



ACCREDITATION MIDTERM REPORT

October 15, 2017

Submitted by:

Contra Costa College

2600 Mission Bell Drive San Pablo, CA 94806

Submitted to:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

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CERTIFICATION OF MIDTERM REPORT

Date: September 30, 2017

To: Accrediting Commission for Community and Junior College,
Western Association of Schools and Colleges

From: Mojdeh Mehdizadeh, President
Contra Costa College
2600 Mission Bell Drive
San Pablo, CA 94806

I certify that there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

Vicki Gordon, President
Contra Costa Community College District Governing Board

Date: _____

Mojdeh Mehdizadeh, President
Contra Costa College

Date: _____

Beth Goehring, President
Academic Senate

Date: _____

Maritza Guerrero, President
Classified Senate

Date: _____

Safi Ward-Davis, President,
Associated Student Union

Date: _____

STATEMENT OF REPORT PREPARATION

Discussions and follow-up activities for this report have been occurring since the comprehensive accreditation visit was completed in October 2014. Following the comprehensive visit the College was presented with one College and District shared recommendation and four college-specific recommendations. The Self Evaluation Report findings and recommendations were shared with the College and service area community. Working to resolve the deficiencies identified in the self-evaluation, chairs of Standard committees, the college president and vice president, constituency representatives, liaison officer and shared governance committees addressed and contributed to a Follow-Up Report. The Follow-Up Report was accompanied by a team visit to the College in October 2015. In February 2016 the Commission found that Contra Costa College addressed College and District Recommendation 1 and College Recommendations 2, 3, 4, and 5 from the fall 2014 comprehensive evaluation. The College did an outstanding job of resolving the deficiencies and meeting the Standards.

The following Midterm Report details the actions taken since the October 2015 Follow-Up Report and progress on the self-identified actionable improvement plans. The chairs and members from College Council, Budget, Planning, Distance Education, SLO/AUO, Equity, and Student Success committees led the College in addressing how the actionable improvement plans arising out of the College's self-evaluation are integrated into the institution's ongoing planning and implementation process. This Midterm Report was prepared by a team of college members including Donna Floyd, Tammeil Gilkerson, Wayne Organ, Mariles Magalong, and Mojdeh Mehdizadeh. It was finalized by Mojdeh Mehdizadeh.

The College Council, the primary governance body for the College, includes representatives from the Academic Senate, Classified Senate, Management Council, and Associated Student Union. The College Council provided final approval of the Midterm Report on April 13, 2017. The Midterm Report received final approval by the Governing Board on June 28, 2017.

DATA TREND ANALYSIS

Institution-Set Standards

| STUDENT COURSE COMPLETION (Definition: The course completion rate is calculated based on the number of students completions with a grade of C or better divided by the number of student enrollments.) | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|-------|
| Category | Reporting Year | | |
| | 2014 | 2015 | 2016 |
| Standard | 70.0% | 69.4% | 69.4% |
| Stretch Goal | N/A | N/A | N/A |
| Performance | 68.7% | 72.3% | 72.2% |
| Difference between Standard and Performance | -1.3% | 2.9% | 2.8% |
| Difference between Stretch Goal and Performance | N/A | N/A | N/A |
| <p>Analysis of the data: Initially, the College used the student performance measure data as a benchmark for establishing the institution set standard. Over the three-year period, there has been very little difference between the performance data and the institution set standard. There has been a significant increase in the performance data when comparing year 2014 and 2016. The English Boot Camp and Math Summer Jam programs increased the success rate of students completing basic skills Math and English and below transfer-level math courses for CCC's STEM majors.</p> | | | |

| DEGREE COMPLETION (Students who received one or more degrees must be counted only once.) | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------|------|
| Category | Reporting Year | | |
| | 2014 | 2015 | 2016 |
| Standard | 466 | 413 | 413 |
| Stretch Goal | N/A | N/A | N/A |
| Performance | 448 | 406 | 440 |
| Difference between Standard and Performance | -18 | -7 | 27 |
| Difference between Stretch Goal and Performance | N/A | N/A | N/A |
| <p>Analysis of the data: The institution is making progress meeting its institutional set standards for educational quality and institutional effectiveness associated with degree completion. In 2016, the college's performance exceeded its institutional set standard goal.</p> | | | |

