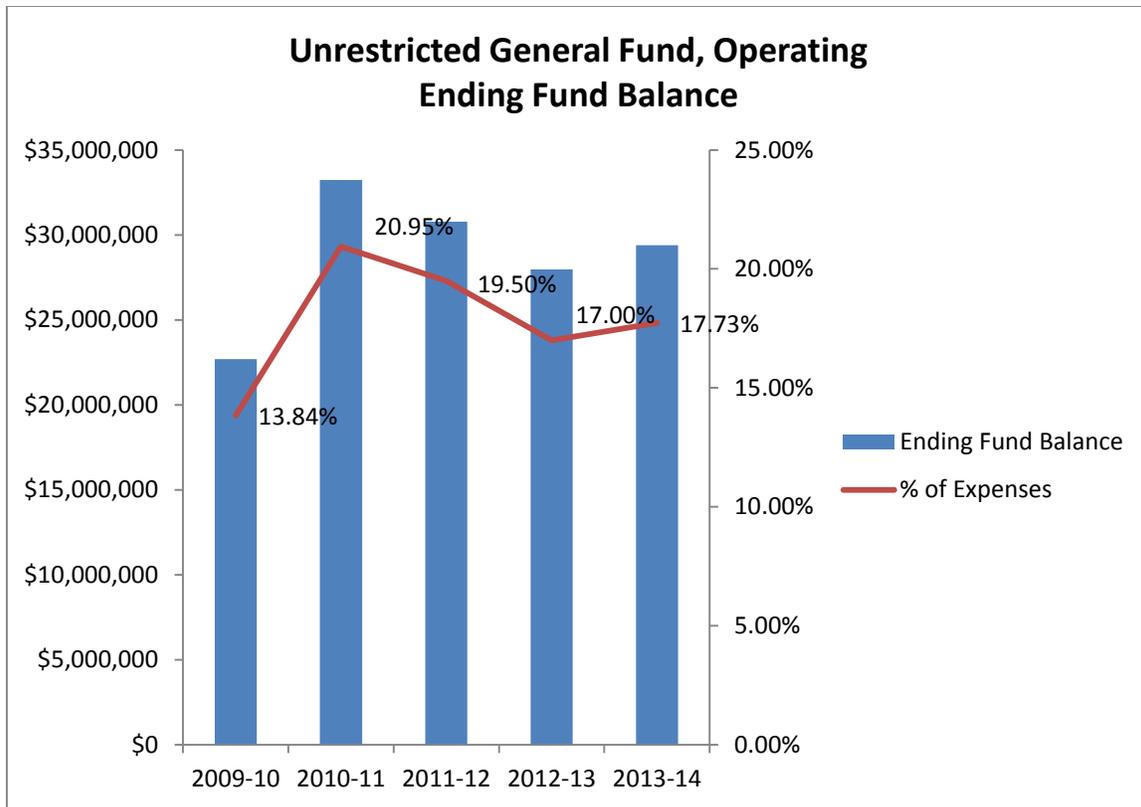
The College has maintained operating budget reserves ranging from 11% to 17% over the last three years, 2010-2011, 2011-2012, and 2012-2013.

<u>**Self Evaluation**</u>
The recent economic crisis made the District and the colleges more keenly aware of the scarcity of resources. This and the implementation of the District's new allocation formula, business procedure 18.01, resulted in prudent, conservative fiscal management Districtwide. Thus, the District and the colleges dealt effectively with budget uncertainty.

<u>**Actionable Improvement Plans**</u>
None

IIID3b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

<u>**Descriptive Summary**</u>
District financial transactions are entered into following the processes set forth in the business procedures:

http://www.4cd.edu/gb/policies_procedures/business/Cover.pdf (IIID3b.01)

The procedures manual was last reviewed and updated in 2012-2013. The review process is constituency-based, and recommendations Board-approved, prior to implementation. The business procedures are written with state and federal regulations in mind, and internal controls woven in where appropriate. These internal controls include proper approvals, proper documentation, segregation of duties, and other checks and balances. At the College, the Business Services Office is the main repository of financial data and the principal resource in collecting, reporting, and analyzing financial information.

Financial reports are presented to the Governing Board regularly and disseminated widely. At the College, organizational unit heads receive financial reports—or generate their own— monthly, for monitoring purposes. Also, program directors for financial aid, grants, and other externally funded programs monitor their budgets and spending regularly.

As mentioned above, the District's internal auditor annually compiles a risk assessment of the various departments and processes. With input from the Board's Finance Committee and Chancellor's Cabinet, the Internal Auditor then prepares a schedule of those areas that will undergo a review or audit-investigation. Results of these reviews are reported to the Board's Finance Committee.

Finally, the District retains an independent auditor to perform annual audits of its financial records. In addition to the audit of the District's governmental funds, proprietary funds, fiduciary funds and account groups, the auditors also perform specific audits of the Proposition 39 bond fund and each college foundation. The audit is performed in conformance with generally accepted auditing standards that include a review of the District's fiscal processes and internal controls. Where the audit has identified findings, the District will work to implement the auditors' recommended corrections.

Self Evaluation
Management of financial resources is a joint effort between the District and the College, as well as a participatory, collaborative effort in both places. As stated previously, guidelines and organizational structures exist to effectively administer finances. Procedures and regulations are in place to ensure effectiveness of financial management. Reviews and audits are conducted, and corrective action performed if needed. This oversight includes all funding sources, such as financial aid, grants, contracts, foundations, and the General Fund.

Actionable Improvement Plans
None

IIID3c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Descriptive Summary
The District has fully funded its ARC since FY 2009-2010. In FY 2012-2013, the District paid $10.4 million in health premiums for retirees and also made an $8.8 million contribution to its irrevocable trust. The total market value of the irrevocable trust as of July 31, 2013 was $53 million.

Self Evaluation
The District intends to continue contributing $1M annually towards OPEB.

Actionable Improvement Plans
None

IIID3d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary
On July 30, 2008, the Governing Board took action to comply with Governmental Accounting Standards Board (GASB) pronouncements 43 and 45 by approving Board Report No. 5-C (IIID3d.01) and accompanying Resolution to Establish a Trust to Be Used for the Purposes of: Investment and Disbursement of Funds Irrevocably Designated by Employer for the Payment of its Obligations to Eligible Employees (and Former Employees) of Employer and Their Eligible Dependents and Beneficiaries for Health Insurance and Other Similar Benefits. The team of experts needed to support the District in this compliance activity consists of: 1) the plan sponsor (broker); 2) the trust company; and 3) the investment manager.

With Board approval, the District entered into an agreement with Keenan Financial Services to participate in its GASB 43 and 45 turnkey program named Futuris as the plan sponsor; with Benefit Trust Company acting as the trust company; and with Morgan Stanley as the investment manager. Attached as back-up to this action are: 1) the Futuris Public Entity Investment Trust Agreement and 2) the Futuris Trust Administrative Services Agreement (IIID3d.02).

The District contracts with an actuarial firm called Total Compensation Systems Inc. for the preparation of the actual OPEB plan and to monitor the progress the District has made since the Trust's inception. Per GASB guidelines, the actuarial study is performed every two years. Total Compensation Systems Inc. performs GASB 43/45 actuarial evaluations for many K-14 entities within California (IIID3d.03). They are a reputable firm that has been in business for over 20 years.

The OPEB actuarial study provides the basis for the District's external auditor to provide an annual financial report (IIID3d.04) consistent with GASB guidelines.

 Self Evaluation
The District has been in compliance with the requirement to have an actuarial study to determine its OPEB obligation. The last actuarial study was done in 2013:

http://www.4cd.edu/gb/agendas_minutes/agendas/2014-01-22.pdf (IIID3d.05).

Actionable Improvement Plans
None

IIID3e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary
The District has very little debt that it must repay. The District does not have any TRANs and one very small COPS. The COPS current principal and interest payment for FY 2013-2014 is $126,800; this amount is covered entirely through a self-imposed student fee and is a miniscule portion of the overall District budget.

The District does have substantial debt in the form of general obligation bonds. In 2002 the District passed a ballot measure within Contra Costa County for $120 million in general obligation bonds to fund capital projects. In 2006, the District passed another ballot measure within Contra Costa County for $286.5 million in general obligation bonds to fund additional capital projects. While the debt associated with these general obligation bonds resides within the District's balance sheet, the funds required to pay this debt are collected through property taxes and administered within the treasurer's office at Contra Costa County. The District does not make these payments nor do they affect its operating fund.

The District's COPS payment comes from self-imposed student fees and is not made through the operating fund of the District. The percentage of the District's operating budget used to cover locally incurred debt is zero percent.

Self Evaluation
The level of locally incurred debt is not substantial and therefore has no adverse impact on the District's financial stability.

Actionable Improvement Plans
None

IIID3f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary
The College's student loan default rates for the past three years are:

FY2011 = Rate will be published by the Department of Education in 2014. (IIID3f.01)
FY2010 = 15.6% FY2009 = 16%

The College's cohort default rate (CDR) is within federal guidelines (See page 79 of the federal guidelines, IIID3f.02) for the above years. This is necessary for the College to be eligible to participate in the Federal Student Aid (FSA) programs. According to federal guidelines, a college is not considered administratively capable when the CDR for direct subsidized/unsubsidized loans made to students for attendance equals or exceeds 25% for the three most recent fiscal years, or if the most recent CDR is greater than 40%.

Self Evaluation
According to federal guidelines, a College must establish a default prevention task force that prepares a plan if the CDR is equal to or greater than 30%. If the institution's CDR is equal to or greater than 30%, a plan must be developed that will identify the factors causing the CDR to exceed the threshold, establish measurable objectives and the steps that will be taken to improve the CDR, and specify the actions to be taken to improve student loan repayment, including counseling students on repayment options.

Although Contra Costa College is not required to develop a plan, the Office of Financial Assistance has developed and implemented a plan as part of the default prevention and management effort to reduce the risk of default. The plan consists of the following evaluation, prevention, and in-reach activities:

- The Office of Financial Assistance requires all CCC students interested in applying for a student loan to visit the office to get pre-screened. During the pre-screening process, the office reviews the student's file to make sure the student has applied and received free grant assistance before applying for a student loan. This proactive approach is taken to ensure that students have sought out all free federal/state grant assistance and other campus resources prior to starting the student loan application process.

- The Office of Financial Assistance requires all CCC student loan borrowers to attend an entrance counseling workshop each academic year, where students are educated on their loan repayment obligations, the consequences of not repaying, encouraging successful repayments, and how to address delinquent repayments if it occurs. After the in-person workshop, students are also required to complete an online entrance

counseling test to test their knowledge level on student loan borrower rights and responsibilities.

- The Office of Financial Assistance requires all CCC student loan borrowers to complete at least one USA Funds Life Skills course online. The USA Funds Life Skills is a web-based financial literacy and student success program that teaches students to manage their time and money wisely while they are on campus and after graduation. Topics include, Financial aid and paying for college, managing academics and personal life, credit and money management, preparing for life after college, personal finance and academic success for graduate and professional students, married students and medical students.

- Financial aid loan specialist identifies CCC students that are (1) about to enter delinquency status on their student loans and (2) have entered delinquency status on their student loans. Both groups of students are emailed and mailed a letter informing them of their student loan borrower status, and resources that are available to the student borrower to assist them in resolving their student borrower status and getting back to good repayment standing.

- Once the emails and letters are sent, a follow-up phone call is made to the students. The students are offered the option to schedule a one-on-one appointment with the Financial Aid loan specialist to discuss their student loan borrower status, and assist them in seeking out resources to get back on good repayment standing.

Actionable Improvement Plans
None

IIID3g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary
The District and College have several contractual agreements with external entities for services which require expertise not reasonably found among District/College employees, such as:

- services and advice in financial, economic, accounting, engineering, legal, or administrative matters
- construction
- technical services
- instructional or other related services
- other services

Several business procedures define what contractual agreements the College can enter into and the proper steps for doing so. Contracts and amendments to contracts are part of the monthly Governing Board agenda that require Board approval. All contracts have

indemnification and termination clauses that protect the District and ensure that the District has sufficient control over its contracts.

Some of the existing contractual agreements of the College are with hospitals to provide clinical experience for students in the nursing program, with consultants that provide grant-writing and related services, and with entities that provide interpreting services. The purpose of these agreements is to achieve CCC's goals and strategic initiatives by contracting out those services that are essential to the College's mission but for which no internal expertise exists.

Self Evaluation
The contracts and memorandums of understanding that the College has are consistent with its plans and mission, comply with institutional policies, and properly protect the College.

Actionable Improvement Plans
None

IIID3h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Descriptive Summary
The District undergoes an annual audit process where the entire financial management system is reviewed. As part of the process, the external auditors

- evaluate the adequacy of the systems and procedures affecting compliance with laws and regulations
- evaluate the adequacy of internal control systems
- determine the fairness of financial and related reports
- determine the accountability for revenues and propriety of expenditures
- recommend appropriate actions as necessary

When the external auditors start their annual review, they go over their findings and recommendations from the prior year to make sure that the District has addressed them. The District's internal audit function also continually evaluates its financial management systems.

The College, through organizational unit program reviews, looks at all aspects of operating a department or division, including the effectiveness of its fiscal planning.

Self Evaluation
The existence of an internal audit function, coupled with the annual external audit, has ensured the regular evaluation of the District's financial management system. The internal auditor initiates corrective action, as appropriate, when any irregularity is found. The recommendations of external auditors are also implemented to the extent practicable.

