



CONTRA
COSTA
COLLEGE



2020 INSTITUTIONAL SELF EVALUATION REPORT

for Reaffirmation of Accreditation



CONTRA COSTA COLLEGE

INSTITUTIONAL SELF-EVALUATION REPORT

in Support of an Application for Reaffirmation of Accreditation

Submitted by
Contra Costa College
2600 Mission Bell Dr, San Pablo, CA 94806
(510) 235-7800

to

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

August 2020

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Certification

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

From: Dr. Damon A. Bell
Contra Costa College
2600 Mission Bell Drive
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This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

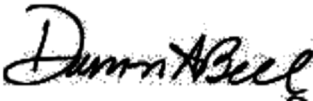
Signatures:



Gene Huff
Interim Chancellor



Rebecca Barrett
Governing Board President




Dr. Damon A. Bell
Interim President



Dr. Katherine Krolikowski
Academic Senate President



Brandy Gibson
Classified Senate President



Preston Akubuo-Onwuemeka
Associated Student Union President

4CD

Contra Costa Community College District

AB 504

Assembly Bill 540

AB 705

Assembly Bill 705

AA

Associate of Arts

ADA

Americans with Disabilities Act

AD-T

Associate Degree for Transfer

ACCJC

Accrediting Commission for Community and Junior Colleges

ALO

Accreditation Liaison Officer

AS

Associate of Science

ASE

Automotive Services Excellence

ASUCCC

Associated Student Union of Contra Costa College

ATI

Assessment Technologies Institution

AUO

Administrative Unit Outcomes

BSI

Basic Skills Initiative

BVC

Bay Valley Conference

CCC

Contra Costa College

CCCAA

California Community College Athletic Association

CCCP

Contra Costa College Promise

CCCCD

Contra Costa Community College District

CCSSE

Community College Survey of Student Engagement

CBO

Chief Business Officer

CCLC

Community College League of California

CE

Career Education

CEO

Chief Executive Officer

CIC

Curriculum and Instruction Committee

CID

Course Identification

CLICS

College Library Information Competency Skills

CNA

Certified Nursing Assistant

CSE

Center for Science Excellence

CSU

California State University

CTE

Career and Technical Education

DE

Distance Education

DEEOAC

Districtwide Equal Employment Opportunity Advisory

DGC

District Governance Council

DO

District Office

DoIT

District Office Information Technology Services

DSA

Department of State Architecture

DSPS

Disabled Students Programs and Services

DVC

Diablo Valley College

EEO

Equal Employment Opportunity

ELC

Early Learning Center

EOPS

Extended Opportunity Programs and Services

ERP

Enterprise Resource Planning

ESL

English as Second Language

FAFSA

Free Application for Federal Student Aid

FEHA

Federal Employment and Housing Act

FERPA

Family Educational Rights and Privacy Act

FTEF

Full-time Equivalent Faculty

FTES

Full-time Equivalent Students

FUSION

Facilities Utilization Space Inventory Options Net

GP

Guided Pathways

HR

Human Resources

HSI

Hispanic Serving Institution

IEPI

Institutional Effectiveness Partnership Initiative (IEPI)

IGETC

Intersegmental General Education Transfer Curriculum

IPEDS

Integrated Postsecondary Education Data System

ISER

Institutional Self Evaluation Report

JPA

Joint Powers Authority

LCCA

Life Cycle Cost Analysis

LMC

Los Medanos College

LRC

Learning Resource Center

LSP

Library Services Platform

NACES

National Association of Credential Evaluation Services

NATEF

National Automotive Technicians Education Foundation

ND

Non-degree

NSF

National Science Foundation

OEI

Online Education Initiative

OPEB

Other Post-Employment Benefits

PD

Professional Development

PLO

Program Learning Outcome

PLTL

Peer-Led, Team Learning

QFE

Quality Focused Essay

SAB

Student and Administration Building

SAIPE

Small Area Income and Poverty Estimate

SAT

Scholastic Aptitude Test

SCFF

Student-Centered Funding Formula

SEAP

Student Equity and Achievement Program

SEM

Strategic Enrollment Plan

SEMP

Strategic Education Master Plan

SLO

Student Learning Outcome

SSC

Student Success Committee

SSO

Single-Sign On

SSSP

Student Success and Support Program

STEM

Science, Technology, Engineering, and Math

TCO

Total Cost of Ownership

TS

Technology Services

TEAS

Test of Essential Academic Skills

UC

University of California

UF

United Faculty Union

WCCUSD

West Contra Costa Unified School District

A. INTRODUCTION

About Contra Costa College and the Contra Costa College District

The College

Contra Costa College (CCC) affirms that all individuals have inherent worth and dignity and are entitled to develop their full potential. The college is an integral part of the greater community and serves as a model of excellence providing education to help its students fulfill their dreams. The college maintains that its students will enjoy an improved quality of life, that communities will prosper economically and socially, and that families and neighborhoods will be strengthened when residents share a commitment to lifelong learning. This philosophy is reflected in the college [Mission, Vision, and Institutional Student Learning Outcomes \(INTR-1\)](#).

Our Mission

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 fosters transformational educational experiences and responsive services that ensure effective student learning and institutional effectiveness by committing its resources using equitable, inclusive and integrated decision-making processes. Contra Costa College offers associate degrees, certificates, transfer preparation, lifelong learning, and career educational opportunities aimed at helping students achieve their economic and educational goals, as well as courses designed to support lifelong learning.

Our Vision

Contra Costa College strives to provide a high-quality education that transforms student lives in an atmosphere that celebrates academic achievement, diversity, community, and innovation.

Our Values

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

- **GROWTH** to help students learn and to improve the economic and social vitality of communities through education;
- **INCLUSION** of diverse opinions, ideas, peoples, and traditions;
- **FREEDOM** to pursue and fulfill educational goals in an environment that is safe and respectful for all students, all faculty, all classified professionals, and all managers alike; and
- **INTEGRITY** in all facets of our college interactions and operations.

Institutional Student Learning Outcomes

Support an environment that encourages and enables the members of our community to gain:

- Critical thinking skills and abilities, including evaluating, analyzing, and applying information;
- Communication skills using verbal, auditory, written, numerical, and visual forms;
- Awareness of themselves, their community, and the world around them, leading to personal responsibility, ethics, and civic engagement.

Institutional Goals for 2020-2025

| | |
|------------------|--|
| Goal 1.1. | Strengthen connection and representation of the college community in decision-making process and participatory governance. |
| Goal 1.2. | Steward College Resources in alignment with the Strategic Plan utilizing a clear, transparent, data-based decision-making processes for the College Budget. |
| Goal 1.3. | Develop a Strategic Enrollment Management (SEM) Strategy. |
| Goal 1.4. | Increase faculty, staff, and student morale, and build a strong sense of community cohesion so that the CCC community works well together. |
| Goal 1.5. | Provide a campus that furthers and celebrates learning and the rich culture of our community. |
| Goal 2.1. | Implement Guided Pathways in order to ensure student-focused academic programs |
| Goal 2.2. | Ensure that program review is strongly beneficial to each program by tying program review more explicitly to the everyday work of the college. |
| Goal 2.3. | Improve the effectiveness of campus-wide instructional and student support. |
| Goal 2.4. | Increase institutional efficiency of student support through technology, communication and professional development. |
| Goal 3.1. | Increase the number of community members who see Contra Costa College as their top choice for higher education. |
| Goal 3.2. | Increase the number of students annually who complete their educational and career goals in a timely way. |
| Goal 3.3. | Improve the educational experience for students with particular emphasis on activities proven to support completion goals. |
| Goal 3.4. | Respond equitably to the unique needs of our diverse students in order to provide the support they need to achieve their full academic and career potential. |



Establishment and Expansion

Contra Costa College 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. 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.

The City of San Pablo was founded in April 27, 1948. This means Contra Costa College been around roughly the same time as the City of San Pablo it serves. Thus, CCC has been an integral part of shaping the community and supporting the economic development of the city of San Pablo from the beginning.

Subsequent development yielded buildings for physical education, music, the library, the student union, vocational education, and administrative headquarters. By 1966, CCC had ten permanent buildings in addition to 15 temporary structures. The Health Sciences Building, planetarium, and physical sciences annex were completed by 1975. In February of 1976, \$2.5 million was approved for construction of the Applied Arts Building. In the 1980's, the new Performing Arts Center and the Applied Arts Building finally opened for use. Middle College High School joined the CCC campus in 1987.

In 2002, the CCCCDCD 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, CCCC 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 CCCC 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, the office of the Dean of Student Services, Assessment Center, CalWORKs, and Transfer Center and Job Placement.

In fall 2013, CCC broke ground for the new College Center, the Student and Administration Building (SAB), which opened prior to the fall 2016 semester and houses 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 and student recreation room.

Facilities improvements since Fall 2017 from Contra Costa College Construction Calendar ([INTR-2](#)) include:

Facilities improvements since Fall 2017 from Contra Costa College Construction Calendar

| Project | Construction Start | Move-in & Occupation | Projected Start of Operation |
|--------------------------------------|--------------------|----------------------|------------------------------|
| AA Building Renovations | Fall 2017 | Summer 2018 | Fall 2018 |
| Campus Safety Center | Spring 2018 | Summer 2018 | Summer 2018 |
| PE/Kinesiology Complex Modernization | Spring 2019 | Summer 2020 | Fall 2020 |
| Science Building | Fall 2019 | Fall 2021 | Spring 2022 |

The current campus [map](#) ([INTR-3](#)) shows the growth and layout of Contra Costa College.

Accreditation Status and Certifications

Contra Costa College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC) ([INTR-4](#)), an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education. ACCJC also fully affirmed that Contra Costa College met all standards at their January 10-12, 2018, meeting which is detailed in the 2018 ACCJC Accreditation Action Letter ([INTR-5](#)).

Whenever possible and available, Contra Costa College programs seek additional external accreditation to ensure the quality and currency of instruction and training.

Program accreditors includes the California Board of Registered Nursing and the California Board of Vocational Nurse Examiners, Automotive Services Excellence Foundation, and others. The College is approved for the training of veterans and for the education of foreign students by the United States Department of State and the United States Immigration and Naturalization Service.

Specialized or Programmatic Accreditation

The following are the programs that have secured additional accreditation through their respective boards and agencies.

Additional Programs with Secured Accreditation

| Program | Accrediting Agency | Expiration Year |
|------------------------------|---|-----------------|
| Automotive Technology | Automotive Services Excellence Foundation (INTR-6) | 2021 |
| Early Childhood Education | National Association for the Education of Young Children (INTR-7) | 2022 |
| Emergency Medical Technician | Local Emergency Medical Service Agency (INTR-8) | 2023 |
| Medical Assisting | Commission on Education of Allied Health Programs (INTR-9) | In Progress |
| Nursing | Board of Registered Nursing (INTR-10) | 2021 |
| Paramedic | Committee on Accreditation for EMS Programs (INTR-11) | 2021 |



Academic Programs

Contra Costa College has 125 degree and certificate ([INTR-12](#)) options that meet the needs of our students. Whether they are interested in transferring or training for an exciting career, students can choose a variety of classes and programs. CCC has been recognized for many of its academic and career education programs locally, statewide, and nationally:

- The Center for Science Excellence, a mentoring program providing a solid foundation in the sciences, mathematics and engineering, as well as transfer preparation, is funded through multiple grants including one from the National Science Foundation (NSF).
- Most recently, the college received a second Title III, part F HSI (Hispanic Serving Institution) STEM grant to continue the goal of increasing the number of students from under-resourced communities in the fields of science, technology, engineering, and math.
- One of the fastest growing curricula is that of “green energy” programs. The Career Education (CE) experience at CCC is notable for the Electric/Hybrid Automotive Technology Program, which offers the only Hybrid Technician Certification in the Bay Area.
- The Culinary Arts Program is one of the signature job-training programs on campus. The program operates the elegant Aqua Terra Restaurant and hosts an annual Food and Wine fundraising event that has enabled CCC students to travel to Italy, China, and France to study with notable chefs.
- NSF recognized Contra Costa College as exemplary Hispanic Serving Institution/ Science, Technology, Engineering, and Math program for its Hispanic student STEM completion.
- In 2018, The Automotive Technology program received Silver Star and Accounting, Culinary Arts, Medical Assisting, and Registered Nurse programs received Bronze Star ratings from the state’s Strong Workforce Program for their continued impact on increasing wages for graduates.

Other premier programs include:

- Journalism: CCC continues to be a leader in journalism, with its college newspaper, The Advocate, winning state and national honors for excellence ([INTR-13](#)).
- Nursing: One of the oldest CE programs on campus, the Nursing program is responsible for preparing many local health professionals for careers in the Bay Area ([INTR-14](#)).



- International Education: CCC's international education program now serves students from 11 countries ([INTR-15](#)).
- Athletics: Many CCC students go on to transfer to Division 1 schools to continue their education and to continue their athletic eligibility.

Changing Landscape

Since the last self-study report, the California Community College System has adopted and CCC has incorporated several new initiatives and mandates that heavily focus on student success, equity, and performance in their planning, budgeting, programs, and services.

These initiatives and how Contra Costa College has implemented them are further discussed in subsequent sections of this report, including how the College is integrating these changes in its planning, reporting, and operations.

- **Guided Pathways (GP)** ([INTR-16](#))
A highly structured approach to student success through a framework, GP promotes improved student onboarding, clear progression and success in courses, and wrap-around services that ensure future student success. The principles of Guided Pathways are based on four pillars aligned with a student's educational journey. This includes changes in the way Contra Costa College addresses onboarding, getting on-track in the degree or major a student is interested in, clear pathways to graduation, student support, and data-driven decision making. Strategies under Guided Pathways are:

- *Comprehensive educational plans and Program Pathway Maps that lead students to degree completion and career goals.*
- *Student engagement through counseling courses or learning communities.*
- *Expanded early college credit programs, including dual enrollment, high school articulation, concurrent enrollment, summer bridge programs, and other onboarding strategies.*
- *Expanded First-Year Experience program focused on student goals.*
- **Moving from Integrated Plan (Basic Skills Initiative (BSI), Equity, and Student Success and Support Program (SSSP)) to Student Equity and Achievement Plan**
Revised planning and funding allocation that integrates the BSI, Equity, and SSSP funds and planning into one comprehensive Student Equity and Achievement Plan. Along with the implementation of Guided Pathways, the Student Equity and Achievement Program (SEAP) addresses achievement gaps for disproportionately impacted populations. CCC has identified African American, Latinx, and Pell Grant Recipients as our equity target populations ([INTR-17](#)).
- **Assembly Bill 705 (AB 705) ([INTR-18](#))**
An updated placement model utilizes high school coursework, grades and grade point average and other placement methods to maximize the ability of students to complete college-level coursework in Math and English within a one-year timeframe. The legislation aims to address the large number of students who are placed in remedial courses that could be a barrier to their educational progress. Contra Costa College has been a leader in addressing math, English, and (English as Second Language) ESL readiness through innovative placement and course development.
- **Student-Centered Funding Formula (SCFF) ([INTR-19](#))**
A revised allocation model is comprised of three components: enrollment; a supplemental allocation based on the number of students receiving financial aid, promise grant, or AB 540; and a student success allocation based on outcomes such as:
 - *The number of students receiving Pell Grant.*
 - *The number of students earning associate degrees and credit certificates.*
 - *The number of students transferring to four-year colleges and universities.*
 - *The number of students who complete transfer-level Math and English within their first year.*

- *The number of students who complete nine or more career education units.*
- *The number of students who have attained the regional living wage.*
- *These metrics are in line with the State Chancellor's Office Vision for Success for the entire California Community College system including:*
- *Increase of at least 20 percent in the number of students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.*
- *Increase of 35 percent in the number of students transferring annually to a UC or CSU.*
- *Increase in the average number of units accumulated by students earning associate degrees.*
- *Increase in the percent of exiting CTE students who report being employed in their field of study.*
- *Reduce equity gaps across all metrics for traditionally underrepresented student groups.*
- **Promise Program**

A collaborative approach utilizes current infrastructure, expansion of emerging best practices, and development of new strategies and interventions to increase college going rate, improve support systems for students, and increase transfer and completion. The state-wide Promise Program is one of several Promise initiatives aimed at making college education financially possible for high school graduates. Contra Costa College also participates in the Richmond Promise Program, which is a community-based project.

2020 to 2025 Strategic Education Master Plan Development

Contra Costa College is currently in the process of developing its 2020-2025 Strategic Plan which will be called the Educational Master Strategic Plan. This plan will combine the Education Master Plan and Strategic Plan into one comprehensive planning document. This document will also serve as an annual guide and will be assessed, reviewed, and updated to be responsive to the current environment and support the continuous improvement efforts of the college. The work to adopt a new strategic plan is slated for completion in spring 2020 and will guide Contra Costa College for the next five years. Below are the identified processes and projected timeline for the Contra Costa College 2020-2025 Strategic Plan.



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Strategic Educational Master Plan . 2019

What is a Strategic Educational Master Plan?

Contra Costa College's Strategic Educational Master Plan will be a **comprehensive guiding document** that articulates goals and action items for each of the major functions of the College. This includes **academics, student support, and administration**. The College is currently writing its Accreditation self study, which examines what we've done in the past. The plan will be informed by that reflection, and will be **our vision for our future**. The plan will be aligned with State and District plans as well as CCC's previous Strategic Educational Master Plan, CCC's Student Equity Plan, and other College plans.

The planing process will be **highly participatory**. The process will be guided throughout by the Planning Committee, and will include:

- **Campus community-wide** forums, workshops and surveys to discuss major issues and direction;
- Meetings with **College Senates, Management Council and College Council** for input and feedback;
- **Focus Group Meetings** to gain detailed operational knowledge of College programs;
- Broader community input events for **external stakeholders and neighbors**.

Community engagement that builds cohesion on campus around updated vision, mission and values statements, as well as overall direction for the College and specific programs will be embedded throughout this planning process.

Planning Process

The Strategic Educational Master Planning Process is a four-phase project with several key components:

- An **Existing Conditions Report** to assess and document current successes, opportunities, and challenges;
- A **Plan Framework** that summarizes major plan elements for community feedback;
- A **Final Plan** that highlights the vision for Contra Costa College, **organizational goals, and strategic actions** for the future.

We need your expertise and inspiration as part of this process. We are developing our future together and this plan will help bring it into being. Please plan to participate in upcoming events. **You are the experts on Contra Costa College, and we want to hear from you!**

For more information, please contact Mayra Padilla, Dean of Institutional Effectiveness and Equity: MPadilla@contracosta.edu

Strategic Education Master Plan - 2019



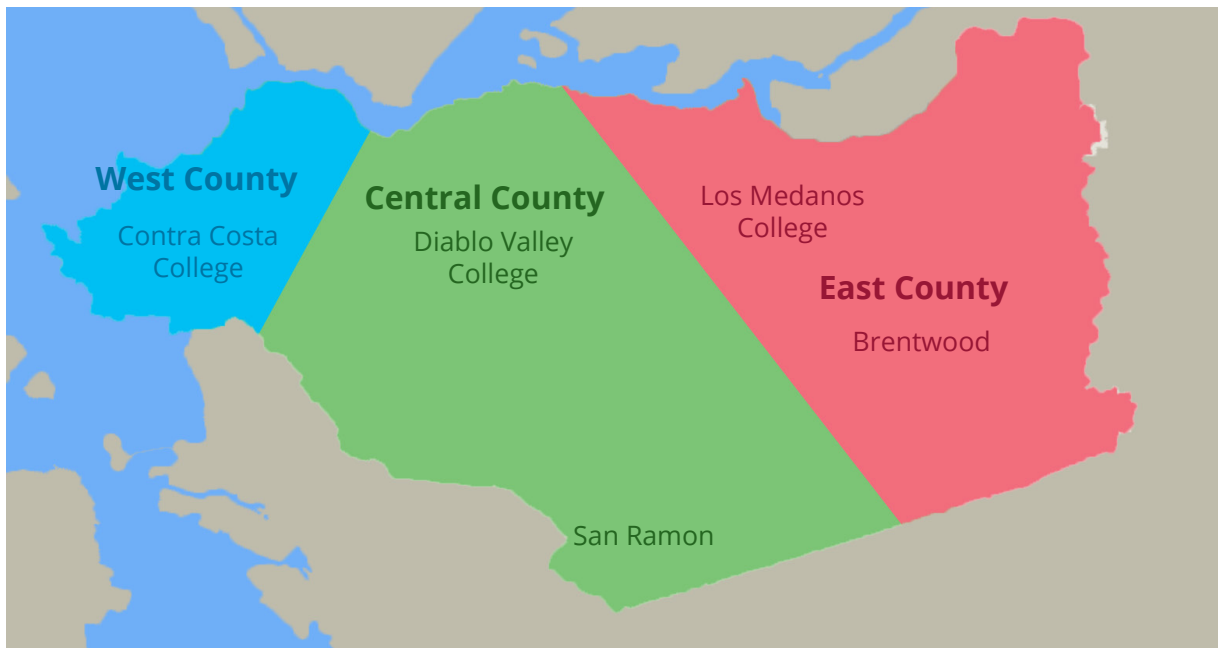
Strategic Educational Master Plan Schedule

Contra Costa Community College District

Established on December 14, 1948, Contra Costa Community College District (CCCCD) services the greater Contra Costa County. The District is comprised of three colleges and two other sites: Contra Costa College, Los Medanos College, Diablo Valley College, the Brentwood Center, and the San Ramon Campus.



Contra Costa County District



Contra Costa Community District Service Areas

About Our Community

Contra Costa County is located in the northern area of the East Bay region of the San Francisco Bay area. It covers 716 square miles and was one of the original 27 counties at the time of California's statehood. Many of the original families whose land grants made up Contra Costa County such as Martinez, Pacheco, Moraga, and Los Medanos are now city names. West Contra Costa includes El Cerrito, Richmond, San Pablo, Pinole, Hercules, Crockett, and El Sobrante.