| CERTIFICATE COMPLETION (Students who received one or more certificates must be counted only once.) | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------|------|
| Category | Reporting Year | | |
| | 2014 | 2015 | 2016 |
| Standard | 258 | 208 | 208 |
| Stretch Goal | N/A | N/A | N/A |
| Performance | 224 | 396 | 370 |
| Difference between Standard and Performance | -34 | 188 | 162 |
| Difference between Stretch Goal and Performance | N/A | N/A | N/A |
| <p>Analysis of the data: The increase in certificate completion was due largely to the development of new certificates that lead to Pathways.</p> | | | |

| TRANSFER | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------|-------------|
| Category | Reporting Year | | |
| | 2014 | 2015 | 2016 |
| Standard | 409 | 414 | 395 |
| Stretch Goal | N/A | N/A | N/A |
| Performance | 426 | 465 | 455 |
| Difference between Standard and Performance | 17 | 51 | 60 |
| Difference between Stretch Goal and Performance | N/A | N/A | N/A |
| <u>Analysis of data:</u> | | | |
| <p>The college continues to exceed its performance standard for Transfer. In 2014 the college out performed its institutional set standard for Transfer by 4%. In 2015 the college out performed its institutional set standard for Transfer by 12%. 2016 also showed a positive trend as the transfer volume exceeded the standard by 15 percent.</p> | | | |

Student Learning Outcomes Assessment

| Category | Reporting Year | | |
|----------------------------------|----------------|------|------|
| | 2014 | 2015 | 2016 |
| Number of Courses | 724 | 956 | 832 |
| Number of Courses Assessed | 697 | 869 | 486 |
| Number of Programs | 87 | 100 | 118 |
| Number of Programs Assessed | 70 | 80 | 57 |
| Number of Institutional Outcomes | 8 | 14 | 14 |
| Number of Outcomes Assessed | 8 | 14 | 7 |

Analysis of the data: The number of programs increased due in large part to the completion of 17 transfer degrees between 2014 and 2016 and retaining the local degrees in the majority of the same major; in 2013-2014, the Dental Assisting program which included 10 courses and a Certificate of Achievement (CA) was inactivated; other program changes included, the addition of three ESL Certificate of Accomplishments, two new Biological Sciences Certificates of Achievements, an Emergency Medical Services CA, and both the CA and AA/AS degrees for Automotive Services and Real Estate were deactivated.

In spring 2014, the SLO/AUO Committee consulted with the faculty at large to revise the Institutional Student Learning Outcomes (ISLOs) in order to state the ISLOs as measureable skills, knowledge, and dispositions that students completing degrees from CCC should possess. The College went from 8 to 14 ISLOs in fall 2014. Faculty were led through an extensive training process that included mapping course-level SLOs to the revised ISLOs, and completing a revised SLO assessment reporting process that included the number of students in each assessment conducted. Hence, 100% of the ISLOs were assessed.

Due to the replacement of the SLO/AUO Coordinator in fall 2015, limited training with faculty, and the inability to aggregate the results of the ISLOs being assess, the College didn't know to what extent it was meeting its target, and therefore, the ISLOs assessments dropped from 100% to 50%. A contributing factor to the decrease in course and program learning outcome assessments is the change to instructional programs using a new online program review template. The new template requests a summary of SLOAs and PLOAs, versus the assessment method, expected results, assessment results, evaluation/recommendations, and number of students assessed which is included in the paper SLO Assessment Report. The SLO Assessment Report was utilized with the old paper-based program review template and process and will soon be replaced with the CurricUNET SLO Module.

Beginning in fall 2015, the SLO/AUO Committee began reevaluating the College's adopted ISLOs. After collegewide discussion and analysis, in fall 2016 the College adopted three ISLOs. In spring 2017 the CurricUNET SLO module finally went into live production. Faculty and staff started training to use the online module to systematically map, record, track and report the level of attainment of the SLOs at the course, program and institution levels. The outcome data will be available and accessible to faculty and staff to inform decisions related to instruction, allocation priorities, and services to support student success.

| LICENSURE PASS RATE (Based on the number of students that took the licensure examination) | | | | | | | | |
|-------------------------------------------------------------------------------------------|----------|--------------------------|-------------|-------------|-------------|------------|------|------|
| Program Name | CIP Code | Institution Set Standard | Performance | | | Difference | | |
| | | | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| Emergency Medical Services | 51.08 | 70% | 77% | 52% | 40% | 7% | -18% | -30% |
| Administration of Justice: Corrections/Baton | 43.01 | 70% | 100% | not offered | not offered | 30% | N/A | N/A |
| Administration of Justice: Corrections (Power of Arrest) | 43.01 | 70% | 93% | not offered | not offered | 23% | N/A | N/A |
| Nursing: Certified Nursing | 51.39 | 90% | 75% | 80% | 77% | -15% | -10% | -13% |

| | | | | | | | | |
|---------|-------|-----|-----|-------|-----|-----|--------|-----|
| Asst. | | | | | | | | |
| Nursing | 51.38 | 90% | 85% | 75.8% | 88% | -5% | -14.2% | -2% |