The District's external auditors review and provide recommendations on its processes. The annual external audit is required per Education Code 84040 and encapsulated within Board Policy 5007, "External Audit of District Funds" (IIID3h.01).

None

IIID4.   Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary
The last several years saw substantial changes in the way the District allocates its financial resources. Patterned after SB 361, the District's new resource allocation model, Business Procedure 18.01 (IIID4.01), has been in effect since 2010-2011. This has effectively given the College the autonomy and authority to establish its own budget, and the responsibility for financial management.

The implementation of Business Procedure 18.01 has shown that the College's expenditures were greater than its revenues, primarily apportionment. It was clear that the College had to substantially cut down its expenditures so as not to deficit-spend. Approximately 92% to 95% of the College budget consists of personnel costs. Therefore, any budget cuts would mean a reduction in salaries and/or benefits. In order for the reduction not to be too drastic, the District agreed to subsidize the College for the next five years at a sliding scale. This also allowed the College to make the necessary adjustments over time.

In fiscal year 2012-2013, CCC developed its new resource allocation formula (IIID4.02). This ensured that budgeting developed out of program review results, SLO assessments, College needs and strategic initiatives, as well as future goals and plans. During the first year of implementation, programs/departments had the opportunity to request additional operating funds and additional faculty positions. Beginning with the second year of implementation, organizational units were able to request additional classified staffing as well.

Requests for additional resources go through a process of application, evaluation, and approval through shared governance. 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 College Council. Requests for additional faculty positions are reviewed, ranked, and recommended by the Box 2A committee comprised of the College president, vice president, Academic Senate president, and United Faculty vice president. A similar process is followed in evaluating requests for additional classified staffing by a committee comprised of the College president, vice president, director of business services, and the Classified Senate president or designee.

Grants and categorical funds are allocated in a more restricted fashion, based on the granting agency's requirements.

Self Evaluation
Business Procedure 18.01 allocates resources primarily based on FTES goals. Hand in hand with this general fund budget process, the District considers its mission, strategic initiatives,

and contractual and regulatory obligations in allocating its resources. This demonstrates the integration of institutional planning with financial planning at the District level.

After years of budget cuts, from 2008-2009 through 2011-2012, the College was left with very lean operating budgets and minimal to insufficient staffing in different programs/departments. Starting in 2013-2014, because of the passage of Proposition 30 in November 2012 and the economy's gradual improvement, Contra Costa College has had the opportunity to restore and rebuild. In 2012-2013, the College adopted a resource allocation process that is fair, equitable, understandable, and easy to implement, and that integrates institutional planning with budgeting.

The goal that directly impacts budgets is FTES: If the FTES goal is achieved, this suggests that use of finances was effective. This is true to a certain extent. However, other factors affect enrollment, making fiscal management uniquely challenging for community colleges. One factor is the economy – history has shown that an economic downturn increases enrollment as the labor market weakens. Other considerations are the catalog (i.e., the mix of program and course offerings), marketing/outreach efforts, accessibility, financial aid availability, etc. These are all evaluated and used to prioritize the College's limited resources.

Actionable Improvement Plans
None

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IIIA1a.02   Uniform Employment Selection Guide.pdf
IIIA1a.03   District's Human Resources Procedures Manual,pdf
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IIIA1a.06   Detailed List of Degrees for Full and Part-time Faculty.pdf
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IIIB1b

IIIB1b.01   Proof of Liberal Arts and AA building elevator repairs.pdf
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IIIB2a

IIIB2a.01   CCC College Center Design.pdf
IIIB2a.02   State Construction Safety Standards.pdf
IIIB2a.03   Contra Costa College Facilities Master Plan.pdf
IIIB2a.04   College Council Minutes - April 9, 2008.pdf

IIIB2b

IIIB2b.01   Contra Costa College Facilities Master Plan.pdf
IIIB2b.02   prog rev plans identifying facilities.pdf

IIIC1

IIIC1.01   Technology Strategic Plan (Tech Plan) 2008-2014.pdf
IIIC1.02   Fall 2013 Program Review Validation Results.pdf
IIIC1.03   Technology Satisfaction Survey.pdf

IIIC1a

IIIC1a.01   CCC tech plan 08-14 final.pdf
IIIC1a.02   Hardware Specifications.pdf
IIIC1a.03   Inventory of Campus Computers.pdf

IIID1d

IIID1d.01	Community Budget Meetings at the Colleges.pdf
IIID1d.02	Presentations to the Divisions at Division Meetings.pdf
IIID1d.03	Presentation to department chairs at Council of Chairs.pdf
IIID1d.04	Email announcements to Everyone.pdf
IIID1d.05	portal.pdf
IIID1d.06	budget workshop.pdf
IIID1d.07	Integrated Planning Model.pdf
IIID1d.08	New Resource Allocation Process.pdf

IIID2a

IIID2a.01	governing board minutes.pdf
IIID2a.02	audit reports.pdf
IIID2a.03	New Resource Allocation Process.pdf
IIID2a04	External Audits for three fiscal years (11-12, 10-11, 09-10).pdf

IIID2b

IIID2b.01	audit reports.pdf

IIID2c

IIID2c.01	gov brd reports.pdf
IIID2c.02	Budget Forum, April 2013.pdf
IIID2c.03	Traveling Road Shows.pdf
IIID2c.04	Business Procedure 18.01.pdf

IIID2e

IIID2e.01	Business Procedure 21.01.pdf
IIID2e.02	audit reports.pdf

IIID3b

IIID3b.01	Business Procedures.pdf

IIID3d

IIID3d.01	GASB Gov brd report 5-c.pdf
IIID3d.02	futuris report.pdf
IIID3d.03	GASB 43 45 acturial.pdf
IIID3d.04	OPEB.pdf
IIID3d.05	gov brd GASB Jan 2014.pdf

IIID3f

IIID3f.01	Department of Ed. Student Loan Default Rates.pdf
IIID3f.02	Cohort Default Rate within Federal Guidelines.pdf

IIID3h

IIID3h.01	Governing Board Policy 5007.pdf

IIID4

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IVA. Decision –Making Roles and Processes
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn and improve.

IVA1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning and implementation.

Contra Costa College has a long history of supporting and encouraging the involvement of all members and constituencies within the College community. Over this long history, we have made great strides in offering and ensuring that leadership permeates and percolates throughout the organization. The model of participatory (shared) governance employed at CCC ensures that all members of the College community share in the decision-making process primarily through committees and advisory bodies whose make-up consistently reflects membership from all constituency groups.

Through participation in governance, the special perspectives of each constituency group are felt and decisions are made as a result of consensus gained through dialogue and data analysis. The critical issues facing the College are vetted and the concerns of members of the college community both individually and collectively are addressed.
Participation in these governance processes has resulted in the institution reviewing its mission, vision, and values, and directs CCC as it sets College, program, unit, and individual goals for student success and institutional effectiveness.

Descriptive Summary
CCC has a tradition of promoting a culture of inclusiveness, innovation, continuous improvement, and transparency. The current leadership has continued and is encouraging expansion of this tradition. All participatory (shared) governance efforts adhere to the College's mission (IVA1.01) and vision (IVA1.02) statements, which reflect respect for each constituency and recognition of the central role of participatory (shared) governance within the life of the College.

The College Council (IVA1.03) is the primary governance body for the College (IVA1.04). The Academic Senate (IVA1.05), Classified Senate (IVA1.06), Management Council

(IVA1.07), and Associated Student's Union (IVA1.08) each provide representatives to the College Council, and the leadership of each group appoints representatives to standing and ad hoc committees. Constituency representatives are responsible for cross-collaborative communication between and among committees and for communicating information back to their respective constituencies. In College Council decisions are arrived at through consensus within each constituency and further consensus between each constituency.

The CCC procedures handbook, section A1003 (IVA1.09), provides the description of the representation of each constituency on College Council (IVA1.10) and the respective committees and sub-committees under the auspices of College Council, such as the Budget Committee (section A1003.1) (IVA1.11), the Operations Council (section A1003.2) (IVA1.12), and the Planning Committee (section A1003.4) (IVA1.13). The entries also indicate their status, meeting times, membership, chair, and charge (IVA1.13). The handbook also denotes which committees are subject to the Brown Act (IVA1.14), and which committees are either advisory or ad hoc committees, and not subject to the Brown Act (IVA1.15).

Additionally, each leader of a governance constituency participates on the President's Cabinet (IVA1.16), where issues of critical importance within and external to the College are reviewed and discussed to ensure that each constituency will be able to provide input to the decision-making. The President's Cabinet is also charged with setting the College Council agenda.

Information flow chart for Participatory (Shared) Governance Committees. This chart shows how information, in the form of committee minutes, flow through Contra Costa College Participatory (Shared) Committees.
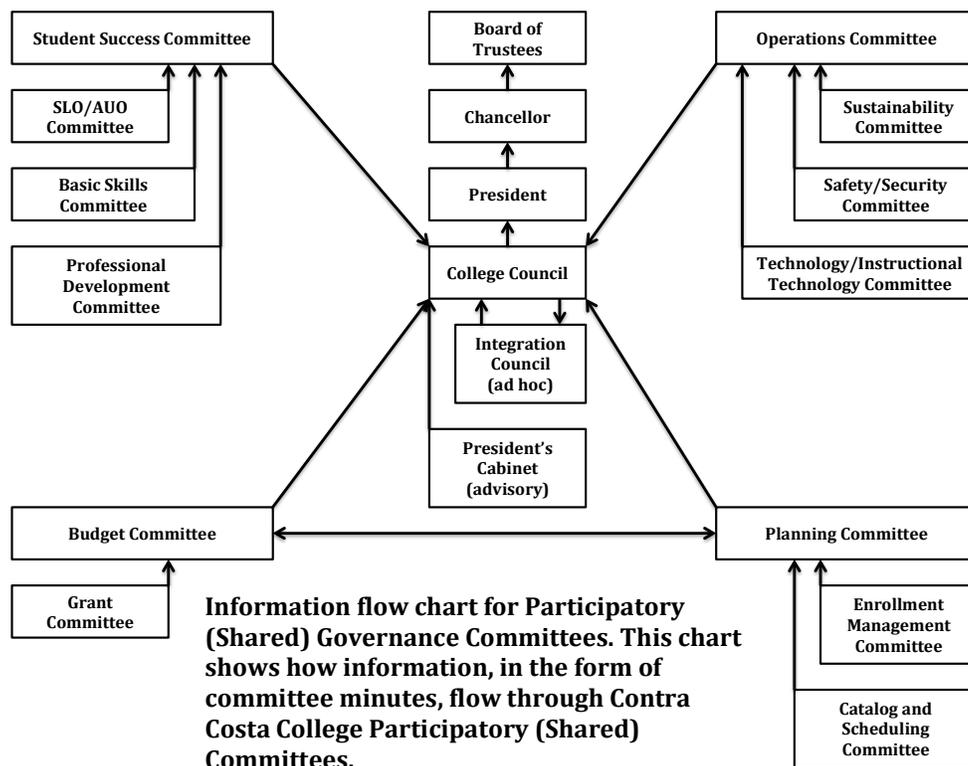
A1003.11

The flow of communication between and among committees and subcommittees is reflected in the above chart. Each subcommittee forwards its minutes to its parent committee. The minutes are then placed on the agenda as an information item. For example, the Planning Committee has two subcommittees: the Enrollment Management Committee and the Catalog and Scheduling Committee. These subcommittees forward their minutes to the Planning Committee, which places them on its agenda (IVA1.17). College Council has four subcommittees (known informally as "the Big Four"): Budget, Planning, Student Success, and Operations Council. Each of these committees forwards their minutes to the College Council, where they are placed on the agenda as an information item and reflected in the minutes (IVA1.18). In addition, the constituency representatives to College Council and President's Cabinet deliver "constituency reports" at each meeting (IVA1.19) (IVA1.20). This allows for a continuous flow of communication among and between each of these entities. Minutes from each committee meeting are posted to the InSite Portal (IVA1.21) and are accessible to each member of the College and the community at large through the College's website (IVA1.22).

Contra Costa College adheres to a decision-making process that supports the mission, vision, and values developed by the faculty, staff, and students who participate in participatory (shared) governance committees and efforts across the College. Each member of the College community may address concerns and propose policies through governance committees and subcommittees and their respective unit meetings. This is addressed specifically in the

College procedures manual, section A1005 (IVA1.23). Concerns may be advanced to the respective committees or subcommittees giving students and employees multiple avenues for addressing issues or concerns.

An idea or policy can be proposed at virtually any level of the organization and may be resolved at that level or moved through the governance process culminating with a decision recommended to the College at College Council (IVA1.24). These decisions are carefully vetted at College Council so that the president and the District are provided with information allowing for decisions that are in the best interest of the entire College community and, most importantly, its students.

During the fall and spring semesters of the 2012-2013 academic year, the institutional mission, goals, values, and vision were reviewed through a process involving focus groups made up of College constituency group members and community members from the surrounding service area (IVA1.25). Updated versions of the institutional mission, goals, values and vision are posted in the CCC procedures manual (IVA1.26) (IVA1.27) and in the College catalog (IVA1.28), both available on the College website. The mission statement is also posted on the CCC website (IVA1.29).

In fall 2012, College Council charged the Budget Committee with piloting a new budget allocation process designed to tie the allocation of funds to College wide plans, the College mission, program review, and annual unit plans (IVA1.30) (IVA1.31) (IVA1.32). The piloted process was reviewed and modified during fall 2013 for implementation in 2014-2015 (IVA1.33). The process will be formalized into an administrative procedure when the College Council is satisfied that the budget allocation process meets the College's needs.