The environmental scans completed for the Strategic Educational Master Plan and self-evaluation report have identified key community features that impact planning and programming:

- The over-65 population is growing while there has been a decrease in residents under 20 years of age.
- West County is predominantly Hispanic.
- The Hispanic and Asian/Pacific Islander population is growing while the African American population is declining.
- West Contra Costa Unified School District (WCCUSD) is predominantly Latinx at 55%.
- WCCUSD experienced a 6.5% growth in 7-8th graders last year.
- Approximately 74% of all WCCUSD students meet one or more of these categories: English Language Learner, Foster Youth, and free/reduced lunch recipient.
- Only about 50% of WCCUSD graduates meet UC and CSU course requirements.
- Only a small percentage of students take or earn competitive scores on the Scholastic Aptitude Test (SAT).

Demographic Information

According to [Contra Costa County Office data \(INTR-20\)](#), there were approximately 1,149,363 people living in Contra Costa County in 2017. This is an increase of over 100,000 people from the 2010 Census count of 1,049,025. 49% of the population identified as male and 51% identified as female. About 23% are under 18 years old and 62% are between 18 to 64 years of age. Roughly 8% are veterans.

Contra Costa residents also come from very diverse backgrounds; about a quarter are immigrants from Asia and Latin America. About 35% of Contra Costa residents can speak a language other than English. The ethnic groups with the largest population changes since 2010 in Contra Costa County are: Asian/Pacific Islanders (+39.2%),

individuals who identify as two or more races (+21.9%), and Hispanics (+19.7%). In West County, Asian/Pacific Islanders, Hispanics, and individuals who identify as two or more races have also experienced double digit increases. However, there has been a decrease of 9.1% in the Black or African American group.

Racial/Ethnic Composition by County Region, 2010-2019

| Region/Group | 2010 Population | | 2019 Population | | Change: 2010 to 2019 | |
|----------------------------|------------------|---------------|------------------|---------------|----------------------|----------------|
| | # | % | # | % | # | % |
| Contra Costa County | (a) | | (b) | | (b-a) | (b-a)/a |
| American Indian | 2,984 | 0.3% | 3,204 | 0.3% | 220 | 7.4% |
| Asian/Pac. Is. | 153,263 | 14.7% | 213,311 | 18.2% | 60,048 | 39.2% |
| Black or African American | 93,604 | 8.9% | 101,644 | 8.7% | 8,040 | 8.6% |
| Hispanic | 255,560 | 24.4% | 305,968 | 26.1% | 50,408 | 19.7% |
| Two or More Races | 39,569 | 3.8% | 48,252 | 4.1% | 8,683 | 21.9% |
| White | 500,923 | 47.9% | 499,927 | 42.6% | (996) | -0.2% |
| Total | 1,045,903 | 100.0% | 1,172,306 | 100.0% | 126,403 | 12.1% |
| West County | | | | | | |
| American Indian | 663 | 0.3% | 658 | 0.2% | (5) | -0.8% |
| Asian/Pac. Is. | 46,275 | 18.9% | 62,534 | 22.9% | 16,259 | 35.1% |
| Black or African American | 45,436 | 18.6% | 41,314 | 15.1% | (4,122) | -9.1% |
| Hispanic | 81,546 | 33.4% | 97,396 | 35.6% | 15,850 | 19.4% |
| Two or More Races | 8,685 | 3.6% | 11,080 | 4.1% | 2,395 | 27.6% |
| White | 61,720 | 25.3% | 60,440 | 22.1% | (1,280) | -2.1% |
| Total | 244,325 | 100.0% | 273,422 | 100.0% | 29,097 | 11.9% |

At Contra Costa County, when it comes to educational attainment, of those who are 25 years of age and older, about 22.2% have some college experience but no degree and 49.1% have earned at least an associate degree. About 11% do not have a high school diploma or the equivalent.

Based on the 2017-18 data, the tables below provide an estimate of the percentage of Contra Costa County residents 18-64 years of age who are in college.

Percentage of Contra Costa County Residents 18-64 years of age who are in college

| Location | Region's Adult Pop (18-64 yrs.) | Annual Headcount at College | % Pop at College |
|--|---------------------------------|-----------------------------|------------------|
| 2017-2018 CCCCD (Entire County) | 713,070 | 52,097 | 7.3% |
| CCC (West County) | 172,406 | 10,579 | 6.1% |
| DVC (Central County) | 330,915 | 28,562 | 8.6% |
| LMC (East County) | 209,749 | 12,956 | 6.2% |

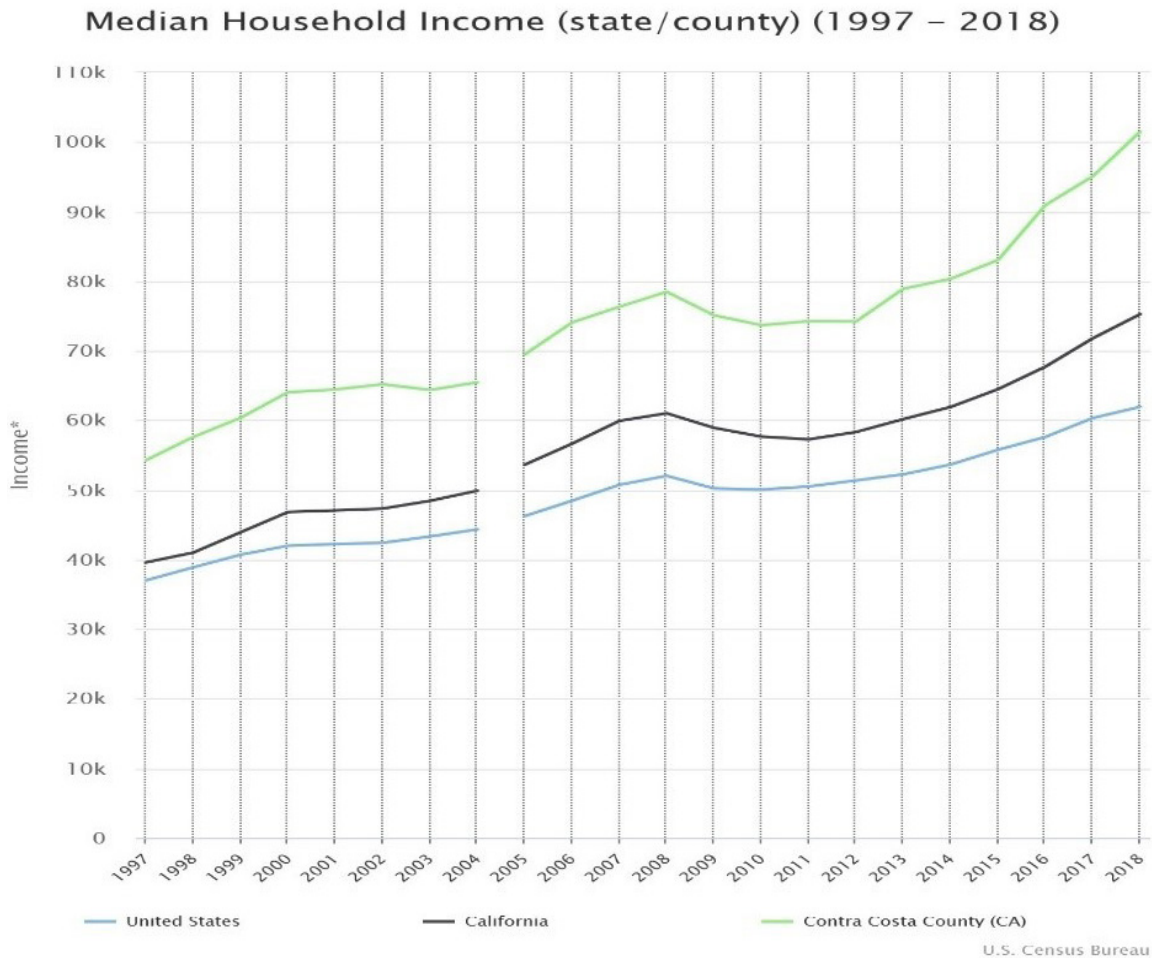
According to the [Employment Development Department \(INTR-21\)](#), the Contra Costa County unemployment rate is at 2.7%. In 2017. Due to the COVID-19 pandemic, it is expected to be higher in future quarters ([INTR-22](#)). In 2017, the per capital income was \$76,527, an increase from 2016 and 2015. The median household income was also trending up, at \$101,463 in 2018, bouncing back from a dip caused by the last recession. The median cost of homes sold in 2016 was \$565,000.

Contra Costa Personal Income

| Year | Per Capita Personal Income |
|------|----------------------------|
| 2017 | \$76,527 |
| 2016 | \$72,195 |
| 2015 | \$66,348 |



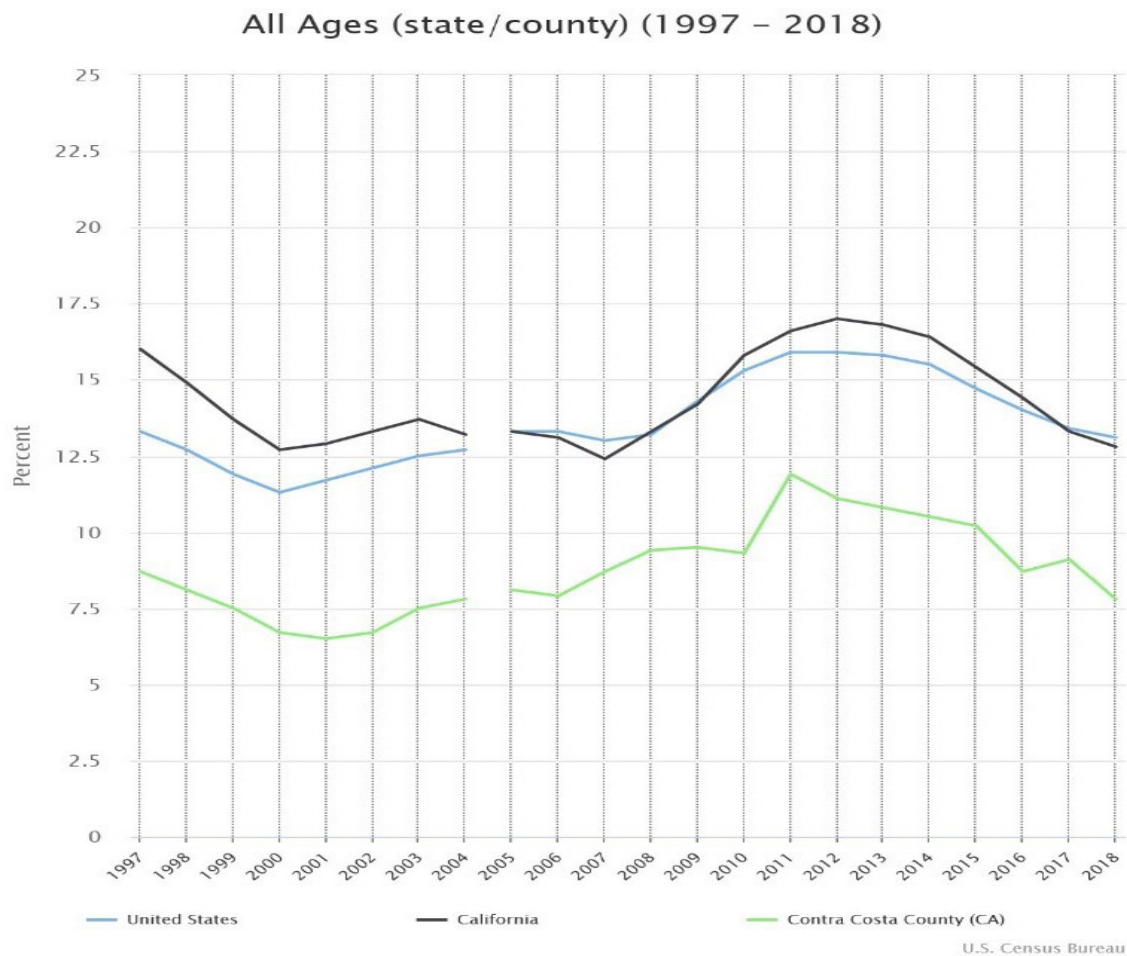
Over the last few years, the personal income reported by working residents of Contra Costa has increased. Likewise, household income over the last 10 years has steadily increased despite the dip brought on by the last recession. It is important to note that the COVID-19 pandemic and the recent stay-in-place (SIP) orders have had a negative impact on income but the longer term effects are still unknown.



Median Household Income - \$101,463

Poverty Rate

According to the Small Area Income and Poverty Estimate (SAIPE) ([INTR-23](#)), the county's poverty rate in 2018 was 7.8%. This rate is below the state and national levels. However, the higher cost of living in the Bay Area impacts families and students served by Contra Costa College. Higher wages around the Bay Area could be masking the real poverty analysis when federal poverty guidelines are used and compared to income in Contra Costa County.



All Age Groups - 1997 through 2018

An area of concern is the high poverty rates experienced by youths and families. For example, the poverty rate for those under 18 years of age is 9.2%. In addition, the poverty rate of families headed by single mothers is at 18.9%. This is significant because households headed by single mothers account for 12.3% of all households in Contra Costa County.

Here is an additional breakdown of poverty rates in Contra Costa County based on the 2013-2017 American Community Survey 5-year by the United States Census:

Racial/Ethnic Composition by County Region, 2010-2017

| 2013-2017 Percentage of families and people whose income in the past 12 months is below the poverty level | | Percentage |
|---|--|-------------------|
| All families | | 6.9% |
| With related children under 18 years | | 10.6% |
| With related children under 5 years only | | 9.8% |
| Married couple families | | 3.7% |
| With related children under 18 years | | 5.1% |
| With related children under 5 years only | | 4.0% |
| Families with female householder, no husband present | | 18.9% |

Impact of Poverty on Housing, Neighborhoods, and Racial Disparity

The recent study on urban housing and displacement by University of California, Berkeley, Urban Displacement, and the California Housing Partnership Corporation ([INTR-24](#)) also found these trends that have impacted the make-up of Contra Costa County and families that reside here:

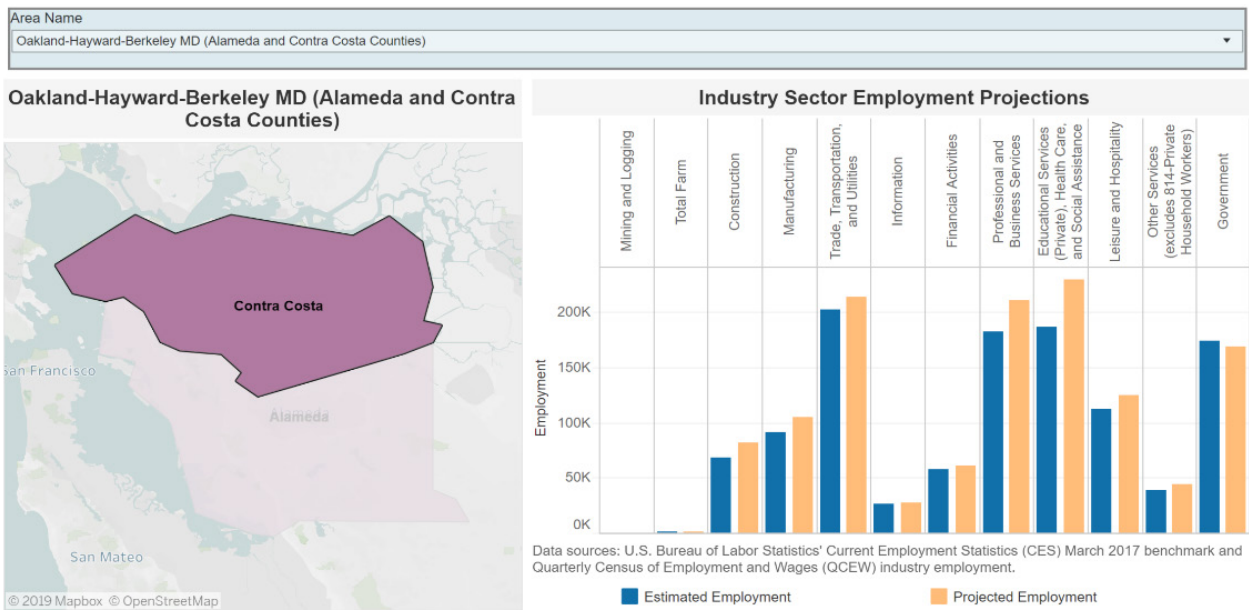
- Between 2000-2015, Contra Costa County experienced an increase of 55% in low-income households of color.
- The rise of poverty varied by region: the low-income Latino population grew in Richmond, while many parts of Antioch and Pittsburg saw an large increase in Asian, Black, and Latino households.
- 75% of low income Latino and Black households who moved stayed within the county.
- Between 2000 and 2015, large increases of low-income people of color living in areas that became newly segregated and high-poverty suggest that rising housing costs and migration patterns contributed to new concentrations of segregation and poverty in the county.
- Rent increases upwards of 30% between 2000 and 2015 suggest the increase in median rent was associated with a 21% decrease in low-income households of color.
- Disparities in access to neighborhoods with high resources were also more pronounced between racial groups than between income groups within the same race. In other words, even moderate and high-income black households were 14

times less likely to live in a high resourced community than a low-income white household.

Demographic profiles and additional information about Contra Costa County can be found on the Census website ([INTR-25](#)).

Job Sectors

The table below shows employment projections through 2026 by sector and the juxtaposition of Contra Costa and Alameda Counties with the San Francisco Metropolitan and surrounding areas.



2016-2026 Local Empoloyment Projections Highlights

Contra Costa College is dedicated to making sure the community has the training and education opportunities to take advantage of these jobs and careers. In a review of the occupations with the most openings, the healthcare, service, and retail industries dominate the employment market in Contra Costa County and the surrounding areas. The fastest growing occupations are in a variety of medical, information technology, and other career and technical education (CTE) fields. There is a considerable difference in wages and potential earnings between jobs with the most openings and the fastest growing occupations in the county.

About Our Students

Contra Costa College serves a diverse community, and that is reflected in the students the college serves. As identified above, there is a rich diversity in the communities represented in Contra Costa County, West Contra Costa Region, and the City of San Pablo where Contra Costa College is located. Learners who attend Contra Costa College are students seeking degrees and transfer opportunities, athletes who pursue sports and academic excellence, Promise Scholars and recent graduates from local high schools transitioning to college, adult learners improving their English skills, and local workforce upgrading their skills and employability.

Enrollment trends from environmental scans for planning and evaluation also provide insight into the Contra Costa College student population:

- From 2014 to 2018, enrollment by headcount increased by 4.8%.
- Students are predominantly female and predominantly Hispanic.
- Student age ranges fairly equally between age groups.
- About 70% of our students attend Part-time.
- Only 27% of our students are Full-time taking 12 units or more.
- 3% of our students take non-credit courses.
- Few students of any background complete transfer-level Math and English their first year.
- Students persist from fall-to-spring at a rate of about 70%, while fall-to-fall rate is much lower at 51%.
- African American females are most likely to apply but not enroll at Contra Costa College, followed by African American males.
- African American students are retained at lower rates.
- Latino males are less likely to earn degrees or transfer.

While West Contra Costa County is growing, the growth is among the adult population 20 years and older. The high school population is expected to plateau. Shifts in the ethnic composition is evident in the significant growth in the Hispanic and Asian/Pacific Islander population and decrease in African American population. These factors present opportunities for the College to address through outreach, recruitment, program development, and strategic enrollment management. Additionally, strategic initiatives to equitably address the changing demographics and student needs at Contra Costa College could produce lasting positive impact on the overall student success.

Occupations with the Most Job Openings

| Standard Occupational Classification | Occupational Title | Total Job Openings | Median Hourly Wage | Median Annual Wage |
|--------------------------------------|--|--------------------|--------------------|--------------------|
| 39-9021 | Personal Care Aides | 82,790 | \$11.88 | \$24,707 |
| 35-3021 | Combined Food Preparation and Serving Workers, Including Fast Food | 50,990 | \$12.18 | \$25,325 |
| 41-2011 | Cashiers | 47,940 | \$12.46 | \$25,909 |
| 41-2031 | Retail Salespersons | 40,880 | \$12.92 | \$26,880 |
| 35-3031 | Waiters and Waitresses | 32,740 | \$13.06 | \$27,166 |
| 53-7062 | Laborers and Freight, Stock, and Material Movers, Hand | 29,150 | \$15.63 | \$32,497 |
| 43-9061 | Office Clerks, General | 27,490 | \$18.24 | \$37,934 |
| 43-5081 | Stock Clerks and Order Fillers | 22,540 | \$13.52 | \$28,125 |
| 37-2011 | Janitors and Cleaners, Except Maids and Housekeeping Cleaners | 22,160 | \$16.75 | \$34,829 |
| 43-4051 | Customer Service Representatives | 21,270 | \$20.20 | \$41,998 |

Total Job Openings are the sum of new jobs, exits, and transfers.

Wages are from the 2018 first quarter and do not include self-employed or unpaid workers. An estimate could not be provided for wages listed as \$0.

Excludes "All Other" Categories. These are residual codes that do not represent a detailed occupation.