Analysis of Data:

The college noted that the Licensure Pass Rate for Allied Health areas fluctuated from 2014 through 2016. During that period, there were staffing challenges. In 2016 the college allocated full time positions in Certified Nursing Assistant, Nursing and Emergency Medical Services. Those positions have been or will be filled by fall 2017.

Please note that stretch goals are not included, as were not announced until spring 2017.

Job Placement Rate

| JOB PLACEMENT RATE | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------|-------------|-------|-------|------------|---------|---------|
| (Definition: The placement rate is defined as the number of students employed in the year following graduation divided by the number of students who graduated from the program.) | | | | | | | | |
| Program Name | CIP Code | Institution Set Standard | Performance | | | Difference | | |
| | | | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| Administration of Justice | 43.01 | 81.48% (2014) 80.85% (2015) 80.85% (2016) | 73.8% | 50% | 71.3% | -6.68% | -30.85% | -8.55% |
| Automotive Technology | 47.06 | 81.62% (2014) 80.85% (2015) 80.85% (2016) | 75% | 77.6% | 84.6% | -6.62% | -3.25% | 3.75% |
| Automotive Collision & Repair | 47.06 | 81.48% (2014) 80.85% (2015) 80.85% (2016) | 89% | 78.6% | 55.6% | 7.52 | -2.25% | -25.25% |
| Business Administration | 52.02 | 81.48% (2014) 80.85% (2015) 80.85% (2016) | 100% | *NA | *NA | 18.52% | ----- | ----- |
| Business Management | 52.02 | 81.48% (2014) 80.85% (2015) 80.85% (2016) | 56.5% | 56.3% | 65.4% | -24.98% | -24.55% | -15.45% |
| Business Office Tech. | 52.04 | 81.48% (2014) 80.85% (2015) 80.85% (2016) | *NA | *NA | *NA | ----- | ----- | ----- |
| Biotechnology | 26.12 | 81.48% (2014) 80.85% (2015) 80.85% (2016) | *NA | *NA | *NA | ----- | ----- | ----- |
| Certified Nursing Assistant | 51.39 | 81.48% (2014) 80.85% (2015) 80.85% (2016) | 90% | 77.8% | 66.7% | 8.52% | -3.05% | -14.15% |
| Computer & Communications Tech. | 11.99 | 81.48% (2014) 80.85% (2015) 80.85% (2016) | 46.6% | 33.3% | 41.2% | -34.88% | -47.55% | -39.65% |
| Computer Information Systems | 11.09 | 81.48% (2014) 80.85% (2015) 80.85% (2016) | *NA | *NA | *NA | ----- | ----- | ----- |
| Culinary Arts | 12.05 | 81.48% (2014) 80.85% (2015) 80.85% (2016) | 66.1% | 55.1% | 54.2% | -15.38% | -25.75% | -26.65% |
| Digital Film Production | 50.06 | 81.48% (2014) 80.85% (2015) 80.85% (2016) | *NA | *NA | *NA | ----- | ----- | ----- |
| Early Childhood Education | 13.12 | 81.48% (2014) 80.85% (2015) 80.85% (2016) | 80.7% | 72.4% | 68.8% | -.78% | -8.48% | -12.05% |
| Emergency Medical Services | 51.09 | 81.48% (2014) 80.85% (2015) 80.85% (2016) | *NA | *NA | *NA | ----- | ----- | ----- |
| Health & Human Services | 51.00 | 81.48% (2014) 80.85% (2015) 80.85% (2016) | 70.37 % | 50% | 65.2% | -11.11% | -30.85% | -15.65% |
| Journalism | 09.04 | 81.48% (2014) 80.85% (2015) 80.85% (2016) | *NA | *NA | 85.7% | ----- | ----- | 5.15% |
| Medical Assistant | 51.08 | 81.48% (2014) 80.85% (2015) 80.85% (2016) | 67.9% | 73.9% | 65.2% | -13.58% | -6.95% | -15.65% |

| | | | | | | | | |
|-------------|-------|-------------------------------------------------|-------|-------|-------|-------|---------|---------|
| Nursing | 51.38 | 81.48% (2014) 80.85% (2015) 80.85% (2016) | 85.3% | 68.5% | 62.9% | 3.82 | -12.35% | -17.95% |
| Real Estate | 52.15 | 81.48% (2014) 80.85% (2015) 80.85% (2016) | *NA | *NA | *NA | ----- | ----- | ----- |