Planning is evident at a variety of levels within the organization. Under the direction of College Council and its representative committees, the following plans are developed, reviewed and used to guide the actions of the College.

College wide Plans	College Council Committee	College Council Subcommittee
Basic Skills Plan	Student Success Committee	Basic Skills
College Strategic Plan	Planning Committee	
Facilities Plan	Operations Committee	
Student Success and Support Plan	Student Success Committee	
Technology Plan	Operations Committee	Technology Committee

Each unit engages in an annual review of its goals, outcomes, and resource needs (IVA). Units also set goals and assess student learning outcomes (SLOs) and administrative unit outcomes (AUOs) on an annual basis, and this has been incorporated into the newly revised annual budget allocation process (IVA1.33). This process ensures that the respective units are regularly engaged in reviewing student and administrative program outcomes, which leads to improved programs and services for our students.

The College will engage in a strategic planning update during spring and fall 2014. The previous strategic plan, originally scheduled to conclude in 2012, was carried over to 2014 at the District's request, in order to ensure that each college's strategic planning processes coincided with the District's. The College Council approved the extension of the College Strategic Plan on February 8, 2012 ([IVA1.34](#)).

Self Evaluation
The College meets the Standard.

The College administration supports and engages in the maintenance of an environment that empowers constituents to be innovative and strive for excellence in all aspects of their work. Each constituency is encouraged to participate in College and District governance through representation that ensures equitable participation in the decision-making process. Appointments to governance committees, as well as other committees such as hiring, task or ad hoc committees, are made by constituency leadership. The leadership of each constituency is assigned to participate in the President's Cabinet, consisting of the College president, vice president, business services director, Academic Senate president, Classified Senate president, and Associated Student Union president. This group works closely with the College president and acts an advisory body to inform the data gathering and decision-making process. President's Cabinet makes recommendations for College Council agenda items that are fully vetted by the constituency group representatives. Constituency leadership and members of the College community have access to information and are encouraged to participate in all aspects of College governance.

In order to determine the effectiveness of the participatory governance process and institutional planning efforts, the College regularly surveys management, classified staff, faculty, and student leadership, as to its effectiveness at engaging the College community in the participative process and how well it has provided opportunities for dialogue and input in improving institutional effectiveness ([IVA1.35](#)).

Actionable Improvement Plans
None

IVA2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IVA2a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

Faculty, staff, administrators, and students have shaped a strong participatory (shared) governance structure that supports decision-making processes. The Contra Costa College procedures handbook, available on the College website (IVA2a.01), outlines the written policies and procedures for participation by all constituency groups in the decision-making process. The participatory governance decision-making process, as outlined, provides for appointments to each participatory governance committee by each constituency group: faculty through the Academic Senate (IVA2a.02), classified staff through the Classified Senate (IVA2a.03), students through the Associated Student's Union (IVA2a.04), and management through the Management Council (IVA2a.05). The procedures handbook also provides descriptions of the representation of each constituency, the committee status, meeting times, committee chair, how records are to be kept and communicated, and the committee charge, for the College Council and its standing subcommittees (IVA2a.06). The handbook also denotes which committees are subject to the Brown Act (IVA2a.07) and which committees are either advisory or ad hoc committees, and thus not subject to the Brown Act (IVA2a.08). The bylaws of the College Council describe the purpose, membership, officers, meetings, standing and subcommittees, and procedures of the College Council, the primary participatory governance committee of Contra Costa College (IVA2a.09).

Additionally, each leader of a governance constituency participates on the President's Cabinet (IVA2a.10), where issues of critical importance within and external to the college are reviewed and discussed to insure that each constituency will be able to provide input to the decision-making. The President's cabinet is also charged with setting the College Council agenda.

There are a number of ways to bring ideas to the appropriate policy or planning bodies. For instance, faculty may, through the Academic Senate, through membership on committees, or as individual constituents, bring an idea or request for consideration to College Council. Each group with which the faculty member is affiliated may provide an idea or request (IVA2a.11). Contra Costa Community College District board policy 1009, "Institutional Leadership, Governance, and Decision-Making" (IVA2a.12) and administrative procedure 1009.01, "Participatory Governance" (IVA2a.13) provide guidance for how respective constituency groups access the governance process.

The CCC information flow chart for participatory governance committees, which appears in the College procedures handbook (section A1003.8) (IVA2a.14) and on the College website (IVA2a.15), outlines how communication occurs between and among different committees and the College Council and how they advise the College president and, ultimately, the Governing Board. As mentioned above, each subcommittee forwards its minutes to its parent committee. The minutes are then placed on the agenda as an information item. (IVA2a.16). College Council's four subcommittees ("the Big Four")—Budget, Planning, Student Success, and Operations Council—each forward their minutes to the College Council, where they are placed on the agenda as information items and reflected in the minutes (IVA2a.17). In addition, the constituency representatives to College Council and President's Cabinet deliver "constituency reports" at each meeting (IVA2a.18) (IVA2a.19).

The minutes and agendas of all Brown Act committees are posted to the College website (IVA2a.20), allowing for a continuous flow of communication among and between all interested parties.

Each constituency leader meets with the president in an individual meeting on a semi-regular basis as needed. Efforts are made to provide access to the president so that needs are addressed in a timely manner. The president also meets with constituency membership as needed to clarify matters of concern and to garner support for participation in College and community events (IVA2a.21).

Self Evaluation
The College meets this Standard. The procedures for institutional participatory governance are outlined in the Contra Costa College procedures handbook and in the CCCCD Board policy and procedures 1009 and 1009.01, and the flow of communication is reflected in the "Information Flow Chart for Participatory (Shared) Governance Committees". Each College community member has access to the meeting notes of each constituency group and is free to formally join a shared governance committee or attend meetings. It is within each of the committees and the College Council, as well as in constituency groups, that ideas, proposals and requests are presented and vetted.

Actionable Improvement Plans
None

IVA2b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary
Through the Academic Senate, the faculty union (United Faculty) representation on matters related to workload, and the departmental and division structures, faculty and academic managers and administrators provide leadership and guidance on all academic and professional matters. California Code of Regulations Title 5 Section 53200 provides the statutory definition of the role of faculty and the Academic Senate (IVA2b.01). Contra Costa Community College board policy 1009 (IVA2b.02) and CCCCD administrative policies 1009.01 (IVA2b.03) and 1009.02 (IVA2b.04) outline the role of faculty in participatory governance. The Governing Board, chancellor, and College administration rely on faculty to make recommendations and appointments of faculty to participate in District and College governance processes.

Revised in spring 2011, board policy 1009 (IVA2b.02), "Institutional Leadership, Governance, and Decision-Making," made it clear that "academic and professional matters are in the purview of the faculty." The Faculty/Academic Senates of the District consult collegially with the Board through the chancellor on policies and procedures on academic and professional matters as defined in Title 5, Section 53200 (IVA2b.01). In administrative procedure 1009.01 (IVA2b.05), the Governing Board agrees that it will "…rely primarily

upon the advice and judgment of the Academic Senate with regard to items 1 through 3 and reach mutual agreement with regard to items 4 through 11:

1. Curriculum including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-studies and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review
10. Processes for institutional planning and budget development; and
11. Other academic and professional matters as mutually agreed upon between the Governing Board and Academic Senate.

Furthermore, the Academic Senate retains the right to meet with or appear before the CCCCD Governing Board on the views, recommendations, or proposals of the Senate. The Governing Board also recognizes that the appointment of faculty to serve on councils, committees, task forces, or other groups on academic and professional matters, will be made by the Academic Senate, in consultation as appropriate with the president on College matters or with the chancellor on District matters.

Faculty members, in concert with academic administration, are responsible for the oversight of all programs and services that support student learning. Annual unit plans, program reviews occur with regularity (every two years for Career and Technical Education [CTE] and every four years for other academic programs) (IVA2b.06) and focus us on a cycle of continuous evaluation and improvement.

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. The CIC maintains a page on the College website (IVA2b.07) that includes agendas (IVA2b.08), minutes (IVA2b.09), the CIC manual (IVA2b.10), CIC forms (IVA2b.11), course outlines (IVA2b.12), and information on program review, including SLO and AUO resources (IVA2b.13). Courses are on a four–year cycle of content review coordinated with the program review process (IVA2b.14). The College is in the process of integrating its curriculum with CurricUNET (IVA2b.15), an application that will allow CCC to inventory and maintain its curriculum. On November 14, 2013, the College Council authorized the purchase of a CurricUNET upgrade that allows for SLO tracking and assessment (IVA2b.16). Additionally, the college will be able to catalog its SLO and AUO assessment processes and make this information readily available to faculty.

The CIC examines and reviews new curriculum, programs, or departmental modifications. Once approved by the department (IVA2b.17), a division instruction committee (DIC) reviews and approves (IVA2b.18) proposals and sends them to the division dean for review (IVA2b.19) before the proposals are sent to the CIC for technical review (IVA2b.20). The CIC reviews the proposals and recommends curriculum changes for approval (IVA2b.21) by the vice president of academic and student services (IVA2b.22), the College president, the chancellor, and the state chancellor's office when appropriate. The CCCCD Governing Board approves new courses and degrees (IVA2b.23) (IVA2b.24) and new programs are vetted by the District-wide Ed Planning Committee for review (IVA2b.25) before being submitted to the CCCCD Governing Board and the State Chancellor's Office.

The Student Services Committee is a policy-recommending subcommittee of the Academic Senate and reports to the Senate through its chair. It is charged with recommending policies and procedures to the vice president of the College regarding existing and potential student service and community service programs. The dean of students sits on the committee as a resource and provides staff support. Faculty members are appointed to serve on the Student Services Committee by the Academic Senate (IVA2b.26).

Self Evaluation
The Academic Senate is involved in all matters related to academic and professional matters. The CCCCD Governing Board and the administration recognize and respect the role of faculty in this area. The Academic Senate accepts its role in the development of curriculum and SLOs. The Senate, through the SLO/AUO Committee, also provides leadership on the evaluation of SLO assessments. The administration depends upon the professional opinion of faculty when making decisions on curriculum, student outcomes or student learning programs and services. A great deal of mutual trust and respect exists for the role of faculty in this regard. The College continues to exhibit exemplary practice in this area.

Actionable Improvement Plans
None

IVA3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary
Each constituency group has membership in a number of governance structures at both the District and College, all of which facilitate dialogue and communication between and among constituencies. The Contra Costa procedures handbook, section A1003, outlines each governance committee's membership and lines of communication (IVA3.01).

The Contra Costa Community College District and its constituents work together towards achieving the common vision, mission, and goals of the institution. The District and College have related mission (IVA3.02) (IVA3.03) and vision statements (IVA3.04) (IVA3.05), and work together to achieve strategic objectives (IVA3.06) (IVA3.07) (IVA3.08). Board

administrative procedure 1009.01 describes the roles that faculty (IVA3.09), classified staff (IVA3.10), management (IVA3.11), and students (IVA3.12) play in the participatory governance of the District in accordance with the provisions of AB 1725. Administrative procedure 1009.02 describes the process to reach agreement between the Governing Board and the Faculty Senates Coordinating Council on District policies and procedures governing academic and professional matters (IVA3.13).

The District Governing Council (DGC) meets monthly (IVA3.14), providing an opportunity for each constituency (IVA3.15) to report on or raise issues of concern. DGC bylaws describe its purpose: "To provide a forum for strengthening the participation of representative groups to meet, discuss and debate issues of Districtwide concern while acknowledging the autonomy of the individual Colleges and respecting the role that training, education, and experience play in individual influence and participation" (IVA3.16). This structure allows for the free flow of ideas among constituents, with the view of making institutional progress.

Participatory governance has been the culture of the District and the College for decades. The College procedures handbook, section A1003, contains a list of all committees, their status, membership, meeting times, chair and charge (IVA3.01). Section A1003.8 is a statement regarding the participatory governance process (IVA3.17). The flow of issues through the process is illustrated in a flow chart. Section A1002 of the College procedures handbook describes the roles of management, faculty, classified and students in participatory governance (IVA3.18). The procedures handbook is available on the College website (IVA3.19).

College Council, the policy and decision-making body of the College, is a committee of equal constituency representation where participation from students, classified staff, faculty, and administrators is encouraged. Plans, policies/procedures, and decisions are reviewed and approved by College Council in a collaborative manner (IVA3.20).

Information is widely disseminated to the College community in various ways. The *In*Site portal contains information about the College, including the minutes of shared governance meetings (IVA3.21). Employees can access information on the portal, the District and college websites, and the shared drive. General assemblies and College forums are also held periodically and as needed by the District (IVA3.22) and college administration to ensure that staff and students receive essential information about the institution, its plans and strategies, its opportunities and challenges, and efforts to improve efficiency and effectiveness.

Through College Council, each constituency participates in College governance processes. College Council operates under the Brown Act, which ensures that the public has the ability to be informed of the agenda 72 hours before the meeting and that they have access to the meeting to express their issues and concerns. All agendas and minutes for College Council, as well as the standing subcommittees reporting to College Council are available through the College's website (IVA3.23).

President's Cabinet is made up of each constituency leader (of management, faculty, staff and student groups), and it works with the College Council chair to establish an agenda for College Council meetings (IVA3.24). The Executive Staff Committee consists of College deans, the vice president, and the Business Services manager (IVA3.25). This group sets the agenda for the College managers, who meet as Management Council, the constituency leadership committee for management. Faculty are represented by the Academic Senate president, Classified Staff by the Classified Senate president, and students by the Associated Student Union president.