Fastest Growing Occupations

| Standard Occupational Classification | Occupational Title | Base Year Employment Estimate | Projected Year Employment Estimate | Percent Change | Median Hourly Wage | Median Annual Wage |
|--------------------------------------|--|-------------------------------|------------------------------------|----------------|--------------------|--------------------|
| 47-2231 | Solar Photovoltaic Installers | 1060 | 2340 | 120.8% | \$18.94 | \$39,401 |
| 51-7011 | Cabinetmakers and Bench Carpenters | 570 | 860 | 50.9% | \$17.90 | \$37,237 |
| 29-1171 | Nurse Practitioners | 920 | 1360 | 47.8% | \$61.35 | \$127,624 |
| 15-1132 | Software Developers, Applications | 9620 | 13940 | 44.9% | \$59.60 | \$123,968 |
| 29-2032 | Diagnostic Medical Sonographers | 560 | 800 | 42.9% | \$48.02 | \$99,881 |
| 31-9092 | Medical Assistants | 5460 | 7550 | 38.3% | \$18.89 | \$39,283 |
| 29-2041 | Emergency Medical Technicians and Paramedics | 1700 | 2340 | 37.6% | \$19.35 | \$40,263 |
| 11-9111 | Medical and Health Services Managers | 2820 | 3840 | 36.2% | \$55.28 | \$114,982 |
| 29-1123 | Physical Therapists | 1760 | 2380 | 35.2% | \$46.02 | \$95,728 |
| 29-2055 | Surgical Technologists | 830 | 1120 | 34.9% | \$31.19 | \$64,868 |

Wages are from the 2018 first quarter and do not include self-employed or unpaid family workers. An estimate could not be provided for wages listed as \$0.

Excludes "All Other" Categories. These are residual codes that do not represent a detailed occupation.

Occupations with employment below 400 in 2016 are excluded.

According to data ([INTR-26](#)) managed by the [District Research and Planning Office](#) ([INTR-27](#)) students that attend Contra Costa College come from different backgrounds, reflecting the changing demographics of the region. Confirming CCC's status as a Hispanic Serving Institution, the number of students who identify as Hispanic has increased steadily, representing the largest ethnic group enrolled at CCC at 39% to 45% from 2014 to 2018. The numbers of students who identify as Asian or White have remained steady, while the number of students who identify as African American has dipped from 22% in 2014 to 17% in 2018.

Racial/Ethnic Composition by County Region, 2010-2017

| Race/Ethnicity | | 2014FA | 2015FA | 2016FA | 2017FA | 2018FA |
|--|------------------|--------|--------|--------|--------|--------|
| % of Total Students | African American | 22% | 20% | 19% | 18% | 17% |
| | American Indian | 0% | 0% | 0% | 0% | 0% |
| | Asian | 14% | 14% | 13% | 13% | 13% |
| | Filipino | 5% | 6% | 6% | 6% | 6% |
| | Hispanic | 39% | 41% | 43% | 43% | 45% |
| | Multi-Race | 7% | 7% | 7% | 7% | 6% |
| | Other/Undeclared | 2% | 2% | 1% | 1% | 1% |
| | Pacific Islander | 1% | 1% | 0% | 0% | 0% |
| | White | 10% | 10% | 9% | 11% | 10% |
| Number of Students (Head Count) | African American | 1,510 | 1,334 | 1,230 | 1,202 | 1,215 |
| | American Indian | 10 | 13 | 12 | 13 | 12 |
| | Asian | 945 | 888 | 866 | 913 | 956 |
| | Filipino | 372 | 384 | 361 | 407 | 449 |
| | Hispanic | 2,708 | 2,672 | 2,803 | 2,972 | 3,301 |
| | Multi-Race | 477 | 453 | 450 | 479 | 465 |
| | Other/Undeclared | 165 | 134 | 86 | 89 | 102 |
| | Pacific Islander | 43 | 39 | 31 | 29 | 33 |
| | White | 695 | 630 | 611 | 741 | 730 |

Most students who attend Contra Costa College are 24 years old or younger. They comprised 62% of the student body in 2018. This enrollment trend has been consistent since 2014. However, a solid 33% of learners are between the ages of 25 and 49. These non-traditional learners have consistently been a part of the student body over the last 5 years, and, with more opportunities for other ways of learning and training, including non-credit offerings, enrollment trends may reflect an increase in this group and in students who are over 50 years of age.

These trends are important to track as the population of 18 to 64-year-olds in Contra Costa County continues to increase, while the number of high school graduates seems to have plateaued, and the number of residents aged 19 years old or younger has decreased in the West County Service Area, from whence most of Contra Costa College students come.

Age Group Composition by County Region

| Age Group | | 2014FA | 2015FA | 2016FA | 2017FA | 2018FA |
|---------------------------------|--------------------|--------|--------|--------|--------|--------|
| Percentage of Students | < 20 years old | 33% | 33% | 34% | 34% | 33% |
| | 20 to 24 years old | 30% | 30 | 29% | 29% | 29% |
| | 25 to 49 years old | 31% | 32 | 32% | 31% | 33% |
| | 50+ years old | 6% | 6% | 5% | 5% | 5% |
| Number of Students (Head Count) | < 20 years old | 2,260 | 2,135 | 2,180 | 2,314 | 2,382 |
| | 20 to 24 years old | 2,094 | 1,956 | 1,865 | 2,018 | 2,099 |
| | 25 to 49 years old | 2,140 | 2,089 | 2,072 | 2,147 | 2,406 |
| | 50+ years old | 431 | 367 | 333 | 366 | 376 |

Since 2014, approximately 60% of Contra Costa College students have identified as female, 39% have identified as male, and 1% have declined to identify their gender. The head count of male students has largely stayed around the same, while the number of female students has increased by over 400.

Student Composition by Gender

| | | TERM | | | | |
|---------------------------------|----------------|--------|--------|--------|--------|--------|
| Gender | | 2014FA | 2015FA | 2016FA | 2017FA | 2018FA |
| % of Total Students | Female | 58% | 59% | 59% | 60% | 60% |
| | Male | 41% | 40% | 40% | 39% | 39% |
| | Gender Unknown | 1% | 1% | 1% | 1% | 1% |
| Number of Students (Head Count) | Female | 3,990 | 3,860 | 3,811 | 4,095 | 4,364 |
| | Male | 2,832 | 2,610 | 2,568 | 2,669 | 2,829 |
| | Gender Unknown | 103 | 77 | 71 | 81 | 70 |

Contra Costa College Promise (CCCP) – Partnering with the community, local businesses, transfer partners, and school districts, Contra Costa College launched its Contra Costa College Promise ([INTR-28](#)) in Fall 2018. To address the low capture rate of high school graduates in the community, close the gap in high school completion, and build a strong college-going culture, Contra Costa leveraged:

- An existing collaboration between a strong community-based promise initiative, innovative K-12 partners, and Contra Costa College, a leader in innovative K-14 pathway development and K-12 integration strategies.
- Strong local business support including a \$35 million investment by Chevron into the City of Richmond and WCCUSD.
- A comprehensive plan for strengthening school community-college connectivity in three strategic areas: 1) Early Commitment to College; 2) Comprehensive College and Career Readiness; and 3) Implementing a vibrant first year experience for students at Contra Costa College.
- New and existing funding and initiatives within the California Community College System including Strong Workforce, Student Equity and Achievement Program (formerly SSSP and Equity), and special programs at the college (categorical programs and learning communities) and successful activities like Math Jam ([INTR-29](#)).
- Implementation, at scale, of innovative linkages to K-12 to increase student transition to, and success in, post-secondary education including expanded priority registration, multiple measures assessment and placement, early college and career exploration in 9th grade (Get Focused Stay Focused), expanded dual enrollment and early credit options for high school students, intrusive counseling and early matriculation services for high school students, and early assessment (11th grade) to identify skills gaps and bring students up to college level math, English, and science by graduation from high school.

The CCCP strategy to ensure success builds upon current programs and infrastructure and scaling practices that are showing impact, including additional funding to students. This includes:

Current Programs and Infrastructure and Scaling Practices that are Showing Impact

| Early Commitment to College | College and Career Readiness | College First Year Experience |
|---|---------------------------------------|--|
| \$1,500 college scholarship | Engage with CCC Learning Community | HS Senior College Success Course |
| Expanded College Outreach | HS Career Academy Bridges | Spring workshops for Grad Seniors Ed plan, FA, "Super Saturdays" |
| 9th Grade College/Career course with 10-year career plan | Expanded CCAP/DE Courses | Priority Registration |
| Expanded matriculation support - 1 on 1 counseling, FA Workshops, Ed planning | Align STEM/Science Standards | Summer Bridge - Math/Eng Jams |
| Near Peer Mentoring Program | 9th Grade DE college/career course | Enroll into Learning Community |
| Employer Internships | Early College Assessment - 11th Grade | Social Events and Workshops |
| | Early/Intrusive Counseling | Student Coaching Program |
| | Streamlined pathway planning | |

Middle College, Gateway to College, and Dual Enrollment

Contra Costa College is invested in ensuring that the young minds of West Contra Costa County can be college and career ready. The following three programs allow for high school aged students to participate in college while in high school.

The Middle College High School ([INTR-30](#)) at Contra Costa College is a collaboration between the West Contra Costa Unified School District and Contra Costa College. The partnership allows for high school students to participate in and be challenged by the rigors of college curricula as they complete their high school diploma. One of the goals of Middle College is to increase the number of high school students who graduate and go on to pursue college degrees.

Gateway to College ([INTR-31](#)) is another high school on campus designed to help those who have dropped out or who may be in danger of dropping out to complete their high school diploma and enter college. Students start in learning communities and receive one-on-one support from resource specialists who are program mentors and advisers.

The High School and College Dual Enrollment Program is another way high school students can start earning college credits and is a collaboration between high schools and Contra Costa College. Many courses in the Dual Enrollment Program are offered at the high schools, which makes it convenient for students and removes transportation barriers

B. PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION Set Standards

Contra Costa College strives to create a data-informed culture that promotes responsive planning, budgeting, and programming. The data presented here are aligned to various plans and goals that address enrollment, performance, and equity. Collaborating with the District Research and Planning Office ([INTR-32](#)), CCC aggregates and analyzes current information and historic trends to understand, track, and respond to the changing needs of students and the community. The data is used to pursue grants, respond to reports, and inform plans that guide the college operations. Targets comply with state and district metrics.

Data Guide

| Tables | Data Information |
|--|--|
| Enrollment by Credit Load and Head Count | Presentation of student head count by number of credits attempted. Shows the large part-time learners at Contra Costa College. |
| Retention and Persistence | Presentation of the number of students who persist from fall to fall. Provides a breakdown of students by ethnicity and age group. Shows potential gaps for African American and adult learners. |
| Educational Goals | Presentation of educational goals as reported by students. Shows a large percentage of Contra Costa College students are seeking a degree and/or planning to transfer. |
| Pell Participation | Presentation of Financial Aid Data related to Pell Grant. Shows a slightly decreasing trend among students who are receiving Pell. |
| Course Delivery Method | Presentation of course scheduling by method and enrollment. Shows the increasing demand and offering for online courses. |
| Course Completion Rate | Presentation of completion rate by delivery method. Show the disparity between online completion rate and other delivery methods. |
| Course Success Rate | Presentation of success rate by delivery method measured by completion with a C or better. Show the disparity between online success rate and other delivery methods. |
| CTE Courses Success, Completion, and Enrollment Rate | Presentation of Success, Completion, and Enrollment rates in Career Technical Educational Courses. |
| Degrees and Certificate Completion | Presentation of completion data by degree types, by gender, by ethnicity, and by age group. Shows potential gaps for African American and White students. |
| Licensure Pass Rates | Presentation of programs with licensure requirements, type of examination, set standard, and pass rate. |
| Job Placement | Presentation of definition, trends, and rates for Job Placement. Shows programs that have met or exceeded set standards but also programs that are close to meeting standards. Data is not available for all programs. |

Enrollment by Head Count – 2014 to 2018

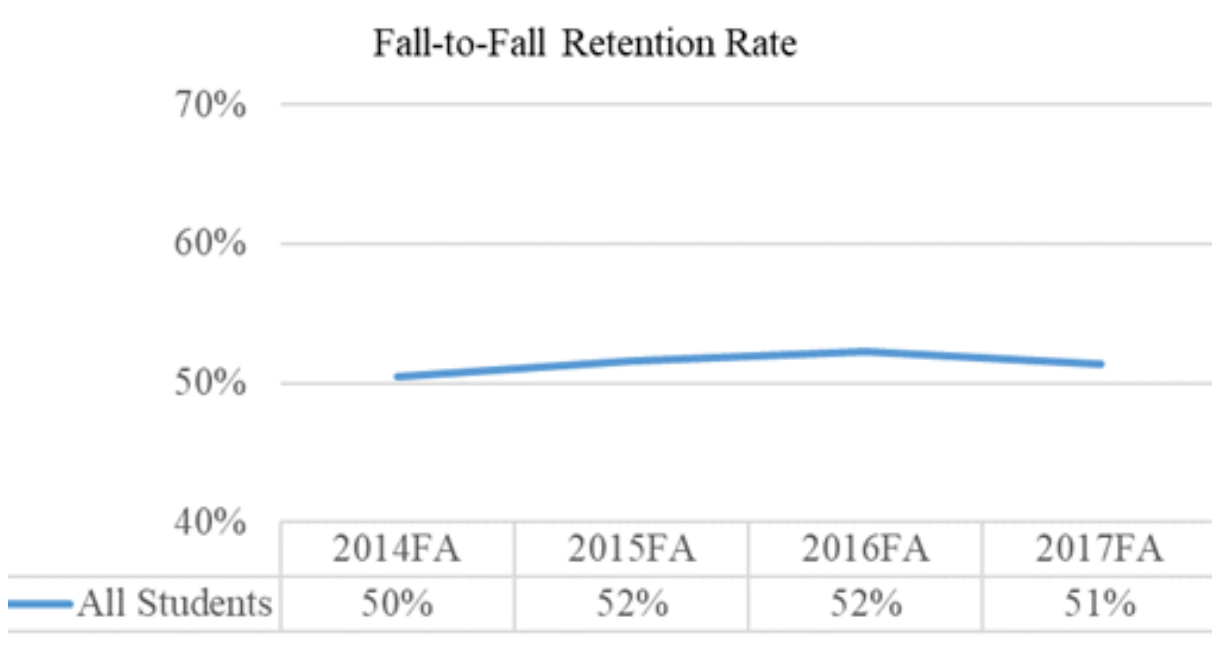
Enrollment by student head count has increased steadily since 2016 after experiencing a dip from 2014. In Fall 2018 enrollment by student head count stood at 7263. Below is the credit load breakdown for Fall 2019 enrollment from CCC Quick Facts.

Enrollment by Credit Load and Head Count

| Status | Head Count | Percentage |
|---------------|--------------|------------|
| 12+ Credits | 1,917 | 27% |
| 9-11 Credits | 1,091 | 16% |
| 6-8 Credits | 1,433 | 21% |
| 3-5 Credits | 1,993 | 29% |
| 0.5-2 Credits | 263 | 4% |
| Non-Credit | 243 | 7% |
| Total | 6,940 | |

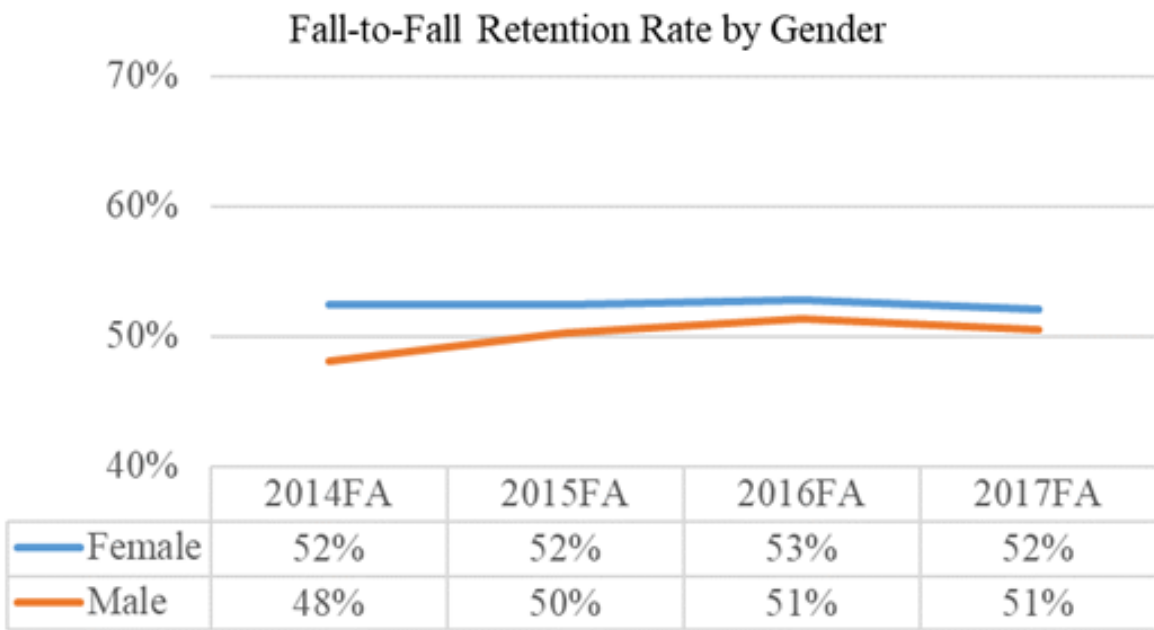
Retention and Persistence

The Fall to Fall Retention Rate of all students has remained relatively unchanged from 2014 to 2017 at 50-51%. These are targets of different plans and initiatives including Learning Communities, Guided Pathways, AB 705, Student Equity and Achievement, and STEM tutoring.



Fall-to-Fall Retention Rate

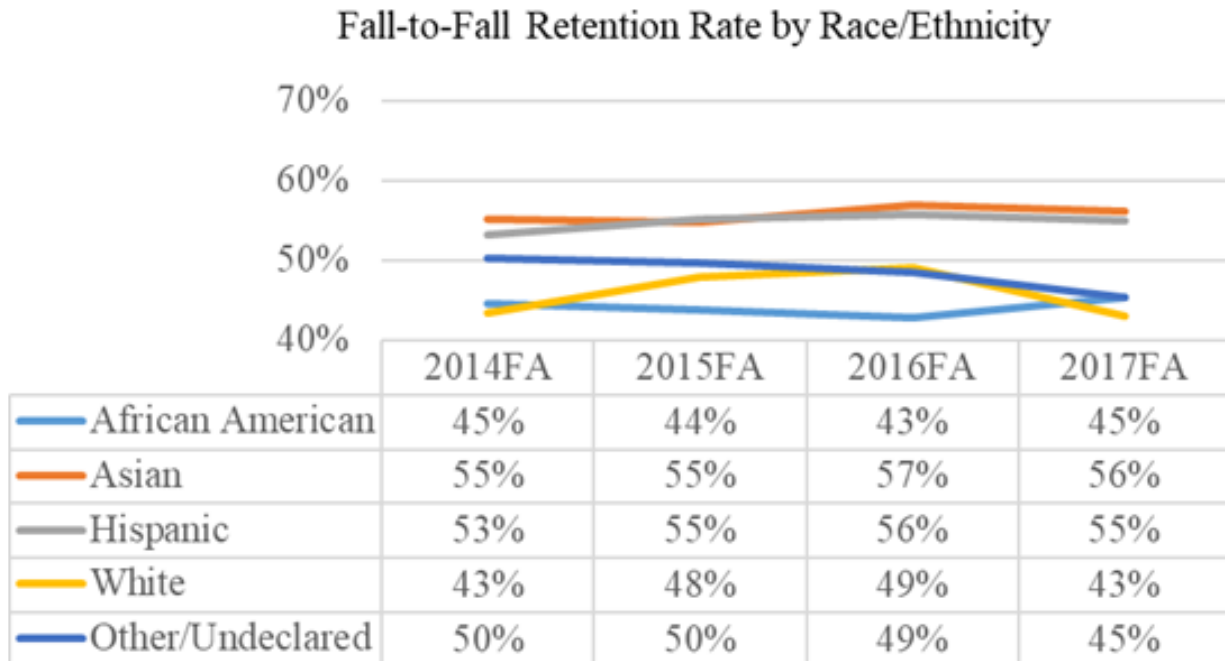
By Gender, Fall to Fall Retention rates are generally similar for both Female and Male students at 51% and 52% respectively from 2014 to 2017. Further analysis of Gender and Race/Ethnicity Retention rates and where male students are stopping in their programs may help identify the cause of the gender gap in degree/certificate completion.



Fall-to-Fall Retention Rate by Gender



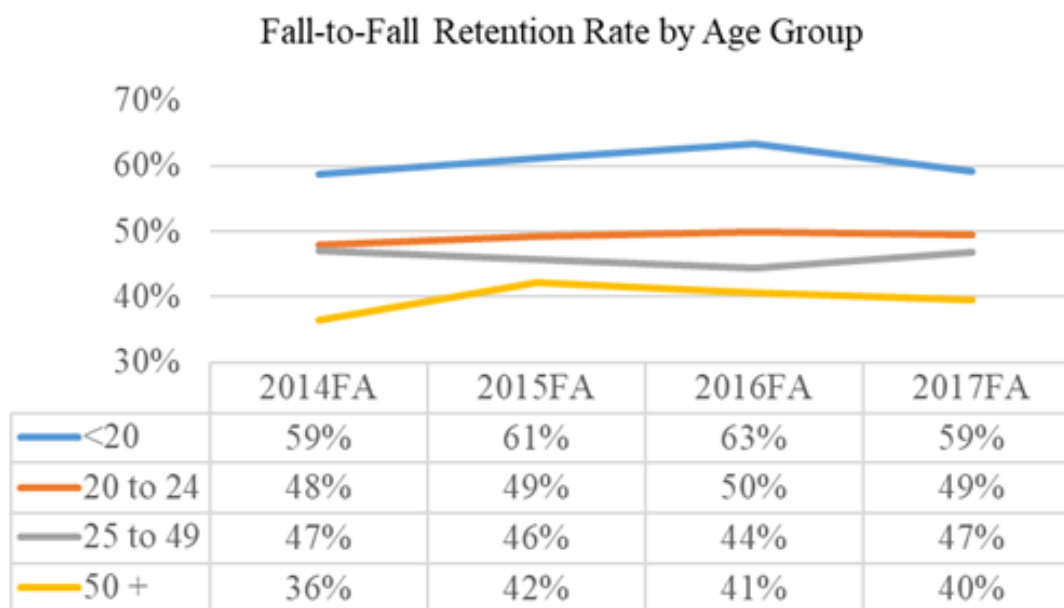
By Race/Ethnicity, Fall to Fall Retention rates have remained largely the same from 2014 to 2017. Asian (56%) and Hispanic (55%) students have the highest retention rates among the major race/ethnicity groups. The Other/Undeclared group experienced a 5% decline in Fall to Fall Retention from 2014 (50%) to 2017 (45%).