Analysis of Data: *NA or Not Available means that there were less than 10 students in the cohort. As a result of the small sample size, employment outcomes could not be disclosed for privacy reasons. The College does not have a mechanism for tracking employment outcomes for any educational programs. The above data comes from the CTE Core Indicator reports generated by the Chancellor's Office. The job placement rates reflect the College's performance related to the "CTE Cohort" for each program.

Please note that stretch goals are not included, as were not announced until spring 2017.

Annual Fiscal Report

| General Fund Performance | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------|---------------|
| Category | Reporting Year | | |
| | 2014 | 2015 | 2016 |
| Revenue | \$195,269,491 | \$209,489,811 | \$247,397,837 |
| Expenditure | \$196,634,827 | \$212,683,836 | \$237,808,199 |
| Expenditures for Salaries and Benefits | \$159,496,128 | \$168,982,154 | \$185,334,831 |
| Surplus/Deficit | \$(1,365,336) | \$(3,194,025) | \$9,589,638 |
| Surplus/Deficit as % Revenues (Net Operating Revenue Ratio) | -0.70 % | -1.52% | 3.88% |
| Reserve (Primary Reserve Ratio) | 29.22% | 29.79% | 30.14% |
| <p>Analysis of the Data: The past three fiscal years has seen substantial revenue growth at the District, mostly through increased ongoing and restricted allocations from the state. District and college staff continually monitor reserve levels, expenditure and revenue line items, and budget to actual comparisons in order to spot any trends that may be of concern. In addition, regular reports are given to executive leadership at the District and college level, as well as to the Governing Board. The strong financial position of the District is further noted by external rating agencies; Standard & Poors has given the District a credit rating of “AA” which is the third highest rating available and considered “high grade”. Further, Moody’s has given the District a rating of “Aa1” which is the second highest rating available and is also considered “high grade”. With strong reserves and an escalating primary reserve ratio, the District is in a solid financial position.</p> | | | |

| Other Post Employment Benefits | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------|---------------|
| Category | Reporting Year | | |
| | 2014 | 2015 | 2016 |
| Actuarial Accrued Liability (AAL) for OPEB | \$198,489,326 | \$221,603,131 | \$221,603,131 |
| Funded Ratio (Actuarial Value of Plan Assets/AAL) | 23% | 31% | 31% |
| Annual Required Contribution (ARC) | \$16,564,389 | \$17,198,348 | \$17,198,348 |
| Amount of Contribution to ARC | \$17,234,197 | \$17,234,197 | \$16,878,284 |
| <p>Analysis of Data: While the District has a substantial OPEB liability, it has taken aggressive steps in the past decade to buy down this liability. At this juncture, the unfunded portion of the liability is at an all-time low with an irrevocable trust having a current market value of \$89.4 million. The District has also identified sufficient funds to continue making its ARC payment for at least the next four years. Finally, the District has negotiated substantially reduced retiree health benefits for new hires, stunting the long-term growth of this liability.</p> | | | |

| Enrollment | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------|--------|
| Category | Reporting Year | | |
| | 2014 | 2015 | 2016 |
| Actual Full Time Equivalent Enrollment (FTES) | 32,388 | 26,850 | 32,807 |
| <p>Analysis of Data: The FTES differential between 2015 versus 2014 and 2016 is due to a strategic decision by the District to shift reportable FTES from its summer session. This creates an impression of a substantial year-over-year drop; however, this shift of summer FTES was done to maximize available revenue from the state and is a common practice within the California community college system. Measured purely within an academic year, the District’s FTES has been stable for several years, with enrollment variances of less than 1% when measured against a five-year average.</p> | | | |

| Financial Aid | | | |
|--------------------------------------------------------------------|----------------|------|------|
| Category | Reporting Year | | |
| | 2014 | 2015 | 2016 |
| USDE official cohort Student Loan Default Rate (FSLD -3 year rate) | 20% | 25% | 22% |

Analysis of Data: The Cohort Default Rate (CDR) data shows that, although there is an overall increase to the CDR over the period, the CDR appears to be trending down. This is in large part due to the increased default management efforts through a service contract with Educational Credit Management Corporation (ECMC). Students who are delinquent for 90 days or more on their student loan payments are referred to ECMC, at which point ECMC conducts targeted contact of these students. These efforts have been significantly successful and it is anticipated (based on projections provided by ECMC) that the CDR will continue on the downward trend.

PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS: SELF-IDENTIFIED ACTIONABLE IMPROVEMENT PLANS

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

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

In fall 2014, the College Planning Committee began a thorough review of documents and data ([IA4.01](#)) that would form the foundation for the development of the College Strategic Plan following the adoption of the District Strategic Plan in May of 2014 ([IA4.02](#)). The review included the College's employee and student satisfaction surveys, surveys on the awareness and effectiveness of college governance, Student Success Scorecard data, equity data, external and internal environmental scans and other data provided by the District Office of Planning and Research. In addition, the committee reviewed and mapped the College's Educational Master Plan, Facilities Master Plan, Equity Plan, Student Success and Support Plan (SSSP), Technology Plan, and the District Strategic Plan.

In spring 2015, the College Planning Committee began a comprehensive and collaborative process to develop a set of strategic directions and associated objectives based on the analysis of historical and environmental data and existing plans ([IA4.03](#)). With input from both the internal community and from external stakeholders, the adopted strategic directions focus on how College resources and activities enhance the access, engagement, success and achievements of its students through an equity and excellence lens ([IA4.04](#)). The Contra Costa College Strategic Plan 2015-2020 was approved by the College Council on May 20, 2015 ([IA4.05](#)). The Contra Costa College Strategic Plan was presented to the Governing Board and approved on June 24, 2015 ([IA4.06](#)).

The Student Equity Plan had a first read by the College Council on October 8, 2015 ([IA4.07](#)), and a second read and approval by the College Council on November 12, 2015 ([IA4.08](#)). The 2015 plan includes in-depth research on indicator definitions and data on disproportionate impact on student access, course completion, ESL and Basic Skills completion, degree and certificate completion and transfer ([IA4.09](#)). The Contra Costa College Equity Plan was presented to the Governing Board and approved on December 9, 2015 ([IA4.10](#)).

Evidence of Completion

- IA4.01. [Planning Meeting Notes 9-22-14 Final](#)
- IA4.02. [Governing Board Minutes 2014-05-28 \(Indexed\)](#)
- IA4.03. [Planning Committee Minutes - February 6, 2015](#)
- IA4.04. [Contra Costa College Strategic Plan 2015-2020](#)
- IA4.05. [College Council Minutes - May 20 2015](#)
- IA4.06. [Governing Board Minutes 2015-06-24 \(Indexed\)](#)
- IA4.07. [College Council Minutes 20151008](#)

- IA4.08.** [College Council Minutes 20151112](#)
- IA4.09.** [Contra Costa College Student Equity Plan](#)
- IA4.10.** [Governing Board Minutes 2015-12-09 \(Indexed\)](#)

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

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

At the time of the Self-Evaluation visit by the ACCJC in October 2014, the College was required to develop 14 Associate Degrees for Transfer (ADTs) to reach the goal of 100%. Since the visit the State Chancellor's Office approved additional Transfer Model Curriculum (TMC) templates in TOP coded disciplines in which the College offers locally approved associate's degrees. The College currently offers 19 state-approved ADTs and is in the process of developing three additional degrees ([IIA2c.01](#)). The chemistry ADT is currently in review at the State Chancellor's Office ([IIA2c.01](#)) and the ADT in studio arts is in the College's local curriculum approval process ([IIA2c.02](#))

Due to the extended leave and impending retirement of the only full-time faculty member in computer science, the development of the discipline-specific ADT has been put on hold. However, in September 2016 the College was awarded a \$5.95 million dollar Hispanic Serving Institution (HSI) grant from the U.S. Department of Education focused on expanding exposure, access and completion in science, technology, engineering and math (STEM) for Hispanics and low-income residents in the region ([IIA2c.03](#)) ([IIA2c.04](#)). One of the main foci of the grant is the expansion of the computer science program, which includes the identification of a new faculty position ([IIA2c.05](#)). The College has begun recruitment for a new full-time, tenure-track faculty member in computer science for fall 2017 ([IIA2c.06](#)). Once the new faculty member is hired, the department will review and update the current curriculum to industry standards and begin development of the ADT in computer science.