Management Council posts its agendas and minutes to the College website (IVA3.26). The Classified Senate maintains a webpage (IVA3.27) where it posts its agendas (IVA3.28) and minutes (IVA3.29), as well as the current officers (IVA3.30). The Associated Students Union maintains a webpage, where it posts its agendas and minutes (IVA3.31). The Academic Senate also maintains a webpage (IVA3.32), and posts its agendas (IVA3.33), minutes (IVA3.34) and officers (IVA3.35) to the College community.

Any members of the College community may access the governance committees to present ideas for improving operations or proposing new policies or procedures (IVA3.17). The College Council is the ultimate forum where such dialogue occurs and recommendations are formulated, when necessary, or decisions are made through consensus (IVA3.20). Additionally, dialogue about College matters occurs in "traveling road shows," where members of the management teams address matters related to College budget, enrollment, facilities, and other matters of concern to individuals, departments, and programs (IVA3.36). College meetings, forums, and visits by management to constituency groups allow for discussion of ideas and communication between and among constituency groups.

At the District level, College representatives participate on a variety of committees, such as the Classified Senate Coordinating Council (IVA3.37), the Faculty Senates Coordinating Council (IVA3.38), and District Governance Council (DGC), the primary District governance committee. The chancellor comes to the College annually to communicate to the College community and the public matters of concern with respect to the District. District trustees participate in a number of events on campus and maintain regular visibility in the community.

Self Evaluation
The College meets this Standard. CCC's efforts to have inclusive dialogue have been sustained over a long period and have been largely successful providing opportunities for students, staff, faculty, and managers to participate in the governance process. Recent changes in the operation and bylaws of College Council should improve CCC's ability to effectively communicate and facilitate dialogue throughout the College.

Actionable Improvement Plans
None

IVA4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public discourse, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary
The Accrediting Commission for Community and Junior Colleges (ACCJC) has certified Contra Costa College as an institution that meets the accrediting standards set forth by that agency (IVA4.01). The previous self-studies submitted by the institution demonstrated CCC's honesty and integrity. The College has complied with the recommendations of the Commission in the 2009 (IVA4.02) and 2010 (IVA4.03) accreditation follow-up reports. Submittals of midterm reports (IVA4.04) have been timely and have addressed progress made by the College in implementing internal planning agendas or visiting team recommendations. Each Commission request with respect to student complaints was researched and reported to the Commission. The Commission deemed the responses of the College to be appropriate.

The College adheres to all matters with respect to U.S. Department of Education compliance. These include reporting on gainful employment (IVA4.05a) (IVA4.05b) (IVA4.05c) (IVA4.05d) (IVA4.05e), Title IV (IVA4.06), federal regulations and requirements, and Title IX, student gender equity compliance (IVA4.07).

Self Evaluation
The College meets this Standard.

Actionable Improvement Plans
None

IVA5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary
The College adopted a policy mandating a regular review cycle of its governance process (IVA5.01). A survey of the general satisfaction with the College governance structure was administered in spring 2011 (IVA5.02). In April 2011, the College Council expressed concern that the survey did not adequately address the question of the governance structure's effectiveness (IVA5.03). In September, November, and December 2011, the issue of whether to administer a new survey was debated in the College Council (IVA5.04).

The February 2012 College Council meeting continued the debate (IVA5.05). In March 2012 it was agreed that the Planning Committee would develop another survey that would include the ability to question the effectiveness of the governance process (IVA5.06). By April, the

Planning Committee had developed a draft survey of College governance effectiveness (IVA5.07). However, the survey was not administered due to a change in leadership at the presidential level.

After the new president was hired, there was a need to clarify the institution's governance and decision-making structures and processes. Beginning in September 2012 (IVA5.08), the College Council began a two-year process of restructuring its committees, while simultaneously revising its mission statement. By February 2013, an ad hoc committee of the College Council had developed some draft diagrams, and the debate was lively (IVA5.09). In March 2013 the College Council agreed to a hierarchical structure and the addition of an Integration Council, to be used when all four of the main committees, Planning, Budget, Operations, and Student Success, needed to be engaged (IVA5.10). In April 2013 the College mission statement was approved, but the College committee structure was still being debated and revised (IVA5.11). By the end of the semester, the College Council finalized the basic structure and voted for its inclusion in the College procedures handbook (IVA5.12). The new committee structure, with a reporting structure and a policy of information flow through the forwarding of committee minutes became administrative procedure A1003.8 (IVA5.12a):

In fall 2013 College Council took up the issue of non-Brown Act committees, or "advisory and ad hoc" committees (IVA5.13). In December 2013 some "advisory" committees were removed (IVA5.14) and College Council directed that the effectiveness survey be administered. In February, the College Council continued to refine the category of "advisory" committees (IVA5.15).

In early February 2014 the College administered the effectiveness survey (IVA5.16). Almost half of CCC faculty, staff, management, and student leadership participated in the survey. The College Council will now analyze and share the results with the College community.

This particular glimpse into the workings of the College Council shows that CCC has healthy mechanisms whereby students, faculty, classified, and management can engage in a substantive, lively—and sometimes lengthy—discussion surrounding institutional improvement and integrity. During spring 2014, CCC will engage in a comprehensive review of participatory governance processes and an evaluation of the new budget and resource allocation process; present these results; and make and implement recommendations for improvement to the College community and the District Governance Board. Additionally, College Council will request that each constituency group engage in an evaluation of their leadership and participation in the College's governance process and use the results to improve their performance. This will include a review by the College Council of each committee's charge and representation by constituency groups to ensure that adequate input is achieved.

Additionally, the program and administrative review processes regularly allow for instructional, program, and administrative units to address how effective they are and how well they meet the outcomes they have identified. These results are made available for review within each unit, by a validation team, and, ultimately, by President's Cabinet.

Self Evaluation
The College has recently clarified its participatory governance structure. An evaluation of the current system will occur during spring 2014 and the results will be used as a basis for improvement.

Actionable Improvement Plans
None

IVB. Board and Administrative Organization

IVB. In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IVB1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IVB1a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary
The Contra Costa Community College District comprises three colleges (Contra Costa, Diablo Valley, and Los Medanos Colleges), San Ramon Campus and the Brentwood Center. The Governing Board consists of five members elected by geographic regions, known as wards, for four-year terms. Though elected by geographic region, Board members represent the interests of all county residents as stated in Board Policy 1010, Code of Ethics of the Governing Board (IVB1a.01). Serving a one-year term, the sixth member of the Governing Board is the Student Trustee, who is selected by rotation among the three colleges and who has an advisory vote on actions other than personnel-related and collective bargaining items.

Governing Board meetings are well publicized on the District's web site, posted at the colleges, and open to participation by the public. Regular Board meetings are held at the District Office in Martinez. Community forums, which have a primary focus on the state of the District, are held annually each fall at each of the colleges and the centers. Hard copy and electronic invitations (IVB1a.02) are sent to the public inviting them to attend the forums in which the Governing Board reviews its goals, the budget, and other topics of interest to the public. The community forums provide an opportunity for the Governing Board to hear the

opinions of community leaders on the work of the District and to obtain input on other ways the District could be valuable to the community.

The Governing Board meeting agendas (IVB1a.03) provide a consistent format where the first public meeting agenda item, after the pledge of allegiance to the U.S. flag, is the opportunity for the public to address the Governing Board. In addition, members of the public may comment on agenda items as they are presented.

Most votes taken by the Board are unanimous. When decisions are not unanimous, members who dissent on an issue support the decision of the whole. A case in point is the discussion surrounding the approval and implementation of a Project Stabilization Agreement (PSA) for the District. The discussion of the issue was contentious and persisted over several months, involving construction unions supporting the agreement and other entities in opposition. Considerable pressure was placed on the Governing Board, with one Board member acknowledging a conflict of interest once an accusation was made from the public. College employees were concerned about what they observed as the Board's preoccupation with the PSA and its possible distraction from other significant educational issues the District was dealing with at the time. The Board worked through the matter, following its established policies and procedures, and finally approved the PSA on a four aye, one abstention vote. The agreement is now fully implemented. After the matter was settled, the Governing Board converted the District's resolution on conflict of interest to Board Policy 1020 (IVB1a.04) and created Administrative Procedure 1020.01 (IVB1a.05), Conflict of Interest, and strengthened its monitoring of and participation in conflict of interest, ethics, accreditation, and Brown Act training.

The Governing Board holds in high regard its mission to act as a whole. In 2013, concern arose for two reasons 1) as it became apparent that one Board member was communicating information to the public and District constituencies that had not been vetted through the Governing Board and 2) although the Board approved a provisional appointment process subsequent to the passing of the Board president, one Board member acted independently to augment that process, necessitating a modification of the previously approved process. Immediately following its acquisition of this knowledge, the Board scheduled a facilitated discussion on communication protocols. The discussion took place during the October 9, 2013, Board meeting in public session (IVB1a.06). The discussion centered around five major components of Board communication: 1) communications between and/or among Board members; 2) communications between Board members and CEO/staff members; 3) public communication by Board members; 4) responding to needs or complaints expressed to an individual Board member; and 5) participation standards. In order to ensure the Governing Board would work as a whole, new Board Policy 1022, Governing Board Communication Protocols (IVB1a.07), was developed and approved by the Board to codify communication protocols that hold the Governing Board accountable for acting as a team/unit, practicing ethical behavior, ensuring the reliability of information to be communicated and complying with accreditation standards.

Self Evaluation
Board members work together to support the interests of the District and take an active role in advocating for the interests of the community as a whole. Throughout the year, Board members routinely attend college and/or community meetings to offer information, speak on behalf of, and seek support for the colleges and students of the District. Board members work with elected officials and other community members when necessary on behalf of the District. They ensure that the interests of the District are protected. When there are exceptions, the Board takes corrective action.

Actionable Improvement Plans
None

IVB1b. The Governing Board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary
The Governing Board reviewed, revised, and approved the District's Mission Statement (IVB1b.01) as part of its development and subsequent approval of the District Strategic Plan 2011-2015 (IVB1b.02) on July 27, 2011. Board Policy 1012 (IVB1b.03) and Administrative Procedure 1012.01 (IVB1b.04), Institutional Effectiveness: Planning, Assessment and Continuous Improvement, ensure that each college shall have integrated planning processes that maintain strategic and operational plans that are linked to resource allocation decisions. Further, a regular cycle of review to assess the effectiveness of the District's organization, the delineation of roles and responsibilities of the District/colleges, and the District governance and decision-making processes is in place. Policies and procedures that ensure the financial health, the quality of the educational program offerings, standards for graduation, and processes for curriculum development and the subsequent curriculum approval process are in place to support the stated mission of the District. As shown in the Governing Board Policies and Administrative Procedures Manual and the Curriculum and Instruction Procedures Manual, the Governing Board exercises oversight of the college educational programs through policies (IVB1b.05, Section 4000) and procedures (IVB1b.06) that establish standards and processes in accordance with the District's stated mission to provide educational opportunities for students and communities.

The development of the educational and fiscal policies is conducted through the participatory governance process. Board Policy 1009, Institutional Leadership, Governance, and Decision-Making (IVB1b.07), and Administrative Procedure 1009.01, Participatory Governance (IVB1b.08), indicate the District's approach to participatory governance, delineating the five components of the District's decision-making structure (participatory governance, academic and professional matters, administrative, labor, and public interest) and the roles for faculty, staff (classified and management/supervisory/confidential), and student participation in institutional governance.

The college presidents and the Academic Senate presidents under the facilitation of the executive vice chancellor education and technology meet for consultation monthly

(IVB1b.09) on behalf of the Governing Board to discuss academic and professional matters and develop and review policies and procedures that ensure the quality, integrity, and improvement of student learning programs and services. The chancellor attends as needed. Agreements reached in these meetings are reviewed and approved by the Governing Board, as stipulated in Administrative Procedure 1009.02, Process to Reach Agreement between the Governing Board and the Faculty Senates Coordinating Council on Districtwide Policies and Procedures Governing Academic and Professional Matters (IVB1b.10).

The Board ensures that educational programs are of high quality through the execution of Board Policy and Curriculum and Instruction Procedure 4008, Review, Establishment, Modification and Discontinuance of Courses and Programs (IVB1b.11) (IVB1b.12). Board Policy 4008 directs that the Educational Planning Committee meet, at a minimum, once per year to review the educational program plans of the colleges and coordinate offerings across the District. The committee membership includes college presidents, instructional and student services managers, Academic Senate presidents, a faculty union representative, the chancellor, executive vice chancellors, and an economic development representative. Results of the committee's work are documented in the Educational Planning Committee report and presented annually to the Governing Board (IVB1b.13).

Further, Board Policy 4001 (IVB.1b.14) and Curriculum and Instruction Procedure 4001 (IVB1b.15), Standards of Scholarship, evidence the Governing Board's mission to provide quality education, as do Board Policy 4011, Philosophy and Requirements for Associate Degree and General Education (IVB1b.16), and Curriculum and Instruction Procedure 4007, Philosophy and Criteria for Associate Degree and General Education (IVB1b.17).

Strategic Direction 1 in the District's strategic plan focuses on student learning and success with an emphasis on closing the achievement gap and increasing success and completion rates. The Governing Board bases its goals on the District strategic plan and participates in activities that ensure it understands its role in ensuring educational quality and the support required.

In 2012-13, the Board reviewed policies to ensure that policies exist to support the achievement of at-risk students who perform below college level and to ensure equitable treatment of all students (IVB1b.18). The Board also received reports from staff on the amount of funds targeted for underprepared students (IVB1b.19). In its July 24, 2013, meeting, the Governing Board participated in a training session on how to use the scorecard (IVB1b.20).