Fall-to-Fall Retention Rate by Race/Ethnicity

By Age Group, Fall to Fall Retention rates have generally remained stable for students in the 20-24 years old and 25-49 years old age groups. However, the Fall to Fall Retention rate for students in the under 20 years old age group had a slight fluctuation, increasing from 2014 to 2016 and then dropping back to 2014 levels in 2017. Students in the 50+ years old group experienced the highest increase in Fall to Fall Retention rates of 4% going from 36% in 2014 to 40% in 2017.

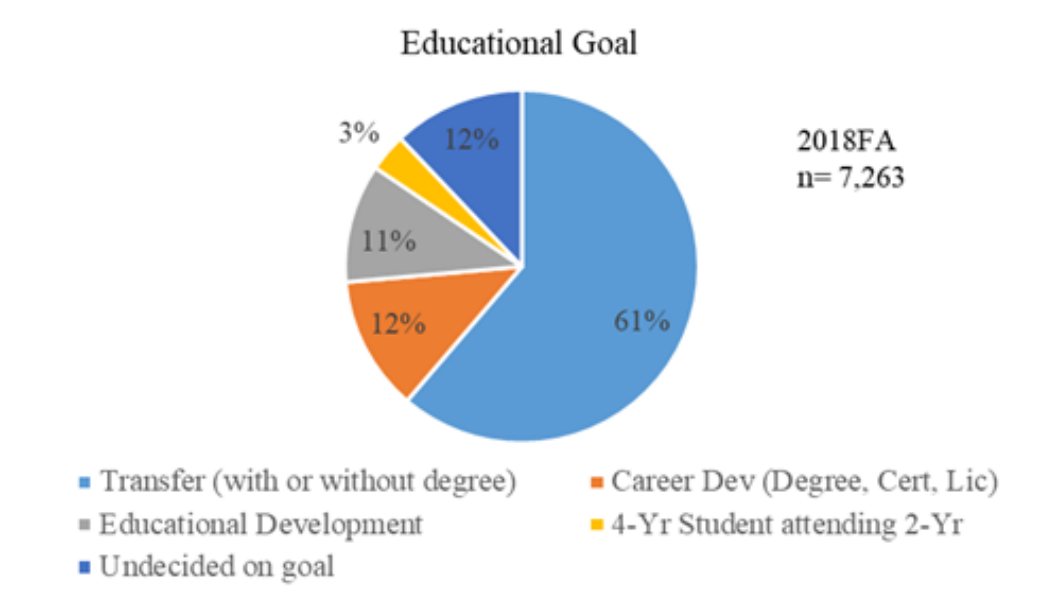




Fall-to-Fall Retention Rate by Age Group

Student Educational Goals

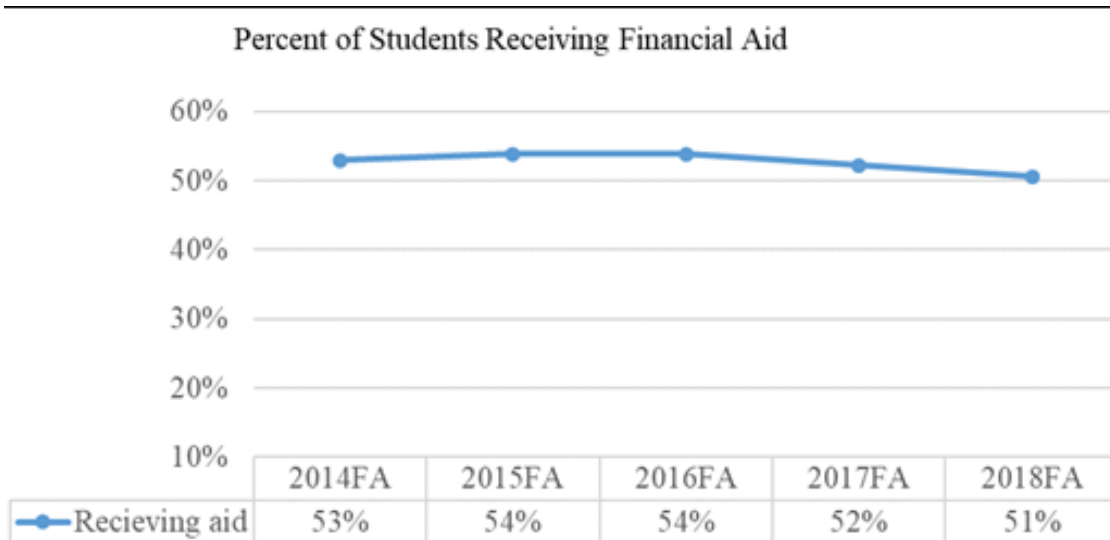
Since achievement and transfer goals are important to CCC, the graph below shows the Education Goals declared by students in 2018. Note that the majority of CCC students (61%) are planning to transfer. However, 12% indicated that they are still undecided. This group is an example of students that may benefit from intensive career and program exploration.



Educational Goal

Pell Participation

In the last few years, the number of students receiving Financial Aid at Contra Costa College has remained high, at over 50%. This number does not include the students who have applied for but did not finish the application processes, and thus did not receive aid. Financial Aid outreach is a priority activity for the CCC Financial Aid Office as part of the Student Equity and Achievement.



Percent of Students Receiving Financial Aid

Course Delivery Method

From 2014 to 2017, Contra Costa College significantly increased its 100% online course enrollment, going from 448 to 1,878 students enrolled. In the same time frame, the number of course enrollments has gone down for Face-to-Face classes, dropping from 17,006 to 14,120. Hybrid courses that are 51-99% online are more popular than hybrid courses that are less than 50% online. These trends reflect the changing needs of students for more non-traditional offerings via online delivery methods.

Number of Course Enrollments by Delivery Method

| All Coursework by Delivery Method | | 2014FA | 2015FA | 2016FA | 2017FA | 2018FA |
|-----------------------------------|---------------|--------|--------|--------|--------|--------|
| Number of Course Enrollments | Face-to-face | 17,006 | 15,418 | 14,709 | 14,450 | 14,120 |
| | Hybrid 0-50% | | 258 | 217 | 54 | 393 |
| | Hybrid 51-99% | 732 | 928 | 1,054 | 632 | 659 |
| | 100% Online | 448 | 561 | 767 | 1,511 | 1,878 |

Course Completion Rate

Of the four different types of course delivery methods, course completion in 100% Online courses (77%) lagged behind courses taught via a Face-to-Face method (84%) by 7% in Fall 2018. This difference in Course Completion Rate has remained consistent since Fall 2015 (5-7%). Since 2014, the Course Completion Rate for 100% Online courses has decreased by 8% (85% to 77%).

Course Completion Rate by Delivery Method

| All Coursework by Delivery Method | | 2014FA | 2015FA | 2016FA | 2017FA | 2018FA |
|-----------------------------------|---------------|--------|--------|--------|--------|--------|
| Course Completion Rate | Face-to-face | 86% | 86% | 86% | 86% | 84% |
| | Hybrid 0-50% | | 87% | 87% | 80% | 81% |
| | Hybrid 51-99% | 86% | 85% | 81% | 80% | 82% |
| | 100% Online | 85% | 80% | 79% | 81% | 77% |

Course Success Rate

Course Success Rate is defined as completion with a grade of C or better. The Face-to-Face success rate remained consistent at 69-71% from 2014 to 2018. Similar to the Course Completion Rate comparison, though, 100% Online courses had a lower success rate than the courses taught through other delivery methods, including a 7% difference in Fall 2018 as compared to courses delivered Face-to-face.

Course Success Rate by Delivery Method

| All Coursework by Delivery Method | | 2014FA | 2015FA | 2016FA | 2017FA | 2018FA |
|-----------------------------------|---------------|--------|--------|--------|--------|--------|
| Course Success Rate | Face-to-face | 70% | 71% | 70% | 71% | 69% |
| | Hybrid 0-50% | | 72% | 65% | 69% | 66% |
| | Hybrid 51-99% | 69% | 67% | 61% | 62% | 68% |
| | 100% Online | 65% | 62% | 62% | 66% | 62% |

Career and Technical Course Enrollment, Completion, and Success Rate

Career and Technical Education courses are programs of distinction at Contra Costa College. Enrollment and performance data from CTE Courses are required by the state and contribute to the calculation of state and grant allocations.

From Fall 2014 to Fall 2018, total CTE course enrollment has remained steady at 2218 and 2245 respectively. Although the number of courses delivered 100% online in CTE is small, the course completion rate of courses offered 100% Online and Face-to-Face is similar at 86% and 87% respectively.

Course Success Rate for CTE is also the highest for courses offered Face-to-Face at 75%. The Success Rate for Face-to-Face CTE courses is higher as compared to all other courses (75% vs 69%), and course completion in Face-to-Face classes is also higher for CTE courses when compared to all other courses (87% vs. 84%).

Course Success Rate for CTE

| Course Success Rate for CTE | | 2014FA | 2015FA | 2016FA | 2017FA | 2018FA |
|-----------------------------|---------------|--------|--------|--------|--------|--------|
| Course Success Rate | Face-to-face | 77% | 77% | 79% | 81% | 75% |
| | Hybrid 51-99% | | 94% | 58% | 50% | 72% |
| | 100% Online | 88% | | | | 70% |
| Course Success Rate | Face-to-face | 86% | 86% | 89% | 89% | 87% |
| | Hybrid 51-99% | | 98% | 65% | 69% | 73% |
| | 100% Online | 97% | | | | 86% |
| Course Success Rate | Face-to-face | 2,125 | 1,819 | 1,562 | 1,831 | 1,915 |
| | Hybrid 51-99% | | 50 | 62 | 68 | 75 |
| | 100% Online | 93 | | | | 255 |

Degrees and Certificate Award

Contra Costa College reports the number of degrees and certificates conferred annually. Students earned 1383 degrees and certificates in academic year 2018-19: 802 Associate of Arts (AA)/Associate of Science (AS) degrees, 68 certificates that are at least one year, and 513 certificates that are less than one year in length. This represents a 5% increase since 2014-15 for AA/AS degree completion and a consistent trend for one-year certificates. Although, by percentage, there is a decreasing trend in the conferral of certificates that are less than one-year in program length, more students have received these certificates in the last three years.

Awards by Type

| | | ACADEMIC YEAR | | | | |
|----------------|---|---------------|---------|---------|---------|---------|
| Awards by Type | | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2019-20 |
| Percentage | AA/AS Degree | 53% | 57% | 51% | 58% | 58% |
| | At least 1 but less than 4-year certificate | 5% | 8% | 6% | 5% | 5% |
| | Less than 1-year certificate | 42% | 35% | 43% | 37% | 37% |
| Number | AA/AS Degree | 557 | 608 | 536 | 850 | 802 |
| | At least 1 but less than 4-year certificate | 54 | 86 | 59 | 73 | 68 |
| | Less than 1-year certificate | 434 | 377 | 453 | 540 | 513 |

By gender, Contra Costa College female students have earned over 60% of degrees and certificates conferred since 2014. Male students have on average consistently earned 35% of degrees and certificates since 2014. The difference is significant and needs further analysis to determine the impact and effectiveness of intervention strategies.

Awards by Gender

| Awards by Gender | | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2019-20 |
|------------------|----------------|---------|---------|---------|---------|---------|
| Percentage | Female | 60% | 65% | 65% | 64% | 64% |
| | Male | 38% | 34% | 34% | 35% | 35% |
| | Gender Unknown | 2% | 1% | 1% | 1% | 1% |
| Number | Female | 630 | 698 | 681 | 937 | 891 |
| | Male | 399 | 365 | 354 | 513 | 479 |
| | Gender Unknown | 16 | 8 | 13 | 13 | 13 |



By race/ethnicity, Contra Costa students who identify as Hispanic had the highest rate of degree or certificate completion, at 40%, followed by students who identify as Asians at 26%, and students who identify as African American at 16%.

Awards by Race/Ethnicity

| Awards by Race/Ethnicity | | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2019-20 |
|--------------------------|------------------|---------|---------|---------|---------|---------|
| Percentage | African American | 18% | 21% | 22% | 18% | 16% |
| | Asian | 23% | 23% | 23% | 25% | 26% |
| | Hispanic | 39% | 35% | 39% | 37% | 40% |
| | White | 10% | 10% | 7% | 10% | 10% |
| | Other/Undeclared | 9% | 11% | 9% | 10% | 8% |
| Number | African American | 191 | 229 | 227 | 264 | 223 |
| | Asian | 236 | 248 | 246 | 371 | 360 |
| | Hispanic | 411 | 374 | 409 | 543 | 552 |
| | White | 108 | 102 | 73 | 143 | 138 |
| | Other/Undeclared | 99 | 118 | 93 | 142 | 110 |

By Age Group, in 2018-19 Contra Costa students 25 to 49 years old had the highest award rate at 46%. Students 20 to 24 years old had an award rate of 39% and those who were under 20 years old had an award rate of 11%. Since 2014-15, the award rates have stayed relatively consistent for all age groups except those who are 25-49 years old. This group's award rate has increased and has trended upwards over time.

Awards by Age Group

| Awards by Age Group | | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2019-20 |
|---------------------|--------------------|---------|---------|---------|---------|---------|
| Percentage | < 20 years old | 16% | 11% | 12% | 11% | 11% |
| | 20 to 24 years old | 40% | 42% | 38% | 42% | 39% |
| | 25 to 49 years old | 37% | 42% | 43% | 41% | 46% |
| | 50+ years old | 7% | 6% | 7% | 6% | 4% |
| Number | < 20 years old | 162 | 114 | 122 | 157 | 151 |
| | 20 to 24 years old | 417 | 452 | 402 | 621 | 538 |
| | 25 to 49 years old | 390 | 446 | 455 | 603 | 643 |
| | 50+ years old | 76 | 59 | 69 | 82 | 51 |

Transfer

Contra Costa College reports transfer data on students. Transfers are reported for students who transferred to another four-year institution.

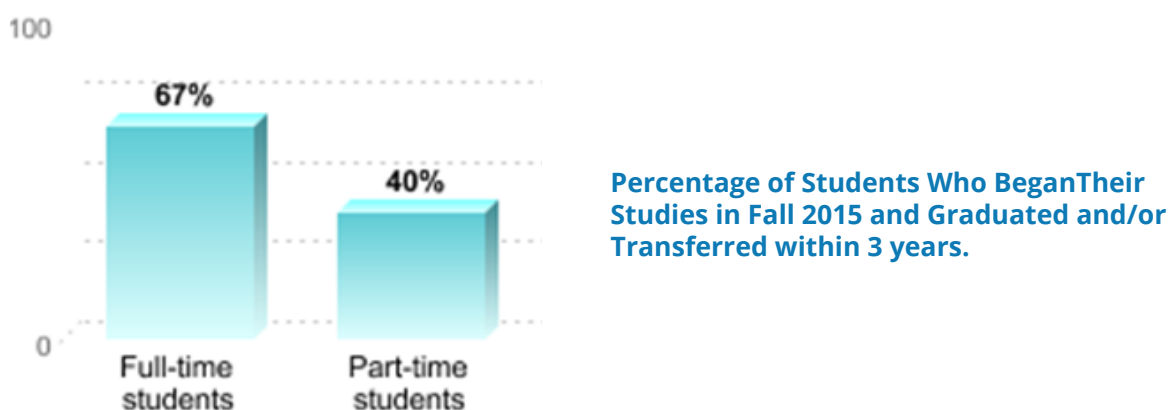
Transfer Data

| Transfer | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|----------------------------------|---------------|------------|------------|------------|
| University of California | 74 | 108 | 85 | 70 |
| California State University | 251 | 246 | 238 | 238 |
| In state private or out of state | Not Available | 111 | 101 | 101 |
| Total | 325 | 465 | 424 | 409 |

Integrated Postsecondary Education Data System (IPEDS) Reported Statistics

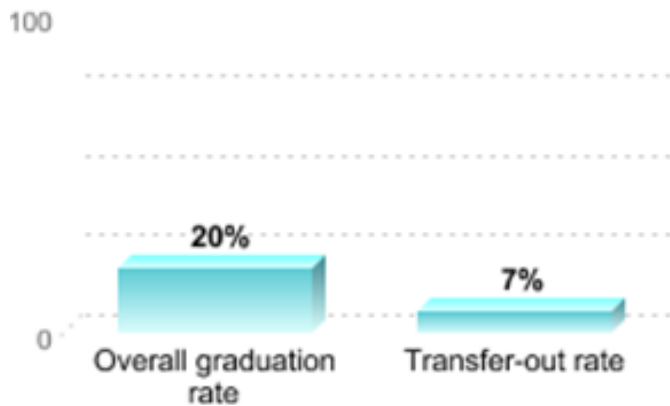
First to Second Year Retention Rate

Retention rates measure the percentage of first-time students who return to the institution to continue their studies the following fall.

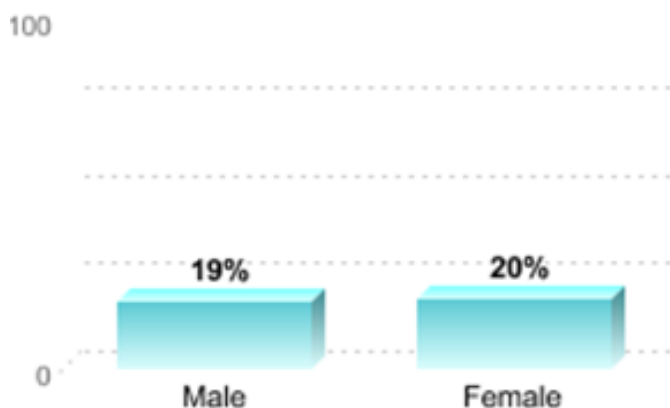


Overall Graduation and Transfer-out Rate

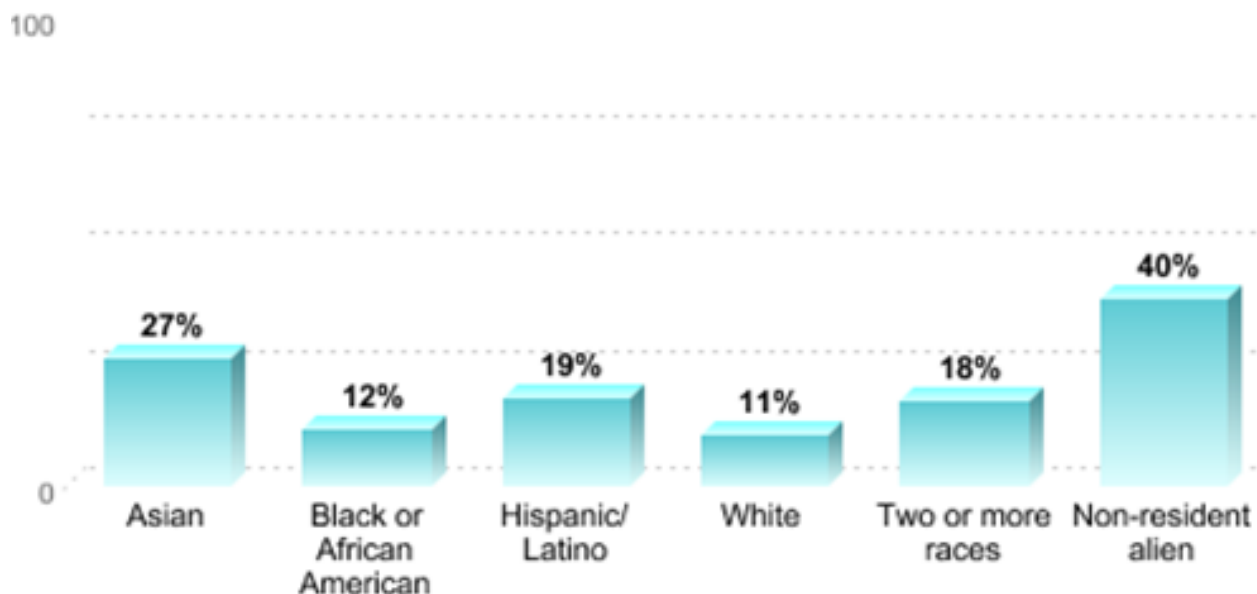
Percentage of Full-time, Students Who Graduated or Transferred Out within 150% of "Normal Time" to Completion for Their Program (Fall 2015 Cohort).



Percentage of Students Who Began Their Studies in Fall 2015 and Graduated and/or Transferred within 3 years.



Percentage of Students Who Began Their Studies in Fall 2015 and Graduated and/or Transferred within 3 years by Gender



Percentage of Students Who Began Their Studies in Fall 2015 and Graduated and/or Transferred within 3 years by Ethnicity

Program Licensure Information

As reported in previous midterm reports, Contra Costa College tracks the placement and licensure information of students in several fields: Administration of Justice, Emergency Medical Services, Certified Nursing Assistant, and Nursing.