Evidence of Completion

- IIA2c.01. [Associate Degree for Transfer \(ADT\) Progress Report as of September 26, 2016](#)
- IIA2c.02. [Curriculum and Instruction Committee Minutes—March 27, 2017](#)
- IIA2c.03. [U.S. Department of Education Grant Award Notification](#)
- IIA2c.04. [Email to Contra Costa College: HSI-STEM Grant Award September 28, 2016](#)
- IIA2c.05. [Contra Costa College Caminos al Exito Project Plan](#)
- IIA2c.06. [Email to Contra Costa College: Faculty Prioritization December 7, 2016](#)

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.

Actionable Improvement Plan: Develop a process and policy for working with emotionally distressed students.

The need for mental health services for students on campus has increased. Since the comprehensive visit by the accreditation team in October 2014, Contra Costa College has developed a Behavioral Assessment Team and a manual for supporting emotionally distressed students ([IIB3c.01](#)) ([IIB3c.02](#)). The team includes counselors, the dean of students, a county mental health liaison, campus police services, and various academic departments. The manual provides clear directions for working with students in crisis and outlines a step-by-step procedure for addressing any student behavioral concerns ([IIB3c.02a](#)).

Beginning in summer 2016, the College partnered with John F. Kennedy University's (JFKU) Community Counseling Centers in a districtwide effort to provide a Student Wellness Program (SWP) ([IIB3c.03](#)) ([IIB3c.04](#)) ([IIB3c.05](#)) ([IIB3c.06](#)). The SWP offers on-campus short-term clinical therapy, provided by JFKU graduate trainees and interns (supervised by licensed clinicians) committed to helping students balance their academic, work and family obligations and realize their full potential.

Evidence of Completion

- IIB3c.01.** [Assisting the Emotionally Distressed Student Handbook, August 2014](#)
- IIB3c.02.** [Assisting the Emotionally Distressed Student Handbook, Update 2017](#)
- IIB3c.02a.** [Assisting the Emotionally Distressed Student Handbook 2017m \(Indexed\)](#)
- IIB3c.03.** [Email to Contra Costa College: Student Wellness Program, July 7, 2016](#)
- IIB3c.04.** [Student Wellness Program Flyer](#)
- IIB3c.05.** [Email to Contra Costa College: Student Wellness Program Post-Election Services, December 1, 2016](#)
- IIB3c.06.** [Student Wellness Post-Election Services Flyer](#)

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.

Actionable Improvement Plan: Create a centralized online location with evaluation-related materials for each constituency to include contract information, and evaluation schedules for specific employees.

The Contra Costa Community College District website, <http://www.4cd.edu/hr/default.aspx>, provides a centralized online location for evaluation-related materials for each constituency group (IIIA1b.01). Located specifically on the District Human Resources (HR) webpage copies of the classified (Local 1) (IIIA1b.02) and faculty (United Faculty) (IIIA1b.03). Collective Bargaining Agreements are readily accessible with information regarding evaluations (IIIA1b.04) (IIIA1b.05) (IIIA1b.06) (IIIA1b.07). The website also includes a copy of the Management, Supervisory, and Confidential Employees Personnel Manual (IIIA1b.01) which outlines the procedure and associated forms for administrators (IIIA1b.08) (IIIA1b.09). Due to confidentiality of evaluation schedules for specific employees, the College's Business Services department coordinates the notification of scheduled evaluations for both classified and administrators. In collaboration with Business Services, and the individual division offices, the Office of Instruction coordinates the evaluation schedule for all tenured and tenure-track employees, as well as adjunct faculty.

Evidence of Completion

- IIIA1b.01. [4CD Human Resources Homepage, Screenshot](#)
- IIIA1b.02. [Local 1 Contract 2015-2018](#)
- IIIA1b.03. [Final 2011-2014 UF Contract](#)
- IIIA1b.04. [Local 1 Contract 2015-2018 \(Indexed\)](#)
- IIIA1b.05. [Final 2011-2014 UF Contract \(Indexed\)](#)
- IIIA1b.06. [4CD website, Faculty Evaluation Forms, Screenshot](#)
- IIIA1b.07. [UF4CD website, Faculty Evaluation Forms, Screenshot](#)
- IIIA1b.08. [Evaluation, MSC 06](#)
- IIIA1b.09. [Administrator Evaluation Forms \(Appendix A\)](#)

IIIA4b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Actionable Improvement Plan: Adopt and implement the District Equal Employment Opportunity Plan.