Sound management of resources and fiscal practices to provide resources necessary to support student learning are evidenced in the budget development parameters reviewed and approved by the Board annually in the budget development process. Formulas are in place for the equitable distribution of funds to support educational programs and services through the District general fund for college operating and part-time teaching budgets. Board Policy 5007, External Audit of District Funds (IVB1b.21), provides for an external audit of all District funds. In addition, Board Policy 5034, Internal Audit Services (IAS) - Charter (IVB1b.22), and Business Procedure 21.01, When to Contact Audit Services (IAS)

([IVB1b.23](#)), provide internal auditing procedures. The implementation of sound fiscal practices is, in part, also addressed through the Board-approved position of the District director of internal audit services. In addition, the Board conducts a study session annually in April on the budget for the upcoming year, where funding priorities consistent with the mission and goals of the District are established ([IVB1b.24](#)). Further, the Board acted to place a facilities bond measure on the June 2014 ballot ([IVB1b.25](#)).

Self Evaluation
As noted in the Descriptive Summary, the Governing Board takes an active role in ensuring educational quality. A variety of actions taken by the Board demonstrate its commitment. The results of the meetings of the Educational Planning Committee are presented to the Governing Board for review and discussion. The Board monitors the progress made and the development of student learning outcomes through annual progress reports presented by each college at Governing Board meetings. The Board also annually reviews the findings of the Accountability Report for Community Colleges, recently replaced by the California Community Colleges Student Success Scorecard, and discusses the findings for each college.

The Board has based its annual goals and objectives on the strategic goals established by the District. Board members rate the Board's performance, as well as the performance of the chancellor, on goals that ensure the quality, integrity, and improvement of student learning and programs as set forth in the District strategic plan. Accountability measures have been established for each of the Board's activities. Despite the recent financial crisis, the Board has worked to provide the resources necessary to support the delivery of programs and services to students. The Board has consistently encouraged securing external sources of revenue, such as the Trade Adjustment Assistance Community College and Career Training grant (TAA CCCTG). Despite declining funding, the Board approved hiring a full-time dean to coordinate workforce and economic development District wide. This investment has resulted in the awarding of the TAA grant that resulted in $14.6M in additional funding to support career technical education programs and meeting the needs of the regional workforce. The District conceived the idea and served as the lead in organizing the region for competing for the grant. As a benefit of the Governing Board's bond initiative in 2002, major improvements have been made to the educational facilities in the District. The passage of a second bond initiative in 2006 is providing more much-needed facility improvements. In November 2011, the Board placed a parcel tax measure on the ballot, which failed by a very small margin, and in February 2014, the Board approved the placement of a capital facilities bond measure on the June 2014 ballot.

The Board is mindful of its responsibility to monitor its policies to ensure consistency between the mission and the actions taken on behalf of students and to ensure resources are available to support student achievement.

Actionable Improvement Plans
None

IVB1c. The governing board has ultimate responsibility for education quality, legal matters, and financial integrity.

Descriptive Summary
Final approval and responsibility for the educational programs, all legal matters, and the fiscal integrity of the District rest with the Governing Board, as evidenced by 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" and to do so will "approve budgets that maintain the fiscal integrity and stability of the District" as found in Board Policy 1010, Code of Ethics of the Governing Board (IVB1a.01).

The Board exercises its responsibility in educational quality by adhering to all policies relating to educational planning, standards of scholarship, and student success. Board members ensure that adequate funding is maintained to support high quality programs and services. In addition, the Board reviews and approves curricular offerings (IVB1c.01), educational and facility master plans (IVB1c.02), the five-year construction plan (IVB1c.03), and other activities related to the maintenance of educational quality. Board members participate in the development of and approve the District strategic plan (IVB1c.04).

The Board is apprised of and assumes responsibility for all legal matters associated with the operation of the three colleges, the San Ramon Campus, the Brentwood Center, and the District Office. Since the last accreditation visit, the Board has changed its approach to the use of legal services. Instead of having one primary legal service, the District now uses a panel of four legal firms with specializations in different areas (IVB1c.05). The Board is intimately involved in legal issues that arise in the District. Many matters are disclosed in closed session, and legal decisions requiring Governing Board awareness and input are reviewed and approved by the Governing Board.

Board Policy 5031, Fiscal Management (IVB1c.06), indicates "District administration keeps the Governing Board current on the fiscal condition of the District as an integral part of policy and decision making." The Board plays a crucial role in fulfilling its ultimate responsibility in maintaining the fiscal integrity of the District by monitoring and/or participating directly in decisions related to District finances.

The Governing Board Agenda Master Planning Calendar (IVB1c.07) outlines the reports the Governing Board will receive during any given fiscal year, noted by action or as information, in addition to topic-specific study sessions, such as facilities, budget, strategic directions accomplishments, etc.

On a quarterly basis, the Board reviews and/or approves the following reports in assessing the financial condition of the District.

- Budget transfers and adjustments. This report shares sources and uses of various District funds.
- Community College Fiscal Services (CCFS)-311Q prior to submission to the State Chancellor's Office. This report reviews the unrestricted

portion of the general fund and includes a four-year comparison of revenues and expenditures, as well as significant fiscal events for current and future reporting.
- Financial statements. These reports show budget-to-actual revenue and expenditure data for all budgeted funds of the District.
- Report on investments. This report gives details of the types and yields on investments owned by the District.

Seven times a year, the Governing Board receives a fiscal trends report (IVB1c.08) in which the status of spending in several areas, as well as enrollment information, is given. Annually, the Board participates in a study session focused only on the budget (IVB1b.23) for the upcoming year. The session is inclusive in that it includes a report on the financial condition of the District in compliance with guidelines established by the State Chancellor's Office in the Sound Fiscal Management Checklist.

The Board has a Finance Committee made up of two Board members with the primary responsibility of dealing with external and internal audit issues. The committee meets at least three times a year and participates in the hiring of the external auditor, preparation for the annual audit, and review of audit findings (IVB1c.09). In addition, the Board Finance Committee members consult with the District's director of internal audit services. The director has a dual reporting relationship to the Governing Board and the chancellor. The Board Finance Committee approves the internal audit plan and receives reports from the director on issues related to the financial integrity of the District. Minutes of the Board Finance Committee (IVB1c.10) meetings are reviewed by the full Governing Board, and a verbal report is given on the work of the committee.

Since the last accreditation visit, the District has experienced a severe financial crisis, resulting in the downsizing of the District. During the crisis, the Board maintained its responsibility of ensuring the financial integrity of the District. In addition to the state-mandated five percent reserve, the Board has established and mandated an additional Board five percent reserve. As a result, the District's undesignated reserve was never below ten percent. All decisions related to the downsizing of the District were reviewed and approved by the Governing Board.

Self Evaluation
The Board takes seriously its role of having the ultimate responsibility for education quality, legal matters, and financial integrity. As noted in the Descriptive Summary, the Board ensures that systems are in place that guarantee members are aware of their role and participate accordingly by receiving and reviewing information and/or participating directly in final review and decisions regarding education quality, legal matters, and financial integrity.

Actionable Improvement Plans
None

IVB1d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary
The Rules and Regulations of the Governing Board (IVB1d.01), approved by the Board and published in the Governing Board Policy Manual, describe the size, duties, responsibilities, structure, and operating procedures of the Board. The regulations provide for an election procedure for Board officers, a process for replacing Board officers who leave office prior to the end of their term, a process for removing any appointed officer, and stipulate the role and responsibilities of the Student Trustee. Further, the regulations provide for the selection of Board members to the Board Finance Committee. Board Policy 1010, Code of Ethics of the Governing Board (IVB1a.01), addresses responsibilities as adopted by the Governing Board as does Board Policy 1009, Institutional Leadership, Governance, and Decision-Making (IVB1b.07) and Board Policy 1012 and Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment and Continuous Improvement (IVB1b.03) (IVB1b.04). In 2013, the Board conducted a facilitated discussion on communication protocols and created a policy (IVB1a.07) on same to ensure behavior on the part of Board members that supports the code of ethics.

Self Evaluation
The Board is consistent in adhering to the requirements set forth in state Education Code Section 70902 and its own Rules and Regulations regarding its "size, duties, responsibilities, structure, and operating procedures." The information is included in the Board Policy and Administrative Procedures Manual in hard copy and on the District website.

Actionable Improvement Plans
None

IVB1e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary
Outlined in California Education Code Section 70902 (IVB1e.01), the Governing Board is charged with establishing broad policies, which govern the operation of the District, and has the expectation that all policies and procedures are followed properly. The Board is subject to the provisions of the Constitution of the State of California, the Rules and Regulations of the Board of Governors of the California Community Colleges, and its own policies and procedures. The Rules and Regulations of the District Governing Board, Administrative Officers, No. 32 (IVB1d.01), stipulate that the Board shall delegate to the chancellor the executive responsibility for administering the policies and execute all decisions of the Governing Board that require administrative action. In the initiation and formulation of District policies, the chancellor shall act as the professional advisor to the Governing Board. The development of Board policies and procedures is reflective of the participatory process, as noted in Administrative Procedure 1009.01, Participatory Governance (IVB1b.08). A hard copy of the Governing Board policy manual is issued to District executive staff. In

addition, the policy manual and all departmental procedures manuals are posted on the website. Links have been established between policy and procedure, ensuring the reader of full disclosure.

The District is an original member of the Community College League of California (CCLC) policy/procedure service and has subsequently reviewed and revised where appropriate all policies and procedures as CCLC notifications are received and on a regular two-, three-, or four-year cycle dependent upon the departmental manual to be reviewed/revised. As a result, all policies and procedures of the Governing Board are current, computerized, linked, uniformly formatted and posted on the Contra Costa Community College District website.

In 2010, the review and approval process for District wide policies and procedures was examined and subsequently revised. The District went to a primarily paperless system by eliminating 98 percent of the hard copy distribution, with continued access to policies/procedures via the District website. The review cycle was revised to address a more realistic approach to the number of policies/procedures under review by any one department. It was determined that historical files, either hard copy or electronic, would be maintained for each District wide policy/procedure from July 2010 forward. The actual revision work was moved from individual computers to the Insite Portal where all information, including final files, is available to those persons with the appropriate permissions. Those persons responsible for the coordination of the review/revision process were identified, and a desk reference (IVB1e.02) for District wide policies and procedures was written, approved through the Chancellor's Cabinet, and posted to the District website.

As a first step in the policy/procedure revision process, all constituency groups (managers, faculty, classified staff, and student government representatives) through the District Governance Council, DGC, offer input for policies and procedures within an area of participatory governance, as do the three employee groups (United Faculty, Local 1, District Management Council Executive Board), as prescribed in Administrative Procedure 1900.03, Administrative, Business, Curriculum and Instruction, Human Resources, Payroll, and Student Services Procedures (IVB1e.03). There are one to two readings at DGC, United Faculty, Local 1, and Management Council Executive Board meetings for all policy/procedure change actions. With the exception of policies/procedures regarding academic and professional matters, the Chancellor's Cabinet gives final approval for all procedures, and the Governing Board gives final approval for all policies.

As the Governing Board's designee, the chancellor consults collegially with the Faculty Senates Coordinating Council, FSCC, for those policies and procedures that regard academic and professional matters as determined in Administrative Procedure 1009.02, Process to Reach Agreement between the Governing Board and the Faculty Senates Coordinating Council on Districtwide Policies and Procedures Governing Academic and Professional Matters (IVB1b.10). Once agreed upon by the chancellor and FSCC, the policy or procedure is forwarded to DGC and the three employee groups as an information item and then to the Governing Board for final approval.

With well-publicized notification and provision of attachments via the District website, the Governing Board establishes policies at its open Board meetings and acts within the established policy guidelines.

Actionable Improvement Plans
None

IVB1f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary
The District Board places a high value on Board development. Every April, July and November, the Board conducts a study session as a part of its regular meeting. The April and November meetings cover budget (IVB1b.24) and accomplishments toward strategic directions (IVB1f.01), respectively. The July meeting topic varies (IVB1b.20). In addition, the Board conducts its retreat in June of each year in which it conducts its self-assessment. They identify areas of future interest for Board development and develop coming-year goals for the Board, in addition to reviewing and assessing the achievement status of prior-year goals. (IVB1f.02)

All Board members are provided training in areas of importance, i.e., Brown Act, ethics, conflict of interest (IVB1f.03) and accreditation (IVB1f.04). Board members access ongoing individual development through meetings with state and federal legislators, state and national conferences, community meetings, workshops, and reading. Time is set aside at Board meetings to convey the results of these individual efforts. The Board also holds special meetings in which it focuses on new initiatives. The Governing Board conducted District wide conversations in 2010-11 and 2011-12 on closing the achievement gap (IVB1f.05) (IVB1f.06) (IVB1f.07) (IVB1f.08) and participated in a District wide discussion in 2011-12 on the state's Student Success Task Force recommendations. In 2012-13 and 2013-14, the Board formed a sub-committee to conduct facilitated discussions on improving the District's workforce diversity. Between March and December 2013, four meetings were conducted (IVB1f.09) (IVB1f.10) (IVB1f.11) (IVB1f.12). As a result of the meetings, the Board increased its knowledge of the District's hiring processes and student, employee, and community demographics.