LICENSURE PASS RATE (Based on the number of students that took the licensure examination)

| Program | Examination | Institution Set Standard | 2016-17 Pass Rate | 2017-18 Pass Rate | 2018-19 Pass Rate |
|--|-------------|--------------------------|-------------------|-------------------|-------------------|
| Emergency Medical Services | National | 70% | 50% | 66% | 67% |
| Administration of Justice: Corrections/Baton | State | 70% | n/a% | n/a% | n/a% |
| Administration of Justice: Corrections (Power of Arrest) | State | 70% | n/a% | n/a% | n/a% |
| Nursing | State | 90% | 83% | 83% | 100% |
| Nursing: Certified Nursing Asst. | State | 90% | 73% | 85% | 80% |

JOB PLACEMENT – (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.)

The data below comes from the [CTE Core Indicator](#) reports ([INTR-33](#)) generated by the Chancellor's Office. The job placement rates reflect the College's performance relative to the "CTE Cohort" for each program. While some programs have exceeded the set standards, some are close to meeting the set standards. Job placement data is one of the more difficult data to track and validate, which could be contributing to the difficulty reporting how some programs are meeting this goal. Through the Strong Workforce Initiative, more state-wide efforts are being developed to identify and report job placement data such as the development of [LaunchBoard](#) ([INTR-34](#)). In addition, program faculty maintain good relationships with employers through internship opportunities and advisory committees.

Job Placement by Program

| Program | Institution Set Standard | 2016-17 Job Placement Rate | 2017-18 Job Placement Rate | 2018-19 Job Placement Rate |
|--|--------------------------|----------------------------|----------------------------|----------------------------|
| Administration of Justice | 80.85% | 72.22% | 91.67 | 84.21 |
| Automotive Technology | 80.85% | 93.1% | 95.24% | 100% |
| Automotive Collision and Repair | 80.85% | 76.92% | n/a% | 92.86% |
| Business Administration | 80.85% | n/a% | n/a% | n/a% |
| Business Management | 80.85% | 66.67% | 80% | 79.41% |
| Business Office Technology | 80.85% | n/a% | n/a% | n/a% |
| Biotechnology | 80.85% | n/a% | n/a% | n/a% |
| Certified Nursing Assistant | 80.85% | 72.63% | n/a% | n/a% |
| Computer and Communications Technology | 80.85% | n/a% | 53.85% | n/a% |
| Computer Information Systems | 80.85% | n/a% | n/a% | n/a% |
| Culinary Arts | 80.85% | 74.55% | 76.32% | 89.66% |
| Digital Film Production | 80.85% | n/a% | n/a% | n/a% |
| Early Childhood Education | 80.85% | 75.26% | 83.61% | 79.69% |
| Emergency Medical Services | 80.85% | n/a% | n/a% | n/a% |
| Health and Human Services | 80.85% | 61.54% | 90.91% | 72.22% |
| Journalism | 80.85% | n/a% | n/a% | n/a% |
| Medical Assistant | 80.85% | 81.48% | 73.33% | 91.18% |
| Nursing | 80.85% | 60.61% | 87.8% | 96.77% |
| Real Estate | 80.85% | n/a% | n/a% | n/a% |

C. ORGANIZATION OF THE SELF-EVALUATION PROCESS

Institutional Self Evaluation Process Timeline

| Date | Group Responsible | Action |
|-----------------------|-----------------------------------|--|
| January 23, 2019 | President/ALO | Accreditation Kickoff |
| February 2019 | President/ALO | Accreditation Steering Committee Finalized |
| February 27, 2019 | ALO | Accreditation Steering Committee First Meeting |
| March – May 2019 | Standard Work Groups/Teams | Meetings and Evidence Gathering |
| April 15, 2019 | President/ALO | ACCJC Campus Training |
| May 1-3, 2019 | Accreditation Steering Committee | ACCJC Conference |
| June 2019– April 2020 | Standard Work Groups | Evidence Review and Collection in SharePoint (INTR-35) |
| January 24, 2020 | President/ALO | All College Presentation |
| April 20, 2020 | | ISER Draft Review – President’s Cabinet including Academic Senate Council, Classified Senate, and Associated Student Union (INTR-36) |
| May 4, 2020 | | ISER Draft Review – Deans (INTR-37) |
| February – May 2020 | QFE Work Group/ALO | QFE Development and Review (INTR-38) |
| May 11, 2020 | Standard Work Group Study Session | ISER Draft Review – Accreditation Work Group (INTR-39) |
| May 14, 2020 | ALO | College Council First Review (INTR-40) |
| May 21, 2020 | ALO/College Council | Endorsement of College Council (INTR-41) |
| June 24, 2020 | President/Board | Endorsement of Governing Board (INTR-42) |

Contra Costa College Accreditation Steering Committee

| Team Member Name | Role |
|-------------------|-------------------------------|
| Dr. Damon Bell | President |
| Dr. Mayra Padilla | Accreditation Liaison Officer |
| Larry Womack | Web Support |

Contra Costa College Accreditation Steering Committee

| Standard I | Constituency | Position | Role |
|----------------------|-------------------------|---|-------------|
| Magda Mercado | Classified Professional | LAVA Administrative Assistant | Member |
| Jeff Kammalian | Classified Professional | APEC Lab Technician | Member |
| Vanessa Mercado | Classified Professional | IE Research Analyst | Member |
| Jon Celesia | Faculty | APEC Department Chair, Planning Co-Chair | Member |
| Katie Krolikowski | Faculty | Academic Senate President, Biotech Instructor | Member |
| Mayra Padilla | Administrator | IE & Equity Dean, Planning Co-Chair | LEAD |
| Standard II A | Constituency | Position | Role |
| Kate Weinstein | Classified Professional | Welcome Center Coordinator | Member |
| Michael Kilivris | Faculty | Distance Education Coordinator, Philosophy Instructor | Member |
| Sarah Boland | Faculty | Counselor | Member |
| Kathleen Donlan | Faculty | English Instructor | Member |
| Anooshi Borhan | Faculty | ESL Instructor | Member |
| Mark Wong | Faculty | CIC Chair, APEC Instructor | Member |
| Jason Berner | Administrator | Liberal Arts Dean | LEAD |



Contra Costa College Accreditation Steering Committee

| Standard II BC | Constituency | Position | Role |
|-------------------------|-------------------------|--|-------------|
| Alma Cardenas | Classified Professional | Sr Admissions & Records Assistant | Member |
| Nikki Ferguson | Faculty | Intercollegiate Athletics Instructor | Member |
| Andrew Kuo | Faculty | Library Department Chair | Member |
| Evan Decker | Administrator | Workforce & Economic Development Manager | Member |
| Dennis Franco | Administrator | Students Dean | Member |
| Rod Santos | Administrator | Enrollment Services Dean | Member |
| Monica Rodriquez | Administrator | Financial Aid Manager | LEAD |
| Standard III | Constituency | Position | Role |
| Nick Dimitri | Administrator | Business Services Manager | Member |
| Agustin Palacio | Faculty | La Raza & Africana Studies Department Co-Chair | Member |
| James Eystone | Administrator | IT Manager | Member |
| Mariles Magalong | Administrator | Business Services Director | LEAD |
| Standard IV | Constituency | Position | Role |
| Katie Krolikowski | Faculty | Academic Senate President, Biotech Instructor | Member |
| Joy Brucelas | Confidential | President's Office Sr Executive Assistant | Member |
| Brandy Gibson | Classified Professional | Classified Senate President, SLO/ AUO Coordinator, Tutoring Sr Coordinator | Member |
| George Mills | Administrator | EOPS Manager | LEAD |



D. CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

[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 since 1949, with accreditation status regularly renewed by the Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges ([INTR-43](#)) ([INTR-48](#)).

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

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.

The College has been in continuous operation since 1949 and currently serves approximately 7,263 students who are actively pursuing degree and certificate programs in a wide variety of academic areas offered by the institution for career and transfer preparation. The College operates on a year-round schedule and offers classes in fall, spring, and summer terms ([INTR-44](#)). Classes are offered in the following delivery methods: Face-to-Face, Hybrid, and Online.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to [degrees](#), and a significant proportion of its students are enrolled in them. At least one degree program is of two academic years in length.

The following is a breakdown of the College's course enrollments from 2014 to 2018. While there are Basic Skills Courses offered, these courses are used to support students in their pursuit of higher degrees. Enrollment in Basic Skills Courses is smaller than enrollment in degree applicable courses. In addition, based on students' program plans, most students plan to complete an associate degree and/or transfer.

Course Enrollment by Category

| Course Enrollment by Category | 2014FA | 2015FA | 2016FA | 2017FA | 2018FA |
|-------------------------------|--------|--------|--------|--------|--------|
| All Coursework | 18,186 | 17,165 | 16,747 | 16,647 | 17,050 |
| Degree Applicable | 14,553 | 14,105 | 13,920 | 14,273 | 15,287 |
| Basic Skills | 2,600 | 2,162 | 2,049 | 1,650 | 1,237 |

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional 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.

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."

The Interim President, Dr. Damon Bell, was appointed on November 13, 2019 ([INTR-45](#)).

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

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. The College also posts annual budget information for transparency. Budget reports are archived and accessible through the budget reports ([INTR-46](#)), and budget forums ([INTR-47](#)) are held every April to inform the campus and district communities.

Included within the District's annual external audit is an independent auditor's report on compliance for each major federal program and a report on the internal controls over compliance within those programs. The testing done on the federal awards always includes Title IV testing as it qualifies as a major federal program. There have been no material weaknesses or significant deficiencies reported on for several years, and the District qualifies as a low risk auditee."

E. CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

Contra Costa College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and Correspondence Education; Representation of Accredited Status; Student and Public Complaints against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

Contra Costa College regularly sends announcements to campus constituencies of important events. Accreditation notices were sent regularly via email, and opportunities for feedback on the accreditation self-evaluation report were provided. The college accreditation homepage ([INTR-48](#)) also provides information about current and previous accreditation activities.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Student achievement is the top priority for Contra Costa College. It is embedded in its mission, vision, goals, planning, and processes as documented in various standards. Contra Costa College also tracks and reports various data about student achievement as part of ACCJC's Annual and Mid-term Reports, providing MIS data to the State Chancellor's Office and to grants and funding partners. Student Achievement is also a major component of the new Student-Centered Funding Formula allocation; therefore, Contra Costa College is adopting key initiatives like Guided Pathways, the Student Equity and Achievement Program, and AB 705 to ensure that the strategies and work at the campus directly support the mission of the college to provide all students equitable access and success.

For more details, the following standards also address student success from standards to services:

- Introduction ([INTR-49](#))
- Section B: Presentation of Student Achievement Data and Institutional-Set Standards ([INTR-50](#))
- I.A.2 ([INTR-52](#))
- I.B.1-9 ([INTR-52](#))
- II.A.2 ([INTR-53](#))
- II.A.6-7 ([INTR-54](#))
- II.B.1 ([INTR-55](#))
- II.C.2-3 ([INTR-56](#))
- II.C.5-6 ([INTR-57](#))

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

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. SLO's 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 SLO's and their connection to course objectives and content. Course level SLO's are in alignment with program level SLO's. 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 are 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 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 degree. This information is contained in the course descriptions in the College Catalog.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

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) and University of California (UC) colleges, as well as a number of private colleges and universities around the Bay Area.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

As part of the Contra Costa Community College District's commitment to learning and equitable success, the district has developed a Distance Education Strategic Plan to increase access and promote student success through high quality distance education. In addition, Contra Costa College is committed to quality student experiences in the online environment as the demand for and number of online courses increase:

- Contra Costa College collaborates with the District to implement the 2017-2022 Distance Education Strategic Plan ([INTR-58](#)),
- Contra Costa Community College District utilizes CANVAS as its learning management system, provides training to faculty and staff on how to use and navigate the application, and provides technical support to users. Access is through InSite ([INTR-59](#)).
- Contra Costa College provides support and resources to faculty who are interested in adapting and offering their courses online ([INTR-60](#)).
- Contra Costa College tracks completion and student success in Online and Hybrid environments.

Student and Public Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

Contra Costa College and the district provide students and the public information on how to file complaints, grievances, and appeals.

- Board Policy 2002 ([INTR-61](#)) and Human Resource Procedure 1040.07 ([INTR-62](#)) address unlawful discrimination and harassment.
- Information on student processes are detailed in the College catalog (page 16) ([INTR-63](#)):
 - *How to file a complaint (page 19)*
 - *Student Appeal (page 16)*
 - *Procedures for filing a sexual harassment complaint and issues related to Title IX (page 10)*
 - *Consumer Information ([INTR-64](#)).*



Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

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 of 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.
- Contra Costa College abides by the National Association of Foreign Student Advisors Statement of Ethical Principles ([INTR-65](#)) in support of International Education and recruitment of foreign students.

The College catalog, schedule of classes and the college website contain all of the required information, as shown on the following table:

Placement of Critical Information Regarding Contra Costa College

| Information Required | Catalog | Schedule | Website |
|---|---------|----------|---------|
| Official Name, Address, Phone | ✓ | ✓ | ✓ |
| Mission and Purpose | ✓ | | ✓ |
| Information on Programs and Courses | ✓ | | ✓ |
| Degree, Certificate and Program Completion Requirements | ✓ | | ✓ |
| Faculty with Degrees Held | ✓ | | ✓ |
| Facilities Available | ✓ | | ✓ |
| Rules and Regulations for Conduct | ✓ | | ✓ |
| Academic Freedom Policy | ✓ | | ✓ |
| Fees | ✓ | ✓ | ✓ |
| Financial Aid Opportunities | ✓ | ✓ | ✓ |
| Refund Policies and Procedures | ✓ | | ✓ |
| Transfer of Credit Policies | ✓ | | ✓ |
| Nondiscrimination Policy | ✓ | | ✓ |
| Other Locations for Policies | ✓ | | ✓ |
| Governing Board | ✓ | | ✓ |
| Accreditation Status | ✓ | | ✓ |
| Clery Act/Student Right to Know | ✓ | | ✓ |
| Consumer Information | | | ✓ |
| Annual Campus Security Report | | | ✓ |

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Contra Costa College does not have any contractual relationships with non-regionally accredited organizations.

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Contra Costa College complies with all Title IV requirements and is in good standing to offer Federal Financial Aid (Pell and Federal Student Loan). Here is a copy of the most recent approved Program Participation Agreement ([INTR-66](#)) from the Department of Education.