In fall 2015, the District Equal Employment Opportunity Advisory Committee (DEEOAC) drafted the District's Equal Employment Opportunity (EEO) Plan ([IIIA4b.01](#)). The final EEO Plan was adopted by the Governing Board on May 25, 2016 ([IIIA4b.02](#)) and implemented shortly thereafter.

The DEEOAC consists of a diverse membership of committee members representing community members, constituency group representatives, district staff and the chief human resources officer. The Committee also includes representatives from each of the individual college's EEO committees, including the college-specific EEO officer. The role of the DEEOAC is to implement and evaluate the adopted EEO Plan by (1) working with the college equal employment opportunity committees and professional development committees to assist in the planning of equal employment opportunity workshops; (2) conducting on-going strategic planning which involves setting long-term goals, annual projects, and assessment of progress; and (3) annually review the composition of employees and ensuring that all steps of the hiring process are in accordance with the District's Equal Employment Opportunity Plan and the pattern of hiring and retention, when viewed over time, is consistent with the objectives.

Contra Costa College's EEO Advisory Committee meets once a month ([IIIA4b02a](#)). The committee is comprised of faculty, classified staff and managers. Currently, there are no student representatives on the committee. The College EEO Advisory Committee provides monthly updates to the DEEOAC on aligned projects, activities, priorities, and/or issues addressing diversity gaps in hiring. It is the purpose of the DEEOAC in conjunction with the college EEO advisory committees to advise, assist, and make recommendations to and through the chief human resources officer to the Chancellor's Cabinet on the implementation of the districtwide equal employment opportunity program ([IIIA4b.03](#)).

Evidence of Completion

- IIIA4b.01. [EqualEmploymentOpportunityPlan 2016-2019](#)
- IIIA4b.02. [Governing Board Minutes 2016-05-25 \(Indexed\)](#)
- IIIA4b.02a. [CEEOAC minutes 4-25-2016](#)
- IIIA4b.03. [Contra Costa Community College District Equal Employment Opportunity Advisory Committee Procedures and Objectives](#)

IVB3b. The district/system provides effective services that support the colleges in their missions and functions.

Actionable Improvement Plans: 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.

The District Information Technology (IT) department worked with the technology units at all three colleges to solicit feedback from various constituencies on technology-related needs through an all employee technology survey in spring 2016. Survey topics included information security, campus wi-fi for students, faculty and staff email access, and help-desk availability. Based on the survey responses, prioritized improvements were first made to wi-fi coverage and the student search portal. Responses also included requests for more frequent technology updates [\(IVB3b.01\)](#) [\(IVB3b.02\)](#) [\(IVB3b.03\)](#) [\(IVB3b.04\)](#) [\(IVB3b.05\)](#) [\(IVB3b.06\)](#) [\(IVB3b.07\)](#). In order to address the feedback, joint District and college IT presentations were given in fall 2016 at each of the campuses, along with the development of a new technology newsletter which will be distributed every semester [\(IVB3b.08\)](#) [\(IVB3b.09\)](#) [\(IVB3b.10\)](#) [\(IVB3b.11\)](#) [\(IVB3b.12\)](#) [\(IVB3b.13\)](#) [\(IVB3b.14\)](#) [\(IVB3b.15\)](#) [\(IVB3b.16\)](#) [\(IVB3b.17\)](#). The District IT webpage was also updated and shared as an important resource for technology-related informational instructions to help support users.

In addition to the employee survey, a student survey was conducted on the District's adopted learning management system, Canvas, in 2016. Results of the survey were shared with faculty to improve student usability and success. For example, students indicated difficulty understanding the grade book in Canvas, so an informational handout of instructions was created and distributed to faculty and students [\(IVB3b.18\)](#) [\(IVB3b.19\)](#) [\(IVB3b.20\)](#) [\(IVB3b.21\)](#) [\(IVB3b.22\)](#) [\(IVB3b.23\)](#) [\(IVB3b.24\)](#).

In fall 2016, the District embarked on a strategic planning process focused on providing equitable access to innovative and high-quality online learning opportunities and student support services. Feedback was solicited districtwide to identify strategic priorities for distance education through a districtwide strategic planning event on September 16, 2016, an online survey, and distance education and academic senate committee meetings. Improving technology infrastructure and support was an identified need and was adopted as one of the five strategic goals with associated objectives and timelines [\(IVB3b.25\)](#) [\(IVB3b.26\)](#) [\(IVB3b.27\)](#) [\(IVB3b.28\)](#). The District Distance Education Strategic Plan 2017-2022 was presented to the Governing Board on December 14, 2016 [\(IVB3b.29\)](#).