The chancellor and the Board president plan the new Board member orientation (IVB1f.13), coordinating additional meetings with key staff members regarding budget, staff/personnel, facilities, technology, strategic planning, and other areas of interest to new members. Since the last accreditation visit, the Board had an election in 2010 seating one new Board member. In addition, Board member provisional appointments were made in 2011 and in 2013, and another election in 2012 resulted in seating two new Board members. Processes to fill a Board vacancy, either through special election or provisional appointment, were codified in new Board Policy 1021 (IVB1f.14) and Administrative Procedure 1021.01 (IVB1f.15), Vacancies on the Governing Board, both of which were finalized in 2013.

All five new Board members selected/elected since the last accreditation visit have been provided an orientation in which they received copies of all essential documents regarding Board agendas, policies and procedures, organizational structure, strategic planning, governance procedures and other important and current issues. The orientation session covered District operations and the roles and responsibilities of Governing Board members. In addition, individual sessions are provided to new Board members on specific topics as requested. For example, special sessions were held for new Board members elected in 2012 on seismic issues, acquisition of property for a campus center, and how District finances work in addition to the orientation session (IVB1f.16). Each new Board member participates in a tour of each college provided by the District's director of communications and community relations. The tour includes a meeting with the college president and other employees at each of the sites. Further, Board members are encouraged to participate in the Community College League of California (CCLC) statewide meetings. New Board members also attend the workshop for new trustees sponsored by CCLC.

Provisions for Governing Board elections are provided for in Board Policy 1008, Governing Board Term of Office, Wards, and Election Regulations (IVB1f.17). Each member serves a four-year term. The 2013 Governing Board is made up 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. Board member elections are staggered so that 40-60 percent of the members are elected every two years. Serving a one-year term, the sixth member of the Governing Board is the Student Trustee, who is selected by rotation among the three colleges and who has an advisory vote on actions other than personnel-related and collective bargaining items.

The Board president and the chancellor provide an orientation for the Student Trustee (IVB1f.18). The Student Trustee meets individually with the chancellor to review the Student Trustee information packet, in addition to discussing the role of the Board, the responsibilities of the Student Trustee, and the operation of the District. The Rules and Regulations of the Governing Board, Student Representation, Nos. 9-15, (IVB1d.01) stipulate the role and responsibilities of the Student Trustee. S/He also participates in all Board training activities and participates at the regional and state level in professional development activities that improve performance.

Self Evaluation
Board development is a high priority for the Board. Board members participate in a variety of professional development activities to improve their performance and use mechanisms (study sessions, retreats, special meetings) to increase their knowledge and awareness of issues that have an impact on their decision-making. The Board has a long-standing, effective, and flexible orientation program for new members.

Actionable Improvement Plans
None

IVB1g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary
The Board's Code of Ethics (Board Policy 1010, IVB1a.01) indicates, "The Governing Board is committed to regularly assessing its own ethical behavior and Board effectiveness in order to identify its strengths and areas in which it may improve."
In April and May 2013, the Board revised its evaluation policy (IVB1g.01) and procedure (IVB1g.02) to include not only a self evaluation but also input from others who interact with the Board on a regular basis.

Board Policy 1015, Governing Board Evaluation Policy (IVB1g.01), notes the self-evaluation and the comprehensive components of the Board's evaluation policy. Administrative Procedure 1015.01, Process to Conduct Governing Board Evaluation (IVB1g.02), delineates the steps in the Board's evaluation process. The self-evaluation is conducted each year in a Board retreat during June-July. Prior to the retreat, each Board member completes the self-evaluation form, rating the extent to which the Board achieved the goals and objectives it established for that evaluation period. The self-evaluation also includes questions on Board behavior. Every two years, the Board conducts a 360-degree evaluation in which individuals who regularly attend Board meetings participate. An external facilitator gathers and summarizes all input received and compiles it into a report. The report serves as a basis for the Board evaluation which is conducted in an open meeting annually in June. Each individual selected to participate in the evaluation completes the Board-approved survey prior to the retreat. The results of the surveys of the Board members and others who participate in the evaluation are provided to the Board and discussed in open session, with future Board goals developed as a result. The first 360 evaluation was conducted in the Board's June 26, 2013, retreat (IVB1g.03).

Self Evaluation
As it has for many years, the Governing Board conducts an evaluation annually and uses the results to improve its performance. The Governing Board demonstrates its commitment in this area as evidenced by its most recent evaluation following the new process that includes its self evaluation and input from others.

Actionable Improvement Plans
None

IVB1h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary
Board Policy 1010, Code of Ethics of the Governing Board (IVB1a.01), adopted in 1992, was last revised early in 2014. In the policy, the Board commits itself to operating with the highest ethical standards, following the principles of service, respect, accountability, integrity, confidentiality, and openness. The policy includes a process for dealing with behavior that violates the code. In 2011-12, a member of the public indicated to the Board

that one of its members might have a conflict in a particular matter. The Board policy was followed and the matter resolved.

In 2012-13, to strengthen the code of ethics policy, the Governing Board reviewed Administrative Procedure 1020.01 ([IVB1a.05](#)) and adopted Board Policy 1020, <u>Conflict of Interest</u> ([IVB1a.04](#)), on July 24, 2013. This policy and procedure clarify, per government code, areas of conflict, in addition to providing a Conflict of Interest Declaration to be completed and signed by Board members upon appointment or election to the Board and annually thereafter.

Self Evaluation
The Governing Board adheres to its ethics code. Each year in December, when a new Board president is elected, the code of ethics is reviewed as a reminder to the Board. When conflicts are reported, the Board policy is followed. In approving the signing of the Conflict of Interest Declaration, each Board member commits him/herself to the resistance of engaging in activities that could be considered a conflict of interest or impair his/her fair judgment or of using the Board member position for personal benefit.

Actionable Improvement Plans
None

IVB1i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary
The Governing Board is informed about and involved in the accreditation process. In preparation for the 2014 visit, ACCJC Commission President Dr. Barbara Beno facilitated a Board study session on the accreditation process on January 15, 2013 ([IVB1f.03](#)). Each Board member participated in the session. Additionally, the chancellor advises the Board of the accreditation process and status.

The college self evaluation reports ([IVB1i.01](#): Diablo Valley College) and ([IVB1i.02](#): Contra Costa College/Los Medanos College) are on the Board agenda in the meeting prior to the deadline for submission to the Commission. The Board members read the reports in advance of the meeting, and each college provides an overview of the report at the meeting. All correspondence relating to any visits or reports by the Commission are reviewed by the Board. The Board ensures recommendations resulting from any special mid-term and/or final accreditation reports are implemented.

The Board also participates in the development and review of the Accreditation Standard that applies to the Governing Board and the District ([IVB1i.03](#)).

Self Evaluation
Board members are aware of the purpose of the accreditation process in giving quality assurance, credibility, and stimulating improvement in the colleges. Further, they have demonstrated that they understand their role and responsibility as Board members in the

accreditation process by participating in training sessions and taking an active role in the development, review, and implementation of matters related to the accreditation process.

Actionable Improvement Plans
None

IVB1j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary
Board Policy 2057 (IVB1j.01) and Human Resources Procedure 1010.06 (IVB1j.02), Hiring of Contract Administrators, clearly delineate all the steps involved in hiring contract administrators, including college presidents. The policy and procedure have been used consistently since their approval, with one notable exception. In spring 2011, the District conducted a hiring process for a permanent president at Diablo Valley College. The process did not yield a suitable candidate. As a result, the Board reassigned the Los Medanos College president as Diablo Valley College's permanent president and conducted a search for a permanent president for Los Medanos College following the established process.

The Governing Board has the responsibility for hiring the chancellor; the chancellor has the responsibility for hiring the college presidents. For both positions, a national search, managed by a search firm, is typically conducted. Representatives from each District constituency group (classified staff, faculty, managers, students) are selected to serve on the hiring committees as well as members of the community. Open forums are held for finalists, giving the entire District community the opportunity to interact and give feedback on the candidates.

Human Resources Procedure 2030.13, Evaluation of Academic Contract Administrators (IVB1j.03), and Human Resources Procedure 3080.05, Evaluation of Classified Contract Administrators (IVB1j.04), clearly establish the process for the evaluation of college presidents and the chancellor. Human Resources Procedure 3080.04, Participation in the Academic/Classified Management Evaluation Process (IVB1j.05), delineates those management/supervisory positions to be included in the evaluation interview/survey. Beginning 2006-07, college presidents and the chancellor began annual evaluations because of a Governing Board-generated change in their contracts.

Self Evaluation
An inclusive and effective process has been developed and implemented for the selection and evaluation of a chancellor for the District and a president for each of the colleges within the

District. The goals for the chancellor's job performance are developed and jointly agreed upon by the Board and the chancellor; the goals for the presidents and other contract administrators are developed and jointly agreed upon by the chancellor and the respective president/contract administrator. The guidelines outlined in the processes are strictly followed.

The selection process was followed during 2012, resulting in the hiring of two highly qualified presidents.

Actionable Improvement Plans
None

IVB2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional quality.

IVB2a. The president plans, oversees and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary
The College's current president assumed the position in July 2012. Because of the current president coming from outside of the district, there has been some time taken to review all aspects of the college's processes and operations in order to determine an effective transition to her leadership. One of the first tasks undertaken by the president was to review the governance structure, administrative structure, current planning processes and resource allocation process in order to assess if the College was organized and staffed to reflect our mission, size and complexity. The president's review of the College's governance structure after her hire led to a clarification of the structure of the College Council in order to clarify the reporting and communication flow as reflected in the College Participatory (Shared) Governance document (IVB2a.01).

The next initiative was to move the college to develop a resource allocation model that tied the resource allocation process to planning. This was tasked to the Budget Committee of College Council to develop a pilot process for the spring 2013 resource allocation. The process evolved to the current allocation cycle including requests for classified positions and notification of the intent to participate in the process for selecting faculty positions (IVB2a.02) (IVB2a.03). Then President also incorporated in the process an opportunity to include a representative from each department to present its proposal for a faculty position to the Local Box 2A committee in person. This allowed for dialogue and clarification of the request and a new process was added during the current budget allocation process for classified employees.

The president participates as the lead administrator and chair of the following: President's Cabinet, Executive Staff Committee, and the Management Council. Additionally, the

president serves on College Council, the College's primary governance entity and in the planning and coordination of major capital construction projects. The institution's governance work takes place within these committees and the president works within both college and district committees to develop both long term and ad hoc plans in collegial environment. Additional institutional governance work happens in other college committees and ad hoc planning processes in which decision-making is undertaken and recommendations are then made to the president for a final decision. The president participates in all hiring processes for full-time managers and faculty by conducting the final interviews with the hiring manager. The committees then reconvene to review the selection and interview process with the president their recommendation for hires are thoroughly vetted. The president is then tasked with making a recommendation for hire to the District Chancellor and each hire is Board approved.

The organization of the College is currently undergoing a review due to the retirements of two managers (deans) and a review of how we have assigned disciplines and departments to divisions as a result of a prior reorganization. An executive vice president of Academic and Student Affairs has recently been hired and she and the president are reviewing current managerial assignments. Once the organizational structure is solidified, the plan will be revealed to the college, then to the Chancellor, and finally to the District Board of Trustees. Since the last team visit, the function of Planning has been assigned to a faculty member and the research function formerly assigned to a college dean is now being provided by a staff member at the District.

The president is providing leadership in all aspects of assessing the current leadership structure in order to organize an administrative structure that will provide adequate oversight in order to meet the institution's purposes, size, and complexity. Upon filling vacant leadership positions due to retirements, the College will have a full complement of managers at the Dean levels. This will allow for the President to delegate appropriate authority to these managers consistent with their responsibilities. The administrative structure of the College will be organized in a manner that will best meet the needs of the College and its students once these positions are filled.

Self Evaluation
The College President is engaged in an array of the College's efforts to actively pursue its mission. The College President either chairs or is a member of the following college committees: President's Cabinet (Chair), College Council (member); Executive Council (Chair); Management Council (Chair), Planning Committee (member), Enrollment Management subcommittee (Chair). These meetings are regularly scheduled on a monthly basis and/or as needed. These meetings provide opportunities for the President to provide leadership in the planning, organizing, budgeting, selecting and developing personnel, assess institutional effectiveness, and engage in ongoing dialogue about how to improve institutional quality.

Evidence of the President providing leadership is noted in the meetings held with the District management teams, College management teams, College constituency leadership, that the President engages in a leadership role and has primary responsibility for leading and

facilitating dialogue and assessing institutional effectiveness and quality. Information is shared in once a semester "Road Shows" where College goals and outcomes are addressed as well as budget matters, facilities updates, and other related matters. Additionally, the President makes seeks advice and makes reports at constituency meetings and annual All College Days each semester. Documented minutes of meetings provide evidence that the president is proving leadership over these efforts and are posted on the institution's Insite Portal and website for review by the College Community and the public.
Institutional effectiveness is evaluated through a series of documented processes including college-wide action plans, program review, program review annual updates, Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), Administrative Unit Outcomes (AUOs), Student Success Initiatives, and participatory governance bodies.

The president provides effective oversight and management of the college budget with recommendations of the College Council, review of external data such as state and federal budget forecasts, and allocations provided by the District informing fiscal decisions that are made. The organization has undergone significant changes in leadership since the last accreditation visit. When the administrative team is fully staffed, the president will organize the team in a manner that is suited for vice presidential and decanal duties to be fully realized and then develop an evaluative process to determine the effectiveness of the administrative structure then in place. The College has met this standard.