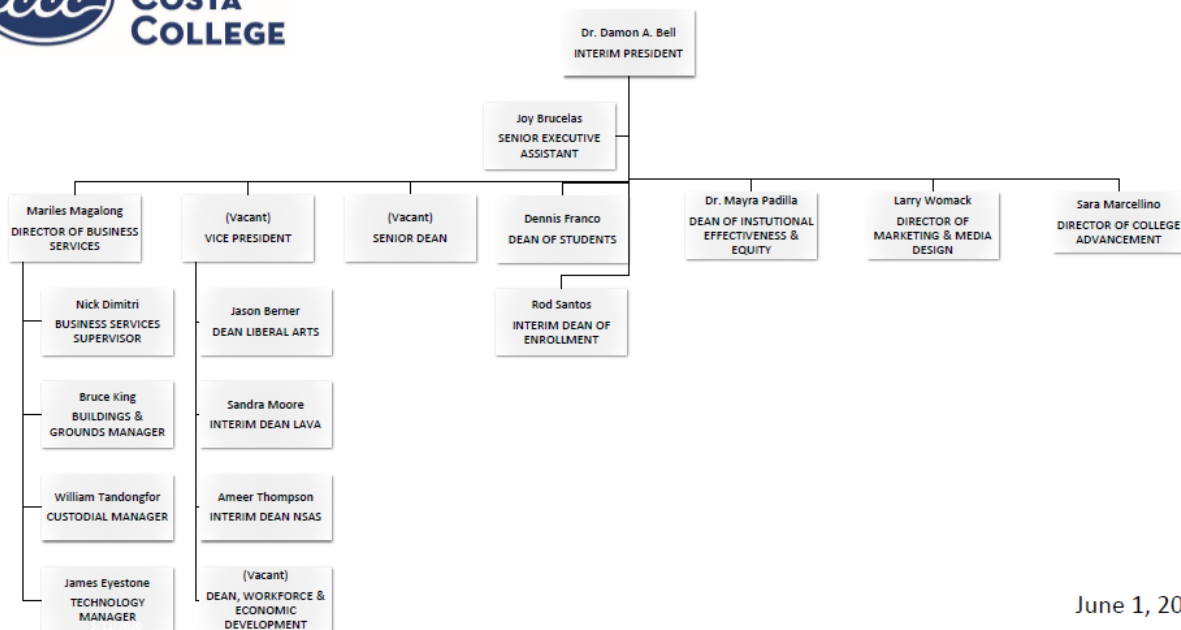
F. ORGANIZATIONAL INFORMATION

About Contra Costa College and the Contra Costa College District



**CONTRA
COSTA
COLLEGE**

CCC LEADERSHIP TEAM

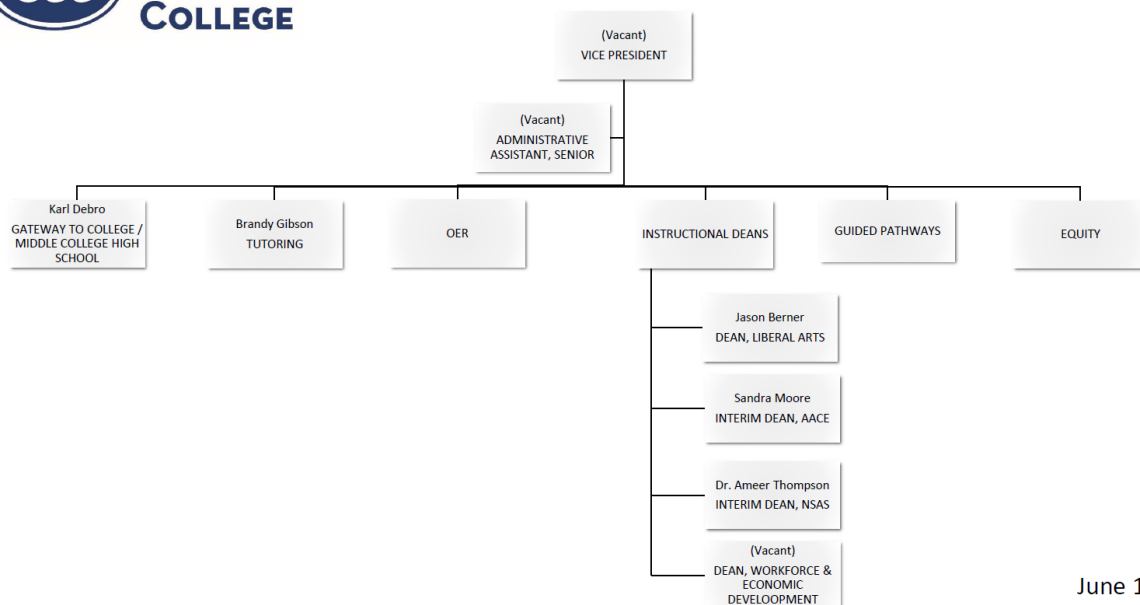


Office of the President



**CONTRA
COSTA
COLLEGE**

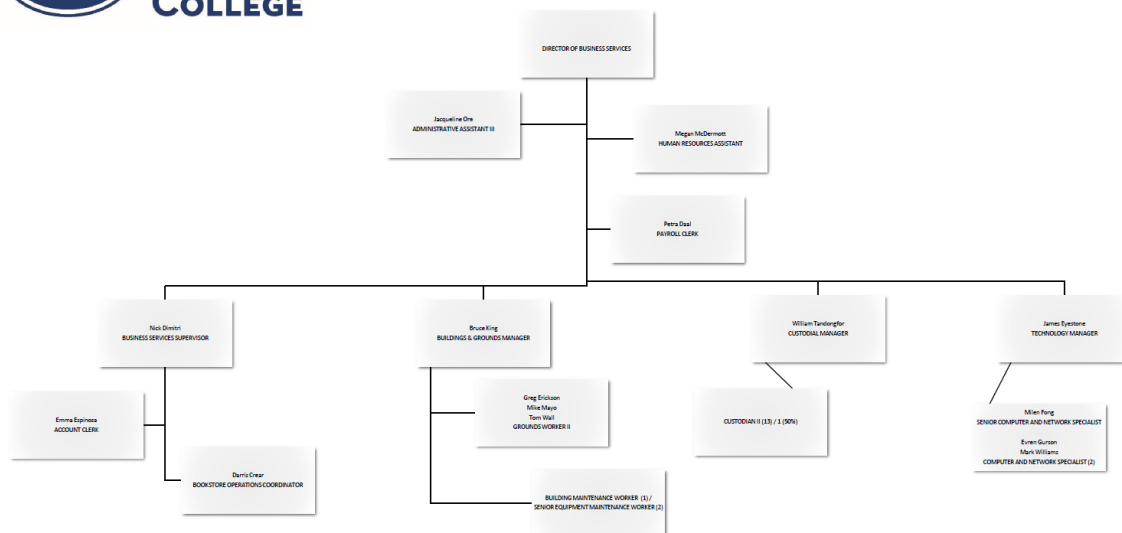
VICE PRESIDENT



Office of the Vice-President



BUSINESS SERVICES

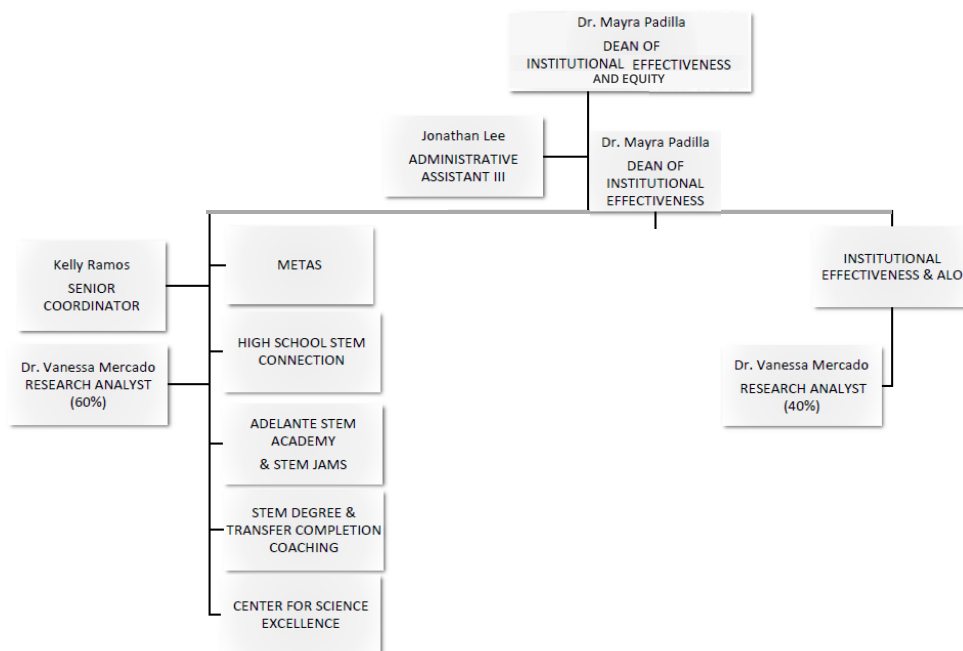


June 1, 2020

Business Services



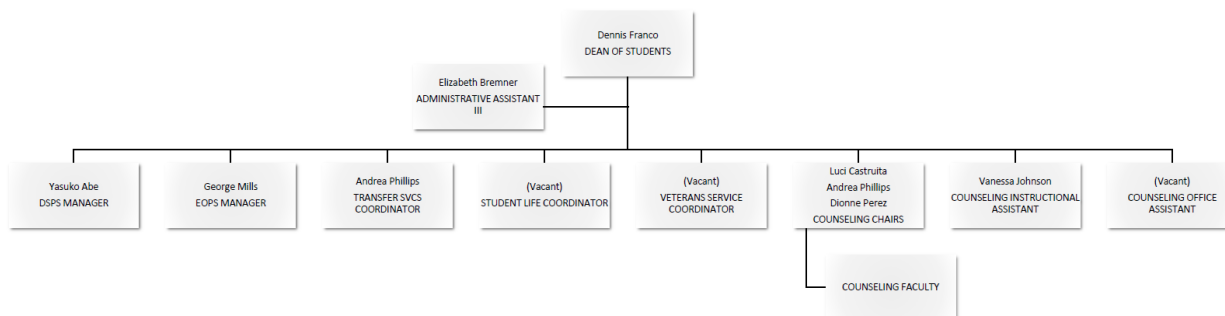
INSTITUTIONAL EFFECTIVENESS AND EQUITY



Institutional Effectiv



STUDENT SERVICES

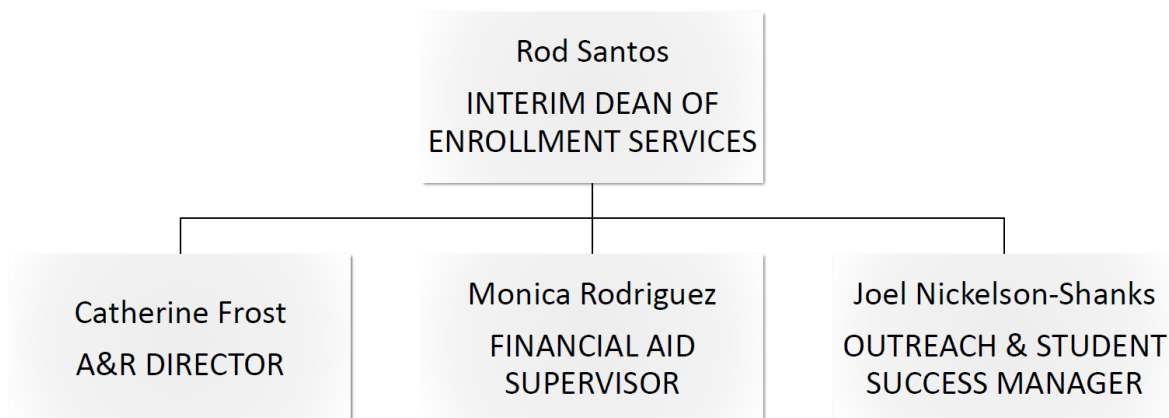


June 1, 2020

Student Services



ENROLLMENT SERVICES



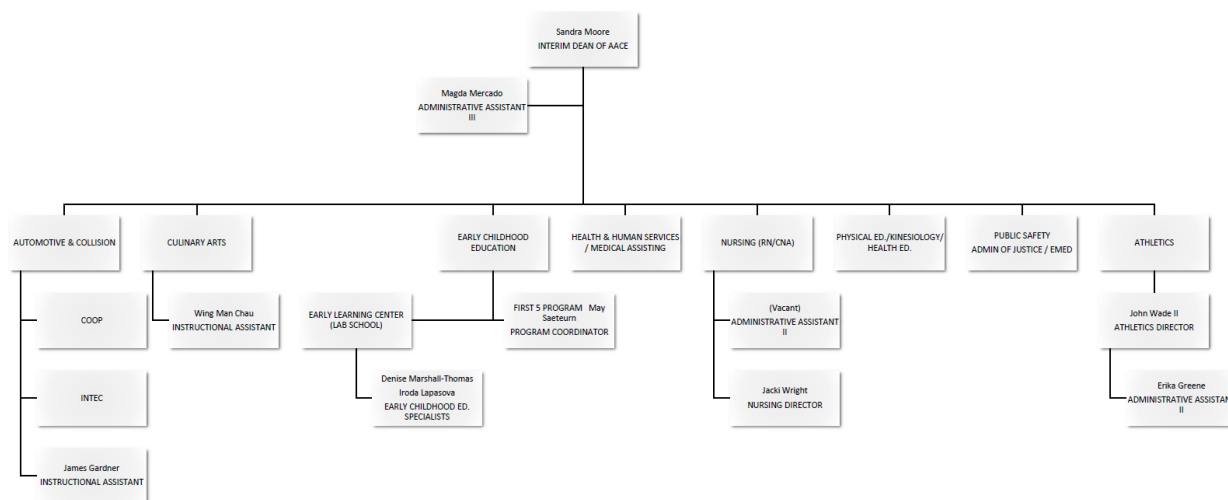
June 1, 2020

Enrollment Services



**CONTRA
COSTA
COLLEGE**

ALLIED HEALTH, ATHLETICS, CAREER EDUCATION (AACE) DIVISION



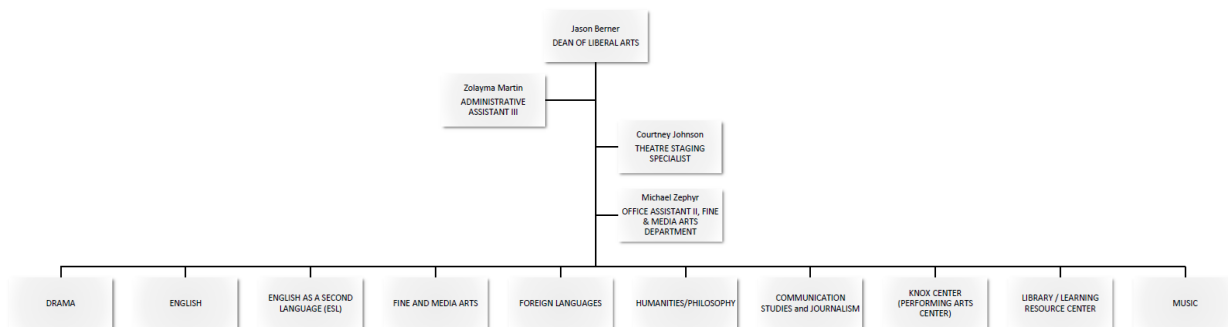
June 3, 2020

Allied Health, Athletics, and Career Education (AACE)



**CONTRA
COSTA
COLLEGE**

LIBERAL ARTS DIVISION



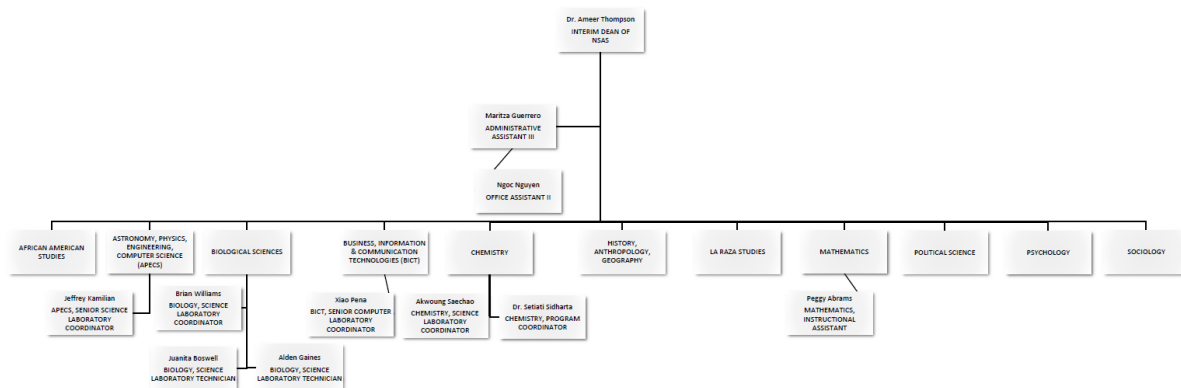
NOTE: Speech and Journalism will be merging into the Communication Studies and Journalism Department.

June 1, 2020

Liberal Arts



NATURAL, SOCIAL & APPLIED SCIENCES (NSAS) DIVISION

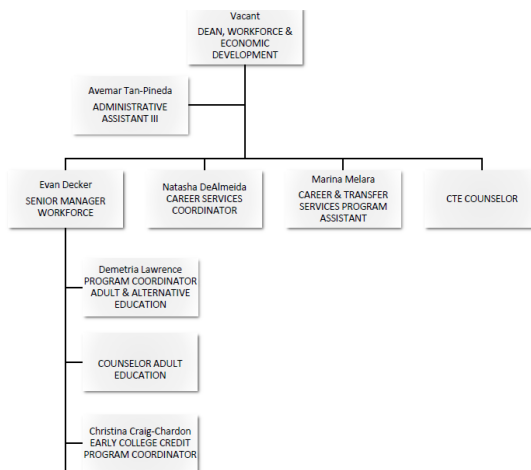


June 1, 2020

Natural, Social and Applied Sciences (NSAS)



WORKFORCE & ECONOMIC DEVELOPMENT



June 1, 2020

Workforce and Economic Development

District-College Functional Map Delineation

As it pertains to accreditation standards, the operational responsibilities and functions of the Colleges and the District Office are delineated in the document titled District and College Roles, Responsibilities, and Service Outcomes – Functional Map ([INTR-67](#)). The document accurately reflects the roles and responsibilities of the Colleges and the District office and is followed in practice. The functional map is reviewed and updated utilizing the District's Governance process. Most recently the Functional Map was reviewed, analyzed for effectiveness, and updated by the Chancellor's Cabinet and the District Governance Council in Spring 2019 and approved by the Governing Board at their November 13, 2019, meeting ([INTR-68](#)).

Every four years, as part of its administrative services review process, each department at the District Office meets with its college counterpart(s) to review and update the document. 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. The chancellor engages the college presidents and the cabinet in the discussion and review of the Functional Map.

Evidence:

| | |
|-------------------------|---|
| INTR-1 | Contra Costa College Mission + Vision |
| INTR-2 | Contra Costa College Construction Calendar Fall 2017 |
| INTR-3 | Contra Costa College Campus Map |
| INTR-4 | Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC) |
| INTR-5 | Contra Costa College 2018 ACCJC Affirmation of Meeting All Standards |
| INTR-6 | Automotive Services Excellence Foundation |
| INTR-7 | National Association for the Education of Young Children |
| INTR-8 | Local Emergency Medical Services Agency |
| INTR-9 | Commission on Education of Allied Health Programs |
| INTR-10 | Board of Registered Nursing |
| INTR-11 | Committee on Accreditation for EMS Programs |
| INTR-12 | Degrees and Certificates |
| INTR-13 | Journalism Program Homepage |
| INTR-14 | Nursing Program Homepage |
| INTR-15 | International Education Program |
| INTR-16 | Guided Pathways |

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|-------------------------|---|
| INTR-17 | Equity |
| INTR-18 | AB 705 Implementation |
| INTR-19 | Student Centered Funding Formula |
| INTR-20 | Contra Costa County, California Demographics Data |
| INTR-21 | State of California Employment Development Department |
| INTR-22 | Higher Unemployment Rate |
| INTR-23 | Small Area Income and Poverty Estimate (SAIPE) |
| INTR-24 | Urban Displacement Report |
| INTR-25 | Contra Costa County Selected Social Characteristics 2013-2017 |
| INTR-26 | Contra Costa College Data |
| INTR-27 | District Research and Planning |
| INTR-28 | Promise Application |
| INTR-29 | Math Jam Success |
| INTR-30 | Middle College High School |
| INTR-31 | Gateway to College |
| INTR-32 | Contra Costa College Quick Facts |
| INTR-33 | Career and Technical Education Report Homepage |
| INTR-34 | LaunchBoard |
| INTR-35 | ISER SharePoint |
| INTR-36 | ISER Presidents |
| INTR-37 | ISER Deans |
| INTR-38 | QFE Email |
| INTR-39 | ASC Study Session |
| INTR-40 | College Council Agenda 05-14-2020 |
| INTR-41 | College Council Special Meeting Agenda 05-21-2020 |
| INTR-42 | Endorsement of Board |
| INTR-43 | Contra Costa College Facts |
| INTR-44 | Class Schedule and Catalogs |
| INTR-45 | Contra Costa College Interim President Appointed |
| INTR-46 | Budget Reports |
| INTR-47 | Budget Forum |
| INTR-48 | Accreditation Homepage |
| INTR-49 | Introduction |
| INTR-50 | Section B: Presentation of Student Achievement Data and Institutional-Set Standards |

| | |
|-------------------------|---|
| INTR-51 | I.A.2 |
| INTR-52 | I.B.1-9 |
| INTR-53 | II.A.2 |
| INTR-54 | II.A.6-7 |
| INTR-55 | II.B.1 |
| INTR-56 | II.C.2-3 |
| INTR-57 | II.C.5 and II.C.6 |
| INTR-58 | DE Strategic Plan 2017-2022 |
| INTR-59 | Web Portal Link- Insite |
| INTR-60 | DE Faculty Information |
| INTR-61 | Board Policy 2002 |
| INTR-62 | Human Resource Procedure 1040.7 |
| INTR-63 | College Catalog 2019-2020 |
| INTR-64 | Contra Costa College Consumer Information |
| INTR-65 | NAFSA Statement of Ethical Principles |
| INTR-66 | 2020 Approved Financial Aid Program Participation Agreement |
| INTR-67 | 2019 Functional Map |
| INTR-68 | Board Minutes 11-13-2019 |



G. INSTITUTIONAL ANALYSIS

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A Mission

- 01.** *The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.*

Evidence of Meeting the Standard

Contra Costa College's current [mission \(I.A.1-1\)](#), approved on May 21, 2020 by college council, appears in the homepage, schedule, catalogs, and different publications and is going through updates to ensure currency:

Mission: 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 fosters transformational educational experiences and responsive services that ensure effective student learning and institutional effectiveness by committing its resources using equitable, inclusive and integrated decision-making processes. Contra Costa College offers associate degrees, certificates, transfer preparation, lifelong learning, and career educational opportunities aimed at helping students achieve their economic and educational goals, as well as courses designed to support lifelong learning.

Vision: Contra Costa College strives to provide a high-quality education that transforms student lives in an atmosphere that celebrates academic achievement, diversity, community, and innovation.

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

- **GROWTH** to help students learn and to improve the economic and social vitality of communities through education;
- **INCLUSION** of diverse opinions, ideas, peoples, and traditions;
- **FREEDOM** to pursue and fulfill educational goals in an environment that is safe and respectful for all students, all faculty, all classified professionals, and all managers alike; and
- **INTEGRITY** in all facets of our college interactions and operations.

Institutional Student Learning Outcomes

Support an environment that encourages and enables the members of our community to gain:

- Critical thinking skills and abilities, including evaluating, analyzing, and applying information.
- Communication skills using verbal, auditory, written, numerical, and visual forms.
- Awareness of themselves, their community, and the world around them, leading to personal responsibility, ethics, and civic engagement.

Educational Purpose

The current mission is appropriate to the purpose of Contra Costa College to deliver quality, transformational, and responsive education to meet the needs of the West Contra Costa Community.

Student Population Served

The College is committed to serving “diverse communities of West Contra Costa County and all others” who seek quality education. The College is the only community college located in West Contra Costa and provides both credit and non-credit courses in person and online. The College also hosts students from other campuses in the Contra Costa Community College District, as well as students from across the state and abroad.

Student Demographics

| | |
|--------------------------------------|-------|
| Unduplicated Student Head Count | 6,940 |
| Full Time Equivalent Students (FTES) | 2,467 |
| Non-Credit Enrollment | 243 |

Gender Ratio

| | |
|---------|-----|
| Female | 59% |
| Male | 39% |
| Unknown | 1% |

Age Demographic

| Age Grouping | Head Count | % |
|----------------------------|------------|-----------|
| 19 and under | 2,374 | 34% |
| 20 to 24 | 1,966 | 28% |
| 25 to 49 | 2,175 | 32% |
| 50 and over | 425 | 6% |
| Average Student Age | | 26 |
| Median Student Age | | 22 |

Racial/Ethnic Demographic

| Racial/Ethnic Composition of Student Body | Head Count | % |
|---|------------|-----|
| African American | 1,029 | 15% |
| American Indian/Alaskan | 8 | 0% |
| Asian | 936 | 14% |
| Filipino | 423 | 6% |
| Hispanic | 3,283 | 47% |
| Multi-Ethnicity | 351 | 5% |
| Pacific Islander | 37 | 1% |
| Unknown | 154 | 2% |
| White Non-Hispanic | 719 | 10% |

Degrees/Credentials

125 degrees and certificates offered at Contra Costa College are available to students in pursuit of quality education, readying them for careers, transfer, and/or personal enrichment. A complete list can be found in the catalog ([I.A.1-2](#)) or online ([I.A.1-3](#)).

Commitment to Student Learning and Achievement

The College supports Student Learning and Achievement in its mission to “equitably commit 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.” To further support this commitment, the Strategic Goals, Values, and Institutional Learning Outcomes also reflect how the college as a body of educators are focused on the experiences, learning, and success of students.

Analysis and Evaluation

Contra Costa College’s Mission describes its purpose, the community and students the college serves, the academic programs available for career readiness or transfer, and its commitment to student learning and achievement. In addition, the Mission also describes the college’s values and intended institutional learning outcomes. Resources and needs identified through program reviews and assessments are discussed, evaluated, and recommended by participatory groups, primarily through College Council and its Budget and Planning subcommittees. Examples of this work can be found in the 03-08-2018 ([I.A.1-4](#)) and 12-8-2016 ([I.A.1-5](#)) College Council minutes.

Contra Costa College is currently reviewing its Strategic Plan which includes a review of its mission, vision, values, and institutional outcomes. This participatory process is slated for completion by June 30, 2020, and adoption for 2020-2025. The college’s [plans](#) ([I.A.1-6](#)) are aligned with and support the mission per Board Policy 1012 ([I.A.1-7](#)).

Evidence:

| | |
|-------------------------|---|
| I.A.1-1 | Contra Costa College Mission and Vision |
| I.A.1-2 | College Catalog Degrees |
| I.A.1-3 | Degrees and Certificate |
| I.A.1-4 | College Council Minutes 03-08-2018 |
| I.A.1-5 | College Council Minutes 12-08-2016 |
| I.A.1-6 | Contra Costa College Plans |
| I.A.1-7 | Board Policy 1012 |

- 02.** *The institution uses data to determine how effectively it is accomplishing its mission and whether the mission directs institutional priorities in meeting the educational needs of students.*

Evidence of Meeting the Standard

Contra Costa College collects data from a variety of sources and analyzes trends to determine how purposefully the college priorities are aligned to the mission and how effectively the college is meeting its mission. Here are examples of sources of data and their usage in evaluating the work of the college:

- The California Community College Chancellor's Office provides information on a variety of metrics such as degree attainment, enrollment information, and impact on achievement gaps through the Student Success Metrics ([I.A.2-1](#)).
- Data and results from various [plans](#) ([I.A.2-2](#)) such as the Integrated Plan, Equity Plan, SSSP Plan are also collected, evaluated, and reported because their goals support the mission of the college for equitable and quality education.
- [Program Reviews](#) ([I.A.2-3](#)) provide a trove of data on the impact of programs on student learning. The report provides information on demand, efficiency, and effectiveness of programs and services.
- Assessment of Student Learning Outcomes (SLO) directly aligns with Institutional Learning Outcomes (ILO) assessment as demonstrated in the SLO Assessment Flow Diagram ([I.A.2-4](#)).
- Economic Impact Report ([I.A.2-5](#)) completed in Fall 2018 also provides information on the College's impact on the community and the return on investment that students, the taxpayers, the local economy, and the community as a whole benefit from Contra Costa College's mission and purpose.
- The State, District and College Institutional web pages ([I.A.2-6](#)) ([I.A.2-7](#)) ([I.A.2-8](#)) provide different data about [enrollment](#), demographics, other completion data, and environmental scans ([I.A.2-9](#)) for evaluation, grant, and planning purposes.
- Institution-Set Standards and other metrics are reviewed ([I.A.2-10](#)) by College Council.