The District IT Department participates in standing districtwide committees to solicit feedback and address areas for improvement [\(IVB3b.30\)](#) [\(IVB3b.31\)](#) [\(IVB3b.32\)](#) [\(IVB3b.33\)](#) [\(IVB3b.34\)](#). Requests that require immediate attention are submitted through an online work order system called SysAid. IT departments at the colleges and the District Office use this system to prioritize repair activities [\(IVB3b.35\)](#) [\(IVB3b.36\)](#) [\(IVB3b.37\)](#).

Evidence of Completion

- IVB3b.01. [2016 District Technology Survey-Brentwood Center](#)
- IVB3b.02. [2016 District Technology Survey-Contra Costa College \(CCC\)](#)
- IVB3b.03. [2016 District Technology Survey-District Office \(DO\)](#)
- IVB3b.04. [2016 District Technology Survey-Diablo Valley College \(DVC\)](#)
- IVB3b.05. [2016 District Technology Survey-Los Medanos College \(LMC\)](#)
- IVB3b.06. [2016 District Technology Survey-San Ramon Center](#)
- IVB3b.07. [IT Improvements in Technology and Communication in Response to Survey](#)
- IVB3b.08. [IT Report to DVC Deans and Department Chairs, August 10, 2016](#)
- IVB3b.09. [DVC College Council minutes, November 2, 2016](#)
- IVB3b.10. [PowerPoint of IT Report to DVC College Council, November 2, 2016](#)
- IVB3b.11. [Email to DVC: Technology News and Highlights, September 1, 2016](#)
- IVB3b.12. [Email to CCC: Fall 2016 Technology Newsletter, August 26, 2106](#)
- IVB3b.13. [LMC Information Technology and Systems Newsletter, August 2016](#)
- IVB3b.14. [IT Report to Chancellor's Cabinet, August 23, 2016](#)
- IVB3b.15. [IT Report to CCC College Council, November 10, 2016](#)
- IVB3b.16. [IT Report to LMC Management Council, November 16, 2016](#)
- IVB3b.17. [IT Report to Chancellor's Cabinet, February 7, 2017](#)
- IVB3b.18. [Fall 2016 End-of-term Canvas Student Satisfaction Survey](#)
- IVB3b.19. [Student Canvas Satisfaction Survey Summary, January 16, 2017](#)
- IVB3b.20. [Email to DVC: Canvas Student Satisfaction Survey, January 16, 2017](#)
- IVB3b.21. [Email to CCC: Canvas Student Satisfaction Survey, February 9, 2017](#)
- IVB3b.22. [LMC response to Canvas Student Survey webpage screenshot](#)
- IVB3b.23. [DVC Distance Education Committee Minutes, February 7, 2017](#)
- IVB3b.24. [Student Informational Handout: Checking Grades in Canvas, January 2017](#)
- IVB3b.25. [Districtwide Distance Education Strategic Planning Session Registration List
September 16, 2016](#)
- IVB3b.26. [Districtwide Distance Education Strategic Planning Session Feedback,
September 16, 2016](#)
- IVB3b.27. [Districtwide Distance Education Online Survey Feedback](#)
- IVB3b.28. [Contra Costa Community College District Distance Education Plan 2017-2022](#)
- IVB3b.29. [Contra Costa Community College District Governing Board Minutes,
December 14, 2016 \(Indexed\)](#)
- IVB3b.30. [Districtwide Admissions & Records Committee Agenda, January 7, 2016](#)
- IVB3b.31. [Districtwide Purchasing Committee Agenda, January 28, 2016](#)
- IVB3b.32. [Districtwide Process Expert Team Committee Agenda, July 13, 2016](#)
- IVB3b.33. [Districtwide Financial Aid Committee Agenda, August 18, 2016](#)
- IVB3b.34. [25Live Training Materials, June 20, 2016](#)
- IVB3b.35. [SysAid Service Report District Office, October 1-December 31, 2016](#)
- IVB3b.36. [SysAid Service Report CCC, October 1-December 31, 2016](#)
- IVB3b.37. [SysAid Service Report DVC, October 1-December 31, 2016](#)