Actionable Improvement Plans
None

IVB2b. The president guides institutional improvement of the teaching and learning environment by the following:

- **Establishing a collegial process that set values, goals, and priorities;**
- **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes and;**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary
The President, through the participatory governance process and regular meetings with the academic senate leadership, classified staff leadership, and student leadership, has in place a process that encourages and informs college-wide dialogue where the strategic goals of the college are reviewed, including reviewing evidence on the progress made on improving teaching and learning. It is through these regular meetings and collaborations that the President ensures that a participatory and collaborative process is followed in setting the agenda for meeting the institution's values, goals and priorities.

The program review and annual unit plans and assessment cycles start the process of institutional review of the college's values, goals, and priorities and are informed by data

gathered by surveys, focus groups and data gathered from district, state and other research sources ([IVB2b.01](#)) ([IVB2b.02](#)) ([IVB2b.03](#)) ([IVB2b.04](#)) ([IVB2b.05](#)). The College has in place a strong program review cycle for all programs and units and has recently augmented this process to tie it more closely to the resource allocation process.

The president regularly sends communication to respective college stakeholders on related policy matters, compliance guidance, and trending issues related to service delivery, teaching, and learning. Managers, staff and faculty are encouraged to participate in training, workshops, and other professional development opportunities that enhance their skill and knowledge within disciplinary and service related fields. Faculty, administrators and staff have attended conferences related to student success, science, technology, engineering, and mathematics (STEM), Hispanic Serving Institution (HSI), and discipline and program specific trainings to stay abreast of what is happening in the field and to use information gleaned to improve our programs, services and outcomes.

Efforts to ensure that planning for educational programs and services in integrally tied to the College's plans and resource distribution has been a focus of the president since her arrival. College wide program review is being enhanced to more clearly articulate the relevance of the process to resource allocation and producing actionable plans to improve the effectiveness of our programs and services. Recent changes in the resource allocation process to be more directly tied to institutional and program plans have been championed by the president and through participation in these processes, a great deal of time has been spent dialoging about how the processes we are engaged in are resulting in the assessment and achievement of program and administrative unit outcomes.

Institutional plans are also reviewed within President's Cabinet, Executive Committee, the Management Council, and individual meetings with constituency leaders. The College Council is responsible for the assignment of the drafting of institutional plans to committees and approving and ensuring that the progress toward carrying out plans if regularly assessed and reported to the college community.

The president also facilitated the piloting of a resource allocation process that more closely tied plans to the allocation of resources. Each of the constituency groups were presented the model in the fall of 2012 and approved by consensus that the college would adopt this process as a pilot. The process was revised to include the opportunity to apply for classified positions over the next cycle during fall of 2013. The newly revised process will be evaluated prior to the next cycle to provide feedback on how well the process worked and to make any revisions to the process deemed necessary.

The planning process has been revised subsequent to the research function being moved to the District. The Planning committee is now charged with oversight of the planning function and will provide leadership of the review of the college's strategic initiatives and the chair will work with the president to undertake this effort. The chair of the committee meets with the president to review the details of the functions delegated to the committee. The planning committee is also charged with working with the chair of the budget committee to review

resource allocation requests and to engage in a regular review of whether these processes are enabling the College to meet its goals and outcomes.

The College is also committed to regularly reviewing its Educational Master Plan and Facilities Master Plan. Due to a lengthy wait for seismic issues to be addressed before building planned capital construction projects using previously passed bond funds, the college is now faced with revisiting the current Education Master and Facilities plans in order to change the scope of some of our proposed projects due to a lack of funding. The process for revision of these plans will be led by the President and the College Council committee chairs in order to ensure that a college-wide review of prior plans occur and input is provided that will guide the College in the development of plans that better reflect current realities.

The overall evaluation of our planning processes and progress toward meeting the goals and outcomes outlined in our plans is a priority for the President and, as indicated in the College's most recent survey of college governance, faculty, staff and students indicated that they are aware of the administration's efforts to define goals, develop plans and priorities for the institution (IVB2b.03).

Self Evaluation
As a result of reviewing current processes and procedures that the College has engaged in over time, the president has been providing guidance and leadership to situate the college in a position to develop and engage in procedures that ensure we are moving in a direction that is informed by regular assessment and review of research to inform improving programs and services related to teaching and learning. Members of the college community and the public are provided with updates on progress toward meeting goals and outcomes for improving student learning and institutional effectiveness.

Efforts are regularly promoted that ensure that members of the college community have opportunities to conduct high quality research and engage in analysis of results of research to improve programs. Through annual updates to departments and divisions, All College Day presentations, participation in participatory governance committees and other related committees, the president guides institutional improvement through establishing conditions for procedures to be implemented and supported. Under the leadership of the president, the College has in place processes that provide a means for institutional improvement to thrive.

Actionable Improvement Plans
None

IVB2c. The president assures the implementation of statues, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary
The president is in regular communication with the governing board, the Chancellor, the Chancellor's cabinet, of which she is member, regularly review existing and generate new policies and procedures along with participating in training sessions geared toward

compliance and management topics. All revisions and newly proposed policies and procedures are reviewed at the College level and within and across constituency groups. Additionally, the President meets with those college and district employees involved with state and local regulatory oversight of programs offered by the College. Through these regular encounters, the President provides assurance that these policies and institutional practices align with institutional mission and college policies and that the College is fully implementing governing board policies.

Self Evaluation
The president provides regular communication updates through reports at college meetings with management and participatory governance committees. Through regular review of committee reports and monitoring actions of programs and committees responsible for ensuring that these standards and policies are met, the President is able to assure consistency and proper implementation of institutional practices. The President provides guidance to those who may not be in compliance when necessary and keeps up with communications from the Chancellor and the Board of Trustees. This standard has been met.

Actionable Improvement Plans
None

IVB2d.The president effectively controls budgets and expenditures.

Descriptive Summary
The president presides over the budget process to assure that institutional costs are covered based on the District allocation and any other revenue generated by the College. This is accomplished through regular meetings with the College's Business Services manager and communication with the District Budget staff to review the College Budget. The College has done well managing their finances in spite of the tough budget climate during which there were a number of layoffs and retirements and resignations that were not filled. Recent challenges with enrollment declines have also proved to be difficult in terms of meeting enrollment targets. The President is communicating on a regular basis with the constituency leadership and managers to effectively manage this situation.

Self Evaluation
The President regularly monitors the budgets and works closely with management, constituency groups and District staff to ensure that spending is in line with available budget. The College spends within its means and has an adequate reserve. This standard has been met.

Actionable Improvement Plans
None

IVB2e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary
The president has made great efforts to regularly attend events and promote the College in the community. With a full complement of permanent staff at the management level, the President will be enabled to engage in more substantive community outreach on behalf of the College. Work is being planned and carried out to enhance the image of the College in the community in order to increase enrollment. The President has met with local government leadership, K-12 administrators, and become active in a number of community organizations and boards. A number of community members have joined to establish a President's Advisory Board to work with the President on increasing outreach and programs for members of the Latino community West Contra Costa County.

The President also makes annual presentations on the state of the College to the cities and community organizations. She is a member of two Chambers of Commerce in the service area and on a number of local boards. She is currently a member of the local school district strategic planning committee and works closely with the leadership in the school district as the College houses two programs, Middle College High School and a Gateway to College program that has students from the school district enrolled on campus as concurrent students.

The president works with local elected officials around matters of mutual interest. In addition, this includes local workforce and economic development efforts, a consortium of educational leaders in higher education, and she serves on the Foundation Board for the College acting as the Executive Director until the Foundation Board reorganizes its current structure.

Self Evaluation
The President is a member of local Chambers of Commerce (Richmond and San Pablo) and attends city council meetings in the cities served by the College. At these meetings, the President interacts with members of the community to carry the message about the mission of the College and how the College is addressing the needs of students and members of the community and local workforce. The President has been a featured speaker at a number of community events and has provided formal presentations to city councils in the service area and local community organizations on the state of the College and the benefits of attending a community college. Community members also participate on various advisory boards at the College and the College's foundation. The participation by the President on these boards provides many opportunities for her to interact with community members. The College meets this standard.

Actionable Improvement Plans
None

IVB3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IVB3a.   The district/system clearly delineates and communicates the operational responsibilities and functions for the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary
Operational responsibilities and functions of the District Office and the colleges are delineated in the document titled "District and College Roles, Responsibilities, and Service Outcomes – Functional Map" (Functional Map) (IVB3a.01). The document was developed in 2010 by college and District Office personnel who have responsibility for the functions listed in the document. Every major function performed in the District is listed, and the role of the colleges and the District Office for each function is stated. The document was updated in 2013 as a result of more centralization and consolidation due to restructuring at the District level. The document reflects accurately the roles and responsibilities of the colleges and the District Office and is followed in practice.

Every four years, as part of its administrative services review process (IVB3a.02) (IVB3a.03), each department at the District Office meets with its college counterpart(s) to review and update the document (IVB3a.04). In addition to the process for updating the Functional Map, the executive vice chancellors conduct informational sessions at various workgroup meetings at each of the colleges to communicate the application and reinforcement of the document. Further, the chancellor engages the college presidents and the Cabinet in the discussion and review of the Functional Map (IVB3a.05).

Self Evaluation
The District has a system in place that satisfies the elements of this Standard. Although the Functional Map is on the District website and known to those who use it on a regular basis, it was also distributed Districtwide in spring 2014.

Actionable Improvement Plans
None

IVB3b.   The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary
The District Office has the following key responsibilities: 1) maintaining the integrity and stability of each college as well as the District as a whole; 2) providing for efficiency and continuity of services and programs; and 3) focusing on services for the common good, reducing delivery costs and liability, and increasing responsiveness. The main services involve 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 provision of educational programs, student support services, staff development, campus operations, and various ancillary functions are the responsibility of each college. The

District Office and the colleges work as a collective in providing educational opportunities for the students and communities served.

As a result of a prior organizational restructuring, unnecessary duplication of services has been eliminated in some areas, whereby services to support the colleges are delivered and resources are used in a more efficient and effective manner. In order to provide efficiencies and streamline research and planning functions, the District implemented a District wide coordinated research and planning services model (IVB3b.01), effective July 1, 2011. The research consolidation has resulted in response to college requests and improved satisfaction with timeliness, accuracy, helpfulness, knowledge/expertise, information availability, and overall quality as illustrated through the pre-survey and the post-survey conducted one year after the new structure was implemented (IVB3b.02).

Additionally, the network support and management function within the information technology unit was consolidated. This consolidation was implemented in phases beginning with Los Medanos and followed by Diablo Valley and Contra Costa, resulting in a Districtwide Network Operations Center (NOC). The consolidation was recommended as a best practice from several consulting organizations that provided assistance to the District, including Strata Information Group, Western Telecommunication Consultants, and Secure20. The timing for this restructuring is important as the District is in a multi-year process of implementing the Infrastructure and Telecommunications Plan (to be completed by April 2014) which will result in an upgrade of the entire network backbone at each site, implementation of a robust wireless network throughout the District, and migration to a new Voice Over Internet Protocol telephone system.

The District has also been updating other technology services, including moving email to the Microsoft Office 365 cloud, moving to a single directory for user accounts, and implementing a single District wide course management system, Desire2Learn. The District also made a decision to implement similar information technology management structures across the colleges. The plethora of concurrent technology updates and changes experienced by the employees have resulted in some level of dissatisfaction. As a result, the executive vice chancellor of education and technology developed and presented information at a variety of venues to communicate the changes and to solicit feedback. Additionally, the college and District technology leaders meet regularly to discuss all facets of technology.

District Office departments/units provide leadership and direction through the following departments/units: Chancellor's Office, Administrative Services, and Educational and Technology Services (IVB3b.03). Each departmental unit at the District Office conducts an administrative review every four years. That review includes a survey of users, Department/Unit Services Assessment Survey (IVB3b.04), to determine the extent to which clients who make use of the services are satisfied with the services they receive. The survey includes 12 questions common to all District Office departments/units. The form can be augmented to include customized questions. The results of the surveys (IVB3b.05) are used to make improvements that ensure the colleges are provided with support to meet the educational goals of the students served. In addition, work group meetings with financial aid directors, business officers, managers for instruction and student services, marketing

directors, information technology, and process expert teams are held monthly wherein college support is discussed.

Self Evaluation
The District Office provides a variety of services to the colleges to ensure that the mission of each college as well as the District mission is met. The District Office strives for a customer service orientation and a cooperative and collaborative approach in working with the colleges. As a result, each departmental unit within the District Office ensures that every service it provides is of the highest quality, adds value, and is cost effective. There is in place a process to review the roles and responsibilities for the District Office and the colleges and a document that delineates the services provided by the District Office. District Office administrators meet with appropriate college administrators to ensure that each college is supported in the fulfillment of its mission and function.

Actionable Improvement Plans
1. The colleges' and District Office technology units will assess and address areas for improvement by soliciting feedback from various college constituencies on an ongoing basis.

IVB3c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary
The budgeting process includes both long-range and short-term planning, and utilizes the latest information on all significant sources of revenue and operating costs in order to support effective operations of the colleges. Recommendations on resource allocation are encouraged from staff groups, and information related to budget estimates and procedures is reviewed with employees through the District Governance Council. Full and open disclosure is essential to the District's budget process and was critical to the review and input of the revenue allocation model by all constituency groups and, ultimately, approval by the Governing Board.

The District's revenue allocation model is codified in Business Procedure 18.01, The CCCCD General Fund Budget (IVB3c.01). Implemented in 2010-11 and built upon agreed principles of transparency, flexibility, accountability, simplicity, local control and shared governance, the model allocates financial resources in the manner in which the District receives funding from the state. Since approximately 97 percent of the District's unrestricted revenues are directly related to enrollment, the allocation to the colleges is almost entirely based upon full-time equivalent students (FTES) generated. After allocating a portion of total revenues to support District wide costs and services, i.e., utilities, legal fees, retiree health benefits and other contractual obligations, the remainder is allocated to the colleges using the distribution methodology set forth in the allocation model. After each college receives its revenue distribution, local control of the funds allows the college the flexibility to spend in a fashion that suits the needs of each unique college community while still being accountable to the District for achieving its FTES goal.