As part of Contra Costa's continuous improvement cycle practice, the college engages in systematic assessment of learning and unit outcomes. Periodic collection of data in program reviews and assessment of student learning outcomes help to align results to goals and action plans in the institutional learning outcomes, plans, and ultimately to the mission of the college.

Data collected are used to determine how effective the college's work is in accomplishing its mission and are reviewed by faculty, staff, and administrators at the unit and participatory governance levels. Planning, budget prioritization and allocation, funding and grant requests, and the setting of institutional priorities are based on the review and evaluation of these data as shared in examples in other standards.

Analysis and Evaluation

Several metrics collected, reviewed, and reported by the college directly support the evaluation of its mission. In addition, student learning outcome and program reviews directly assess the institutional learning outcomes. Developing strategies and practices in communicating needs, results, impacts, and clear and intentional assessments of the mission are areas of focus for Contra Costa College.

Evidence:

| | |
|--------------------------|---|
| I.A.2-1 | Student Success Metrics |
| I.A.2-2 | Contra Costa College Plans |
| I.A.2-3 | Program Review |
| I.A.2-4 | SLO Assessment Flow Diagram |
| I.A.2-5 | Contra Costa College Economic Impact Report |
| I.A.2-6 | LaunchBoard Student Success Metrics |
| I.A.2-7 | Contra Costa Community College District Research and Planning |
| I.A.2-8 | Weekly Enrollment Reports |
| I.A.2-9 | Strategic Plan Environmental Scan |
| I.A.2-10 | College Council Minutes 5-12-2016 |

- 03.** *The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

Evidence of Meeting the Standard

Contra Costa College aligns its strategic plan with the District Strategic Plan ([I.A.3-1](#)) and the State Chancellor's Vision for Success ([I.A.3-2](#)) as demonstrated by this Comprehensive Alignment of Goals crosswalk ([I.A.3-3](#)). Besides the Strategic Plan, other plans not limited to the Educational Master Plan, Technology Plan, Equity, and Integrated plans focus on initiatives that support and enable the institution to meet its goals towards student learning and achievement. The Educational Master Plan will be replaced by the Strategic Educational Master Plan slated to be approved by Summer 2020.

Subsequently as described in Standard I.A.1 ([I.A.3-4](#)) and I.A.2 ([I.A.3-5](#)), all student learning outcomes, program learning outcomes, and administrative unit outcomes are aligned to the College's mission and institutional learning outcomes. Periodic assessments of these program and unit outcomes are completed and, along with other collected data, analysis is done to determine whether programs and units are

meeting institutional goals. The review helps decision-making in setting program and unit priorities, planning, budgeting, and allocation of resources. This continuous improvement process ensures that programs and units are aligned to and support the college in fulfilling its mission.

Analysis and Evaluation

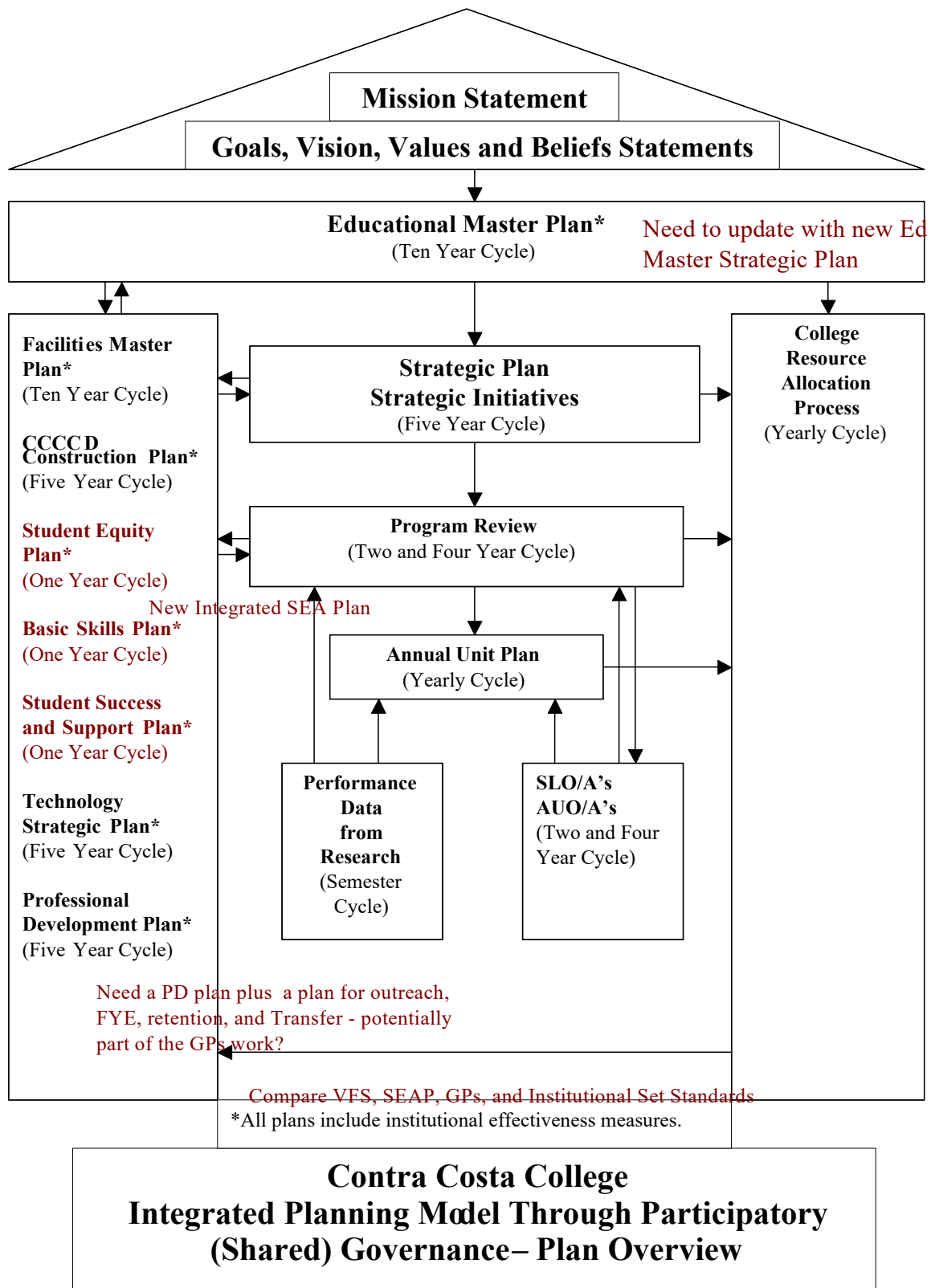
The various goals from different plans on campus are aligned to their corresponding district priorities and ultimately to the state's Vision for Success. Contra Costa College's mission guides the direction of the campus, including discussions regarding resources and updates on the institutional learning outcomes. Should a new paragraph start next? Or delete this space?

The college participatory governance committees are reviewing and updating the current Integrated Planning Model. To make the model current, the college committees aim to clarify the roles and relationships of various plans and the assessment cycle. They are identifying plans that need to be reviewed for currency and alignment to the planning model. The committees are also reviewing the College Resource Allocation Process to ensure that the practice becomes a process that is transparent and goes through participatory governance.

Evidence:

| | |
|-------------------------|---|
| I.A.3-1 | Contra Costa Community College District Strategic Plan |
| I.A.3-2 | California Community College Chancellor's Office Vision for Success |
| I.A.3-3 | Contra Costa College Comprehensive Alignment of Goals |
| I.A.3-4 | Standard I.A.1 |
| I.A.3-5 | Standard I.A.2 |





Contra Costa College Integrated Planning Model Through Participatory Governance - Plan Overview

- 04.** *The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.*

Evidence of Meeting the Standard

Publication: Contra Costa College publishes its mission in a variety of publications and locations. Primarily it is located on the “[About](#)” webpage ([I.A.4-1](#)) that links to information about the college such as its accreditation, plans, and [Mission + Vision](#) links ([I.A.4-2](#)). The mission statement is also available in the Catalog and class schedule and on Facebook ([I.A.4-3](#)).

Review: The College’s mission, along with the vision, values statement, and institutional learning outcomes are reviewed every five years. The review is a campus-wide activity and every participatory governance committee has an opportunity to review, provide feedback, and endorse. Contra Costa College is currently in the process of reviewing its mission as part of the 2020-2025 Strategic Plan development. [College Council](#) ([I.A.4-4](#)) is responsible for the review of the strategic plan that prompts the review of the mission, vision, and values statement.

Analysis and Evaluation

The college has mechanisms to periodically review and update its mission statement as part of its comprehensive strategic plan development. This year the college’s strategic plan is going through a revision. It is anticipated to be approved by June 2020.

Evidence:

| | |
|-------------------------|---------------------------------------|
| I.A.4-1 | Contra Costa College About |
| I.A.4-2 | Mission and Vision |
| I.A.4-3 | Contra Costa College Facebook Account |
| I.A.4-4 | College Council |

Changes and Plans Arising out of Self Evaluation Process

| Status | Change, Improvement, and Innovation | College Lead(s) and Venues | Timeline | Outcome and Status |
|--------|---|---|----------------------|--|
| I.A.2 | Identify process and schedule review of student success metrics, SCFF data, Budget, SLO and PLO review data, and other data as they relate to the overall mission and assessment of the mission of the college. | Executive Team, Participatory Governance Committees, Academic Disciplines, Academic Support Programs, and Student Services Units, and Public Forums | Spring 2020 -Ongoing | Analysis of campus performance and assessment of mission. Develop timeline and process to review and share data and assessment results. |
| I.A.3 | Align all initiatives to the participatory governance process and review to assist in coordination, evaluation, and institutionalization. | Executive Team, Participatory Governance Committees | Spring 2020 -Ongoing | All initiatives are vetted through participatory committee review. |
| I.A.3 | Align resource allocation (Financial, Facilities, Human, and Technology) to the participatory governance process with early vetting of resource requests and allocation to ensure appropriate decisions are made about resources and to maximize the impact of resources. | Executive Team, Participatory Governance Committees | Spring 2020 -Ongoing | All resource planning, requests, and allocation are vetted through participatory committee review. |
| 1.A.3 | Complete Revision and Adoption of Updated Integrated Planning Model, including consideration of new initiatives such as Guided Pathways, Student Equity and Achievement Program, and Student Centered Funding Formula. | Executive Team, Participatory Governance Committees | Spring 2020 -Ongoing | Adoption of 2020 Integrated Planning Model with clearly identified committees, charges, and decision/process flow. |

I.B Assuring Academic Quality and Institutional Effectiveness

Academic Quality

- 01.** *The institution demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

Evidence of Meeting the Standard

Contra Costa College provides opportunities for meaningful dialogue in committees, departments, and campus-wide meetings.

Student Outcomes: The Curriculum Instruction Committee (CIC) and SLO committees guide the crafting and deliberation about SLO's ([I.B.1-1](#)) for each course and the PLO's for each program. The Planning Committee, a subcommittee of the College Council, runs and reviews the annual program review process ([I.B.1-2](#)). The Annual Program Review includes data reporting and requires the department/program to reflect on its performance in terms of equity and other success metrics. It also includes the assessment and evaluation of SLO's and PLO's.

Intended instructional improvements and changes in response to SLO data are documented in these program reviews ([I.B.1-3](#)). Yearly Unit Plans prepared by each program report progress on plans for continuous improvement and requests for resources that are supported by the goals and analysis from the program reviews. Institutional effectiveness and continuous improvement of student learning are also discussed ([I.B.1-4](#)) in College Council, especially as these relate to resources or campus-wide initiatives.

The Content Review process is documented in CIC minutes ([I.B.1-5](#)) and ensures that course outlines are current. The faculty evaluation process, negotiated into faculty contracts by the United Faculty union (UF), provides evidence that academic quality remains high in terms of personnel. CTE programs incorporate feedback from advisory boards ([I.B.1-6](#)) and labor market data in curriculum design and program review processes.

Student Achievement: According to the College Procedures Handbook Administrative Policy A1003.6, the College's [Student Success Committee's](#) (SSC) ([I.B.1-7](#)) primarily responsibilities are:

- To provide governance oversight for student success initiatives across the college in order to maximize positive impact for students by a) strategically integrating institution-wide initiatives; b) ensuring alignment with the college's values, mission, and commitment to inclusion and equity; and c) ensuring that efforts are customized to meet the needs of CCC's diverse student population.

- To provide a forum for the ongoing review and discussion of student success data to a) help shape a comprehensive, institution-wide strategy for the advancement of student success and systemic equity at CCC, and to b) promote greater responsiveness to community needs in alignment with the college's overarching vision and mission.
- To actively advance a student-centered culture by regularly evaluating the impact of institutional efforts to improve student success and making recommendations for continuous improvement.
- To make recommendations to college governance committees regarding student success and equity priorities based on an analysis of student outcome data. When appropriate, provide suggestions for how these priorities might be incorporated into unit plans in order to improve student outcomes while simultaneously meeting state mandates.
- To liaise with Academic Senate, Classified Senate, Professional Development, Student Services, Council of Chairs, and other relevant groups on campus in order to recommend the incorporation of equity-minded practices and frameworks into classroom pedagogy and services provided to students.
- To make recommendations to College Council for the approval of all college plans related to student success and the college's equity agenda.

Using the Student Success Committee to identify gaps and implement enrollment and student success strategies is an established practice; however, the committee has been on a hiatus for a year and a half. The SSC's charge has evolved overtime but has remained consistently about reviewing data, equity and achievement, and allocation. The Student Learning Outcome Committee also reports to the SSC. Due to changes in mandates and strategic focus, including the implementation of Student Equity and Achievement Program, the SSC's charge has been updated to reflect the revised work of the committee as it reorganizes and restarts its meetings.

Student Equity: Student Equity has been the focus of the State, District, and College. This is reflected in the State Chancellor's Office Vision for Success, the Contra Costa Community College District [Mission and Vision \(I.B.1-8\)](#) and Strategic Plan for 2020-2025 ([I.B.1-9](#)), and Contra Costa College's [Mission, Vision, and Strategic Goals \(I.B.1-10\)](#).

Guided Pathways: Guided Pathways ([I.B.1-11](#)) evolves the culture of student readiness and success on campus through a framework that promotes improved student onboarding, clear progression and success in courses, and wrap-around services that ensure future student success. The principles of Guided Pathways are based on four pillars aligned with a student's educational journey from start to completion, and along with equity work on campus, addresses equitable access and success for all students. The college's Guided Pathways Steering Committee coordinates the collaborative and campus-wide implementation of the Guided Pathways Principles.

The Professional Development Committee organizes many activities focused on equity. The yearly Pedagogy Conference ([I.B.1-12](#)) is focused on equity practices in teaching for all faculty, and the Equity Hour program is targeted towards Adjunct faculty and explores equity and student learning. The college also held a conference on Equity, Community and Mindful Teaching ([I.B.1-13](#)) in 2016 and a Trauma, Justice and Healing ([I.B.1-14](#)) training in 2018. CCC also instituted direct student support services such as the breakfast program to combat food insecurity, mental health services with JFK University, transportation assistance, Open Educational Resources and Book Loans, and learning communities.

Academic Quality: Collegial discussions about academic quality happen within several committees. The Contra Costa College Academic Senate Council (ASC) ([I.B.1-15](#)) is active in engaging the voice of the faculty and the collective faculty efforts to represent faculty concerns to the College management, promote faculty resources, increase faculty professionalism and provide a means for faculty participation in furthering the purposes of the College.

The [Curriculum Instruction Committee](#) (CIC) ([I.B.1-16](#)) is a subcommittee of the ASC charged with reviewing course proposals, making recommendations for adoption of credit and non-credit curricula, and developing policies that impact curriculum. Proposing or revising course content includes a review of prerequisites, learning outcomes, and course objectives to ensure that the academic integrity of the courses meet college and state standards.

Institutional Effectiveness: Given the statewide changes to categorical funds such as Basic Skills, Equity, and SSSP, and the move towards SEAP, the faculty, staff, and administration at Contra Costa College are focusing campus dialogues on determining the best path forward to achieve high student outcomes, close equity gaps, improve academic quality, and ensure institutional effectiveness and continuous improvement of student learning and achievement. The next step is to fully vet and implement the various strategies to meet equity and completion goals through College Council, Student Success Committee, Planning Committee, and other appropriate participatory governance committees.

Student Review and Feedback: As part of the planning and strategy development of the latest student success initiative state-wide, the Dean of Institutional Effectiveness and Equity presented ([I.B.1-17](#)) the Associated Students Union with information about the development of the Student Equity and Achievement Plan ([I.B.1-18](#)) for their feedback. The students have also been very active in vetting and providing feedback on the 2020 Strategic Planning process, including opportunities to attend various forums and submitting their feedback through the planning survey. Each participatory governance committee also has a seat(s) and role for students so that they have a voice in matters that greatly impact their learning.

Analysis and Evaluation

Contra Costa College follows processes and holds continuous dialogs that support continuous improvement of student learning and achievement. The Student Success Committee, which was under hiatus for a year, has had its charge updated and is poised to take the lead on ensuring that the continuous cycle of improvement starts at the assessment of SLO's and feeds into the participatory governance processes including College Council to inform resource allocation.

Evidence:

| | |
|--------------------------|--|
| I.B.1-1 | Contra Costa College Student Learning Outcomes |
| I.B.1-2 | Annual Program Review Process |
| I.B.1-3 | Program Review Examples |
| I.B.1-4 | College Council Minutes 02-08-2018 |
| I.B.1-5 | Curriculum Instruction Committee minutes |
| I.B.1-6 | Standard 1-C |
| I.B.1-7 | Student Success Committee |
| I.B.1-8 | Contra Costa Community College District Mission and Vision |
| I.B.1-9 | District Strategic Plan 2020-2025 |
| I.B.1-10 | Contra Costa College Mission and Vision |
| I.B.1-11 | Guided Pathways |
| I.B.1-12 | Social Justice Pedagogy Conference |
| I.B.1-13 | Equity, Community, and Mindful Teaching 2016 |
| I.B.1-14 | Trauma, Justice, and Healing 2018 |
| I.B.1-15 | Academic Senate Council |
| I.B.1-16 | Curriculum Instruction Committee |
| I.B.1-17 | ASU Minutes 05-07-2019 |
| I.B.1-18 | ASU Student Equity Presentation |

- 02.** *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.*

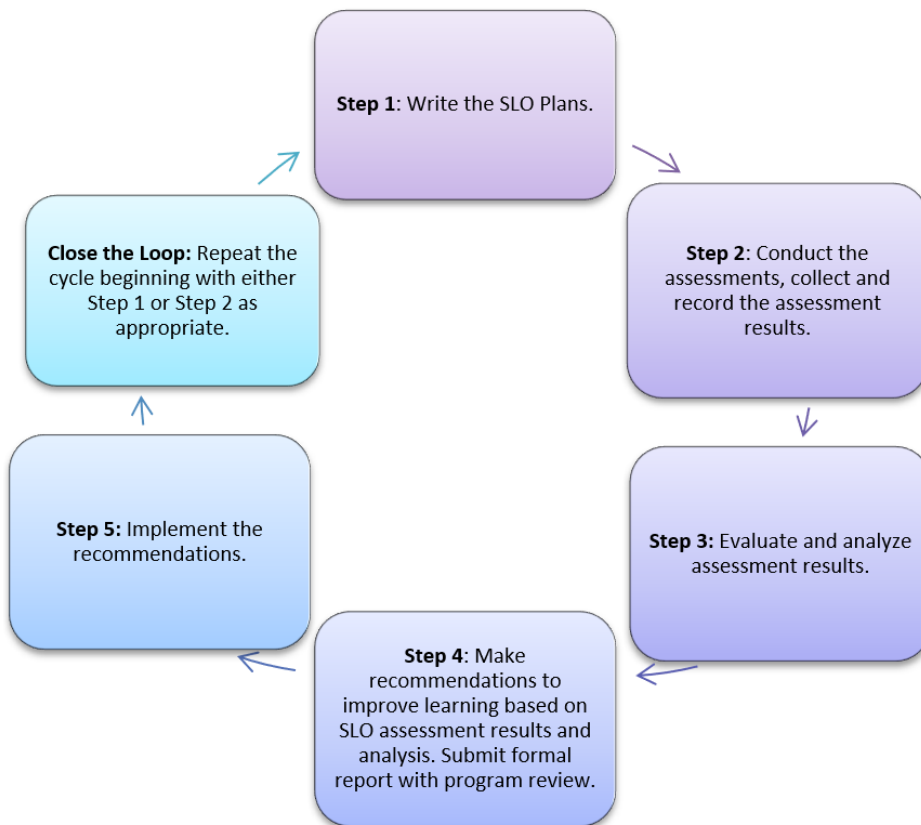
Evidence of Meeting the Standard

Contra Costa Community College District Curriculum and Instruction Procedure 4008 ([I.B.2-1](#)) requires that Contra Costa College have a program review process to evaluate all departments on campus. This includes all academic and Career Technical Education (CTE) programs, the library, and all learning support services, student services and

administrative units. As identified in Standard I.B.1, the CIC and SLO committees guide the crafting and assessment of SLO's for each course and for PLO's at the program level. Student Services and Administrative Units primarily assess Administrative Unit Outcomes (AUO's) (Student Services AUO Assessment examples can be found in Standard 11.C). This continuous work is evident in the Political Science submission ([I.B.2-2](#)) of their SLO, Assessment Methods, and Assessment Criteria for Spring 2018 and Fall 2018 and a snapshot ([I.B.2-3](#)) of the SLO assessment history for Biological Sciences.