The revenue allocation model (Business Procedure 18.01, IVB3c.01) was reviewed in 2012-13, its third year of implementation (IVB3c.02). No major changes were advocated, only clarifications and inclusion of situations that were not anticipated during the original drafting of the procedure.

Self Evaluation
The model used by the District for the distribution of funds creates performance incentives and is perceived by most to be fair, easily understood, and adequate to support the effective operations of the colleges. Moreover, the model has been tested in years of growth and decline, which gives confidence in its design and ability to function in times of expansion or contraction.

Actionable Improvement Plans
None

IVB3d. The district/system effectively controls its expenditures.

Descriptive Summary
Board Policy 5033, Budget Development, provides development criteria and values in the preparation of the budget (IVB3d.01). The District has systems in place to control its expenditures. Business Procedure 11.00, Purchasing (IVB3d.02), and Business Procedure 11.01, Purchasing Procedure (IVB3d.03), provide guidance on purchasing within the District and are understood by those who use them. Other procedures delineate day-to-day purchases. The Enterprise Resource Planning (ERP) system has approvals embedded within it requiring management approval for purchases over $1,000. The college business directors and District Office finance staff meet monthly to monitor District wide budgets and discuss procedures and protocols in conducting business within the District. Also under discussion are budget issues/guidelines, projections and internal controls/audits. Reserves for the colleges, District Office and the Governing Board are addressed in Board Policy 5033, Budget Development (IVB3d.01), and Business Procedure 18.01, The CCCCD General Fund Budget (IVB3c.01).

The District's external audit assesses the effectiveness of its financial management. The internal auditor conducts systematic audits, including controls on expenditures. The Governing Board, college presidents, and the public are provided periodic updates and presentations regarding the District's financial condition. These updates include monthly fiscal trends reports (IVB1c.03), quarterly financial statements, and an annual budget study session (IVB1d.04).

Self Evaluation
The District has made a substantial and successful effort to effectively control its expenditures. As a result, Districtwide reserves have been maintained at above ten percent, and the District Office and two of the colleges have been able to maintain fairly healthy reserves despite several years of severe budget crises. Further, this strong financial position has allowed the District to avoid borrowing funds through Tax Revenue Anticipation Notes (TRANs) which have become a normal course of business for other colleges in California. In

addition, looking to its future liabilities, the District has funded its actuarially determined, annual-required contribution for its retiree health benefits, contributing $35.8 million since 2009 to an irrevocable trust. The Governing Board has consistently promoted a very conservative approach to spending as supported in Board Policy 5033, <u>Budget Development</u> (<u>IVB3d.01</u>), and Business Procedure 18.01, <u>CCCCD General Fund Budget</u> (<u>IVB3c.01</u>).

<u>Actionable Improvement Plans</u>
None

IVB3e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

<u>Descriptive Summary</u>
As indicated below, the Rules and Regulations of the Governing Board, Administrative Officers, No. 37 (<u>IVB1d.01</u>), dictate that the college presidents have full responsibility and authority in implementing District policies.

The Governing Board is committed to the philosophy that each present and future campus can best serve by having a uniqueness that relates to its service area. To assure this development, the Governing Board recognizes the desirability of a high degree of decentralization–with the presidents of each of the respective campuses having a large role in the planning and development of the educational program and of the internal organization of the college, and in staff selection and development. In these matters, the president shall involve the faculty. Further, it should be recognized that since uniformity in program is not sought, the chancellor as chief executive officer of the District must provide the leadership necessary to assure this individuality and a high standard of performance on all campuses. The chancellor is responsible for the development of proposed policies and for the application of Governing Board policies. In the development of proposed policies, the chancellor must work closely with the presidents and through them with various other staff members of the colleges.

The presidents have full responsibility and authority to conduct their work without interference from the chancellor. Accountability is established through annual comprehensive evaluations that include the establishment of goals and objectives agreed upon between the chancellor and each president (<u>IVB3e.01</u>). These goals and objectives are based on the District strategic directions. The presidents are held accountable for the extent to which the agreed-upon goals are achieved as well as other factors. In addition, the chancellor meets individually with each president to discuss issues of primary concern to them and twice monthly with the Chancellor's Cabinet, which includes the college presidents (<u>IVB3e.02</u>). The mission of the Chancellor's Cabinet is to serve as the leadership team insuring the capacity of the District to effectively educate students and meet the needs of its communities in partnership with classified staff, faculty, and other managers (<u>IVB3e.03</u>).

Self Evaluation
The chancellor delegates full authority to each college president for the effective management of the college. S/he serves as the chief executive and educational leader; supervises programs and services at the college; promotes the development and implementation of needed programs, provides administrative direction for college policies and procedures, presides over the decision-making structure and participates in the governance structure; assesses, plans, organizes and evaluates college resources, programs, and services; provides overall fiscal responsibility for the college; provides leadership in establishing bond projects and priorities, and much more.

Actionable Improvement Plans
None

IVB3f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary
The District does an effective job in its role as liaison between the colleges and the Governing Board. The Chancellor's Office develops the Board agenda with direction from the Governing Board and input from the colleges (IVB3f.01). The Board agenda and minutes are posted to the District website. The college presidents participate in Board meeting closed sessions and interact with Board members on matters affecting their respective college and the District as a whole. In the Board meeting open session, the presidents give reports to the Board. The District Office sends a monthly newsletter, *Board Reports* (IVB3f.02), to the District community summarizing Board action within three days of each Board meeting. Governing Board members attend college events and become more aware of college activities.

The college presidents participate in Chancellor's Cabinet where District wide issues as well as individual college issues are discussed (IVB3f.03) (IVB3f.04). District wide committees and operation workgroups (IVB3f.05) meet regularly to facilitate the sharing of information and resolve issues affecting individual and multiple sites.

Employees at large receive at least two pieces of communication monthly: 1) *Chancellor's Cabinet Highlights* (IVB3f.06); and 2) *The News* (IVB3f.07) (a summary of events and news across the District). Further, the chancellor conducts office hours (Chancellor's Chats-IVB3f.08) in the fall term at six District locations to encourage interaction between the chancellor and all employees.

The chancellor meets periodically with managers and supervisors District wide (IVB3f.09). Informal communications are sent frequently to managers/supervisors throughout the District (IVB3f.10). The chancellor and the District administrative services officer conduct budget workshops at all six District sites in the spring term (IVB3f.11). The Chancellor's Advisory Team, CAT (IVB3f.12), and the Chancellor's Cabinet (IVB3f.13) meet bi-weekly and disseminate information from these meetings to their staff. At the beginning and end of each

semester, the chancellor sends electronic messages District wide to all employees, speaks at each college and the District Office at the beginning of each academic year, and sends budget messages District wide as needed (IVB3f.14).

The chancellor or a designee meets monthly with the District Governance Council (DGC) (IVB3f.15), faculty (Academic/Faculty Senate presidents) (IVB3f.16), classified staff bi-monthly (CSCC) (IVB3f.17), student leadership (STAC) (IVB3f.18), and the leadership from both employee unions (UF, Local 1) (IVB3f.19) and (IVB3f.20) to discuss District issues. College and District activities and concerns are shared in these meetings.

Self Evaluation
The Governing Board, the chancellor, and the college presidents believe communication to be an important factor in running an effective District. In-person and written communications are institutionalized within the District to ensure two-way communication between each college and the District Office as well as among all three colleges, constituency groups, and the District Office.

Actionable Improvement Plans
None

IVB3g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary
Board Policy 1012 (IVB1b.03) and Administrative Procedure 1012.01 (IVB1b.04), Institutional Effectiveness: Planning, Assessment and Continuous Improvement, provide for a regular cycle of review for assessing the effectiveness of the delineation of roles and responsibilities of the District/colleges and the governance and decision-making processes. The District follows the process for assessing the delineation of roles as set forth in the policies and procedures through its Department/Unit Review process. As each department/unit conducts its evaluation, it meets with its college counterpart to update and assess the accuracy and effectiveness of the roles as delineated in the Functional Map (IVB3a.04).

Board Policy 1009, Institutional Leadership, Governance, and Decision-Marking, (IVB1b.07), clearly describes the District's governance and decision-making structures, with the Board, the chancellor, and college presidents providing leadership and direction to execute the mission. In evaluating the governance and decision-making processes, the District follows the steps outlined in Board Policy 1012 and Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment and Continuous Improvement, (IVB1b.03) and (IVB1b.04), respectively). A formal system for administering a District-Level Governance and Decision-Making Assessment (IVB3g.01) is shared Districtwide. The District-Level Governance and Decision-Making Survey was administered to employees Districtwide in 2010, 2011, 2012, and 2013. A comparison report (IVB3g.02) was developed

as an assessment tool to compare ratings culled from one year to the next, with the most recent comparison for 2011-2012. District Governance Council (DGC) reviews and shares the results of the survey with all constituency groups as evidenced in its meeting minutes (IVB3g.03). Also in place is an annual evaluation conducted by the Chancellor's Cabinet of itself (IVB3g.04).

The Chancellor's Cabinet established a vision, mission, and core values/operating principles for itself in 2005, with periodic updates since that time (IVB3e.03). Annual evaluations are conducted at the Chancellor's Cabinet retreat to assess effectiveness. Faculty and staff are well represented on District wide committees. Students have a voice through the Student Trustee, monthly Student Trustee Advisory Committee (STAC) meetings that include the chancellor and executive vice chancellor education and technology, and through their participation on the District Governance Council.

Self Evaluation
The District's role delineation evaluation and governance and decision-making structures and processes are in place. They are collegial and inclusive, with constituents working together to help the colleges and the District reach their goals. District leadership actively seeks the participation of local college leaders in decisions that affect all the colleges.

Actionable Improvement Plans
None

REFERENCES

IVA1. Decision Making Roles and Processes
IVA1.01   Mission Statement web screenshot.pdf
IVA1.02   CCC Catalog 2013-14 Vision and Mission-Indexed.pd
IVA1.03   College Policy A1003.1 College Council Charge.pdf
IVA1.04   Role of the College Council By Laws for College Council 11 2010
              Indexed.pdf
IVA1.05   Faculty Role in Participatory Governance.pdf
IVA1.06   Classified's Role in Participatory Governance.pdf
IVA1.07   Management's Role in Participatory Governance.pdf
IVA1.08   Student's Role in Participatory Governance.pdf
IVA1.09   College Procedures Manual, Section A1003.pdf
IVA1.10   College Procedures Manual, College Council.pdf
IVA1.11   College Procedures Manual Budget Committee.pdf
IVA1.12   College Procedures Manual, Operations Committee.pdf
IVA1.13   College Procedures Manual, Planning Committee.pdf
IVA1.14   College Procedures Handbook Brown Act Committees.pdf
IVA1.15   College Procedures Handbook, Advisory Committees.pdf
IVA1.16   College Procedures Handbook, President's Cabinet membership.pdf
IVA1.17   Planning notes 1-7-14 Indexed.pdf
IVA1.18   College Council Minutes - February 13, 2014 Indexed.pdf
IVA1.19   College Council Minutes - November 14, 2013 Indexed .pdf
IVA1.20   President's Cabinet notes - January 24, 2014 Indexed.pdf
IVA1.21   InSite Portal CCC College Council.pdf
IVA1.22   COMMITTEE AGENDAS AND MINUTES web screenshot.pdf
IVA1.23   College Procedures Handbook Decision-making section A1005.pdf
IVA1.24   College Procedures Handbook Decision-making.pdf
IVA1.25   Development of the 2013 Mission Statement.pdf
IVA1.26   College Procedures Handbook, Vision Statement.pdf
IVA1.27   College Procedures Handbook, Mission Statement.pdf
IVA1.28   CCC Catalog 2013-14 Vision, Mission Indexed.pdf
IVA1.29   Mission Statement web screenshot.pdf
IVA1.30   2012-13 Resource Allocation recommendation.pdf
IVA1.31   2012-13 Annual Unit Plan (AP) and Resource Allocation Application
              February 20, 2013.pdf
IVA1.32   AP and Resource Allocation Request rubric Feb 202013.pdf
IVA1.33   Technology Services Application 2014-15 Indexed.pdf
IVA1.34   College Council Minutes - February 8, 2012 Indexed.pdf
IVA1.35   Spring 2014 Effectiveness Survey.pdf

IVA2a
IVA2a.01   CCC Procedures Handbook web screenshot.pdf
IVA2a.02   Faculty Role in Participatory Governance.pdf
IVA2a.03   Classified's Role in Participatory Governance.pdf

IVA3

IVB3g

Actionable Improvement Summary

Standards	Actionable Improvement Plans	
1A4	Update the Strategic Plan in fall 2014 with all relevant plans to follow.	
IIA2c	Continue to work towards the goal of 100% development of state-approved ADTs for which a local degree exists.	
IIB3c	Develop a process and policy for working with emotionally distressed students.	
IIIA1b	Create a centralized online location with evaluation-related materials for each constituency to include contract information, and evaluation schedules for specific employees.	
IIIA4b	Adopt and implement the District Equal Employment Opportunity Plan.	
IVB3B	The College's and District Office technology units will assess and address areas for improvement by soliciting feedback from various college constituencies on an ongoing basis.	