Developing student learning outcomes is the responsibility of the faculty within their discipline and by staff and managers within their student and learning support services. [Course outlines \(I.B.2-4\)](#) detail objectives, student learning outcomes, course content, and instructional methods. The diagram below describes the Student Learning Outcome Assessment Cycle at Contra Costa College.

Student Learning Outcome Assessment Cycle



Student Learning Outcome Assessment Cycle

SLO Assessment Steps

| Steps in Assessing SLO | Activities |
|---|--|
| Step 1: Write the SLO Plans. | Discipline faculty identify strategies and methods to assess specific learning outcomes. |
| Step 2: Conduct the assessments, collect and record the assessment results. | Assessment methods are deployed and data gathered in preparation for analysis and reporting. |
| Step 3: Evaluate and analyze assessment results. | Assessment results, which include reflection, are collected and reported to Department Chairs. These results are discussed in department meetings and shared at various division/committee meetings. |
| Step 4: Make recommendations to improve learning based on SLO assessment results and analysis. Submit formal report with program review. | The completed SLO Report, including assessment methods, data and analysis, and recommendations, is included and recorded in program review. |
| Step 5: Implement the recommendations. | Put in place recommendations and other new strategies for improvements. |
| Close the Loop: Repeat the cycle beginning with either Step 1 or Step 2 as appropriate. | Continue the cycle of improvement by initiating the next appropriate step in the assessment process to evaluate a new outcome or a new intervention. |

CTE programs go through a more stringent process and a self-study every two years, a full program review with Student Learning Outcome Assessment(SLOA) Report every four years, and a Program Review Update in the intervening 2-year period as documented in the Program Review and Student Learning Outcomes Assessment Report Instruction and FAQ's ([I.B.2-5](#)).

The SLO Committee and SLO Coordinator are fully dedicated to the assessment of learning and unit outcomes on campus. The coordinator maintains an SLO-AUO Handbook ([I.B.2-6](#)) to assist in the SLO/AUO assessment work. The handbook is a companion document to other guides used in the assessment process and reporting. The handbook provides information such as accreditation requirements, tips and techniques in writing and assessing SLO/AUO's, conducting the assessment and completing the SLO Plan, and implementing recommendations. The handbook also contains checklists and rubrics to help ensure consistency and quality. There is also an SLO 101 Information Presentation ([I.B.2-7](#)) in Nexus which is also provided to faculty and staff who need additional support and training.

Analysis and Evaluation

Contra Costa College follows its policy in developing and assessing learning outcomes for all instructional, academic support, and student services programs. Assessment involves the whole campus as academic disciplines and student services have defined outcomes and several committees are involved in the assessment cycle. Contra Costa College reports learning outcome assessment as part of program review to help inform the College's continuous improvement process. Updating the SLO Handbook is a priority for the College. This has been committed to at the February 20, 2018, Student Learning Outcomes Committee Meeting ([I.B.2-8](#)). A change in SLO Coordinator ([I.B.2-9](#)) in May 2018 delayed this plan, and a search for a coordinator was initiated. In December 2018, two co-coordinators were identified; and in the January 2019, their work began and focused on collection of assessment results and eLumen migration.

Evidence:

| | |
|-------------------------|--|
| I.B.2-1 | Curriculum and Instruction Procedure 4008 |
| I.B.2-2 | Political Science SLO, Assessment Methods, and Assessment Criteria |
| I.B.2-3 | Biological Sciences SLO Assessment History |
| I.B.2-4 | Contra Costa College Course Outlines |
| I.B.2-5 | Program Review and SLO Instruction and FAQ |
| I.B.2-6 | SLO-AUO Handbook |
| I.B.2-7 | SLO 101 Information Presentation |
| I.B.2-8 | SLO Committee Minutes 02-20-2018 |
| I.B.2-9 | SLO Coordinator Search Email |

- 03.** *The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.*

Evidence of Meeting the Standard

Institutional-set standards are established by the college in alignment with the state's Vision for Success ([I.B.3-1](#)) and district goals. The College is responsible for developing baselines and aspirational goals and strategies to meet the standards. These standards include enrollment, degree and certificate completion, retention, and completion of college level Math and English. Equity focused metrics aim to close the gaps in achievement among priority target populations, including increasing Pell participation.

Performance on the standards is reported in various ways: ACCJC Annual Report ([I.B.3-2](#)), Vision for Success Goals, SEAP Plan Three-Year Goal ([I.B.3-3](#)), MIS data reported to the state to display on NOVA ([I.B.3-4](#)) and Student Success Metrics ([I.B.3-5](#)) data analytics, as

well as in Perkins Core Indicator Reports and Job Placement Data ([I.B.3-6](#)). Institutional-set standards also overlap with many of the metrics identified in the Student-Centered Funding Formula, SEAP Plan, and Perkins/Strong Workforce plan. The overlap and alignment of goals help to facilitate data gathering and analysis.

Analysis and Evaluation

The College identifies and reports data on metrics that are important to its mission and goals. Contra Costa College understands that data is integral to the continuous cycle of improvement and integrated planning through the participatory governance process. The College has taken progressive actions towards a stronger institutional effectiveness framework but understands that the changing demographics, new metrics in recently implemented state initiatives, including new funding formula, and new and updated strategic goals will require additional work. To date, Contra Costa College has invested in:

- Strategic Education Master Plan development
- New Dean of Institutional Effectiveness and Equity and Research Analyst positions.
- New Data Dashboard and Training slated for Fall 2020.
- Implementation of Data Coaching Model for Fall 2020.

The College is going through a strategic education master planning development that includes revising and updating institutional-set standards associated with prioritized goals, setting clear goals and aspirational targets, and utilizing these data to inform institutional effectiveness processes. In Fall 2020, the College will also start its Institutional Effectiveness Partnership Initiative (IEPI) Project 2020 to improve Integrated Planning and Institutional Effectiveness, along with other key campus systems such as the Participatory Governance framework, decision-making structure, and communication that impact the pursuit of continuous improvement and validation of the College's mission.

Evidence:

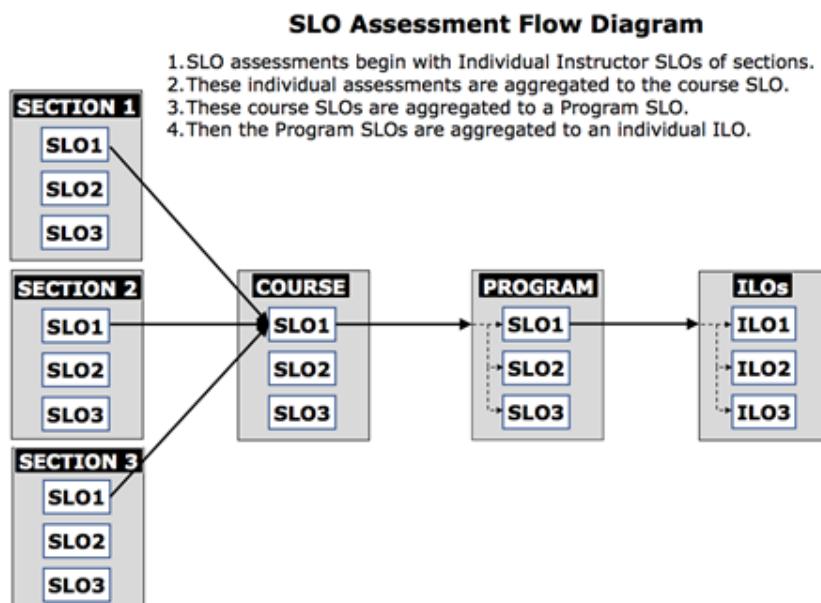
| | |
|-------------------------|---|
| I.B.3-1 | California Community College Vision for Success |
| I.B.3-2 | Contra Costa College 2018 ACCJC Annual Report |
| I.B.3-3 | Contra Costa College 2019-2022 Student Equity Plan Three Year Goal. |
| I.B.3-4 | NOVA |
| I.B.3-5 | Student Success Metrics |
| I.B.3-6 | Perkins Core Indicators |

- 04.** *The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

Evidence of Meeting the Standard

Use of Data: As described in Standard I.B.2 ([I.B.4-1](#)) all Contra Costa College academic programs and service units assess clear and measurable outcomes. The evidence-based design of assessing Student Learning, Program, and Administrative Unit Outcomes is grounded in the collection and analysis of data to evaluate the extent to which those outcomes are met.

Outcome Alignment: The Assessment Diagram Flow ([I.B.4-2](#)) shows the alignment of SLO's, Course, Program, and Institutional Learning Outcomes and their relationship to each other. Administrative Unit Outcomes (AUO) are also used to measure the experiences, skills, and knowledge gained by students from non-instructional programs. AUO's enable programs to assess their contribution to student success and effective operation of the college.



SLO Assessment Flow Diagram

Student Learning Outcome Assessment : The general process is described in Standard 1.B.2 and follows these steps:

Step 1: Write the SLO Plans.

Step 2: Conduct the assessments, collect and record the assessment results.

Step 3: Evaluate and analyze assessment results.

Step 4: Make recommendations to improve learning based on SLO assessment results and analysis. Submit formal report with program review.

Step 5: Implement the recommendations.

Close the Loop: Repeat the cycle beginning with either Step 1 or Step 2 as appropriate.

Student Learning Outcome Assessment is guided by the Student Learning Outcomes Committee. The Student Learning Outcomes faculty resource site ([I.B.4-3](#)) supports faculty and staff with information about SLO Assessment with links and videos to SLO/AUO Training Site, Adding SLO's to Course, and Developing Courses. In addition, each semester, disciplines will present and share their SLO Assessment (SLOA) Report at a division meeting.

Program Review: Program Review's function, purpose, and components ([I.B.4-4](#)) best describe the value of program review to the college. First, program review ensures high-quality programs through a process of peer review and self-evaluation. Second, it encourages a culture of evidence-based assessment practice. Third, it ensures programs meet stated goals and support the overall institutional mission. Lastly, it promotes sharing and communication of successes and recommendations college-wide. In the Program Review's Elements of the Process ([I.B.4-5](#)), the following steps detail how program review data and analysis are used on campus:

- Recommendations.
- A continuous improvement cycle whereby the recommendations and action plan for one cycle are addressed in the next cycle.
- Sharing and communication of the program review summary and action plan with others at the college.

The program review template that is used district-wide has sections including data reporting, impact on identified metrics, and budget requests. The template also encourages the program review team and the program review validation team to demonstrate a collaborative and campus-wide approach to evaluation.

An important area is the section on Self-Reflection, which asks the programs important questions about strengths and needs; how programs integrate with other programs on campus for seamless collaboration; any accreditation related recommendation; and the impact of changing trends or changes that may impact programs. These questions frame how the program's performance, budget requests, and strategies work in the context of the college's bigger mission and how programs can continue to improve upon their impact on student learning and success.

Sample College

2019 {Sample Unit} Program Review, Section III - Counseling Data Analysis
{Sample Unit} [SAMPLE] admin, continued

F. Additional Data and Analysis Specific to the Unit

Source of Data:

Analysis and Relection on Data:

Based on the data, describe the historical trends of disproportionately impacted groups in your area/department. Describe any factors that your area/department believes is causing the disproportionate impact. What are your plans to address these factors?

Sample College - Self Reflection

Technology: Furthermore, to assist faculty and staff in the assessing outcomes, Contra Costa invested a lot of time and work in configuring CurrlQunet in the last two years. The goal of the effort was to create an online process to support the collection of learning outcomes, support SLO assessment and program reviews, and create an electronic repository of data and reports to facilitate the work of faculty and the Student Learning Outcome Coordinator. The College was highly engaged in the implementation, migration of data, and development of templates.

The implementation was completed and CurrlQunet was the curriculum management system used on campus. The SLO Committee created a training materials and videos for faculty about the assessment reporting process. However, CurrlQunet never performed as promised. Because the college is committed to continuous improvement, a new curriculum management tool was identified, and faculty and staff began the migration of curriculum information and configuration to eLumen ([I.B.4-6](#)) –an integrated application platform for course and program management including assessment and program review, syllabus generator, and analytics and reporting to further assist faculty and programs assess, report, and utilize results in course and program improvement.

Analysis and Evaluation

Contra Costa College's assessment of learning outcomes and programs informs course and programmatic changes that lead to greater success of students. The alignment of SLO's to PLO's to ILO's ensures that the college's mission is the primary focus. As reflected in the following College Council minutes and discussions, the campus uses data from assessment to identify goals ([I.B.4-7](#)) and process change ([I.B.4-8](#)). Despite the challenges with a previous attempt to adopt an electronic curriculum management tool, the college is in the implementation stages of adopting eLumen to facilitate the assessment work on campus that started in January 2019.

Evidence:

| | |
|-------------------------|--|
| I.B.4-1 | Standard 1.B.2 |
| I.B.4-2 | Assessment Diagram Flow |
| I.B.4-3 | Student Learning Outcome Faculty Resources |
| I.B.4-4 | Program Review Purpose |
| I.B.4-5 | Program Review Elements |
| I.B.4-6 | eLumen Homepage |
| I.B.4-7 | College Council Minutes 12-14-2017 |
| I.B.4-8 | College Council Minutes 10-19-2017 |

- 05.** *The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

Evidence of Meeting the Standard

The program review process, which focuses on student learning and achievement, is foundational to the effectiveness of the college. Accordingly, the program review process asks each unit to speak to how their work relates back to the campus's overall goals and strategies. All college programs and units are also required to complete a comprehensive self-study to evaluate their programs every 4 years. Career technical programs are required to complete their evaluation every two years. These program reviews are validated by a subgroup of the Planning Committee. Validation teams provide commendations and recommendations for each unit that support programmatic implementation, continuous improvement, and innovation. An online program review template housed by Diablo Valley College ([I.B.5-1](#)) is being utilized to complete this process and a new template utilizing eLumen will be rolled out in Spring 2021.

As described in Standard I.B.3, Institutional-set standards are established by the College in alignment with the state’s Vision for Success ([I.B.5-2](#)), and district strategic plan ([I.B.5-3](#)). These standards include enrollment, degree and certificate completion, retention, and completion of college level Math and English.

In short, various student data on demographics, enrollment, financial needs, success and persistence, and completion are collected. Moreover, analyses of these metrics are also completed and disaggregated based on various factors like age, ethnic and racial background, socio-economic status, gender, course delivery mode, and program type. Here’s a sample of what this reporting section looks like in Section III of the sample online program review template ([I.B.5-4](#)) that reports course success rate of “C” or better by different teaching modality, gender of students, and ethnic background ([Sample College - Program Review Template](#))

Analysis and Evaluation

Contra Costa College’s evaluation of learning outcomes and programs utilizes data on student learning and achievement and leads to improvements and changes for continuous quality improvement. Data on enrollment and success by mode of delivery is also tracked and was reported in the Introduction as part of achievement data.

Evidence:

| | |
|-------------------------|--|
| I.B.5-1 | Web Enabled Program Review Online Form |
| I.B.5-2 | Vision for Success |
| I.B.5-3 | Contra Costa Community College District Strategic Plan |
| I.B.5-4 | Sample Program Review Template |



Sample College

2019 (Sample Unit) Program Review, Section III - Instructional Data Analysis
(Sample Unit) [SAMPLE] admin, continued

B. Student Success Measures - Courses

B.1 Course Success Rate (C or better) - All Students

| Year | 14/15 | | 15/16 | | 16/17 | | 17/18 | | 18/19 | |
|--------------------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | # | % | # | % | # | % | # | % | # | % |
| Program - Online | | | | | | | | | | |
| Program - Hybrid | | | | | | | | | | |
| Program - Web-enhanced | | | | | | | | | | |
| Program - Face to Face | | | | | | | | | | |
| Program - All courses | | | | | | | | | | |
| Department - All courses | | | | | | | | | | |
| Division - All courses | | | | | | | | | | |
| College - Online | 9415 | | 10329 | | 11210 | | 10531 | | 14913 | |
| College - Hybrid | 2157 | 75.39 | 1351 | 77.33 | 1648 | 76.87 | 1354 | 76.89 | 3567 | 75.13 |
| College - Web-enhanced | 2997 | 81.33 | 3235 | 82.48 | 2892 | 83.62 | 2625 | 82.63 | 2435 | 83.48 |
| College - Face to Face | 85799 | 75.58 | 84787 | 75.75 | 83185 | 76.65 | 72524 | 76.08 | 75994 | 77.62 |
| College - All courses | 100368 | 74.54 | 99702 | 74.55 | 98935 | 75.58 | 72524 | 75.3 | 96879 | 76.22 |
| College Standard | | 72% | | 72% | | 72% | | 72% | | 72% |

B.2 Course Success (C or better) - Gender

| Year | 14/15 | | 15/16 | | 16/17 | | 17/18 | | 18/19 | |
|-------------------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | # | % | # | % | # | % | # | % | # | % |
| Male | | | | | | | | | | |
| Female | | | | | | | | | | |
| Non-reporting | | | | | | | | | | |
| College - Male | 48166 | 72.74 | 48408 | 73.04 | 48259 | 74.34 | 42604 | 73.91 | 47008 | 75.22 |
| College - Female | 50989 | 76.37 | 50371 | 76.23 | 49648 | 76.92 | 43059 | 76.74 | 48539 | 77.14 |
| College - Non-reporting | 1213 | 72.5 | 923 | 67.63 | 828 | 70.05 | 742 | 74.5 | 1332 | 79.34 |
| College - All Students | 100368 | 74.54 | 99702 | 74.55 | 98935 | 75.58 | 72524 | 75.3 | 96879 | 76.22 |
| College Standard | | 72% | | 72% | | 72% | | 72% | | 72% |

B.3 Course Success (C or better) - Ethnicity

| Year | 14/15 | | 15/16 | | 16/17 | | 17/18 | | 18/19 | |
|------------------------|--------|-------|-------|-------|-------|-------|-------|------|-------|-------|
| | # | % | # | % | # | % | # | % | # | % |
| African-American | | | | | | | | | | |
| Native/Alaskan | | | | | | | | | | |
| Asian | | | | | | | | | | |
| Filipino | | | | | | | | | | |
| Hispanic | | | | | | | | | | |
| Pacific Islander | | | | | | | | | | |
| Unknown | | | | | | | | | | |
| White | | | | | | | | | | |
| College - All Students | 100368 | 74.54 | 99702 | 74.55 | 98935 | 75.58 | 72524 | 75.3 | 96879 | 76.22 |
| College Standard | | 72% | | 72% | | 72% | | 72% | | 72% |

Sample College - Program Review Template

06. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Outcomes and achievement data are disaggregated, as explained in Standard I.B.5 ([I.B.6-1](#)), based on various factors like age, ethnic and racial background, socio-economic status, gender, delivery mode, and program type. These data points are aligned with the equity and success metrics in various college plans and on the Student Success Metrics, also described in Standard I.A.2 ([I.B.6-2](#)).

Allocation of resources to mitigate performance gaps also starts with the program review process. Depending on the funding restrictions, requested resources depend on the source. Here's a general list of funding sources and allowable expenses:

Allocation of Resources

| | |
|--|--|
| General Funds | Personnel, facilities requests, equipment repair, items not allowed in grants. |
| Categorical: (Student Equity and Achievement, Strong Workforce, Perkins, etc.) | Personnel, supplies, equipment, and other grant specific allowable expenses. |
| Bonds: (Different Measures and Bonds) | Fixtures, furniture, equipment, and other bond specific allowable expenses. |

In Section I of the program review template ([I.B.6-3](#)), the assessment of outcomes and strategies is reported and analyzed. Strategies adopted by departments and units also include requests for facilities, personnel, and other resources. The following sections are examples of the areas in the program review that document reflection, strategizing, reporting of resource impact, and ranked requests:

Sample College

2019 {Sample Unit} Program Review, Section I - Program Plan
{Sample Unit} [SAMPLE] admin, continued

A.2 Major accomplishments, improvements or modifications and trends affecting the program since the last Program Review.

| | |
|---|--|
| 1 | |
|---|--|

A.3 Challenges that have prevented implementation of strategies/activities that support the college's vision and values since the last update/review.

| | |
|---|--|
| 1 | |
|---|--|

Reflection on Strengths and Challenges in the Implementation of Strategies and Activities—Identifies accomplishments and challenges since the last review.

Sample College

2019 {Sample Unit} Program Review, Section III - Instructional Data Analysis

{Sample Unit} [SAMPLE] admin, continued

C. Instructional Unit Program/Curriculum Measures

C.1 Measure: Student Learning Outcomes -- Course Level

On schedule:

| Year | 14/15 | 15/16 | 16/17 | 17/18 | 18/19 |
|---|-------|-------|-------|-------|-------|
| Total number of courses in catalog | | | | | |
| Minimum #courses to assess in academic year | | | | | |
| #courses assessed and reported by end of Dec | | | | | |
| 1 or more courses "Unapproved" by SLOAC | | | | | |
| Made use of online assessment scheduling tools: | | | | | |
| Annual schedule submitted online | | | | | |
| FA assessment schedule submitted online | | | | | |
| SP assessment schedule submitted online | | | | | |
| SU assessment schedule submitted online | | | | | |

Comments on course SLOs:

What's being done?

Impact?

Plans?

Procedures?

Reflection on SLO Assessment-Identifies course offering, SLO history, and assessment.

Sample College

2019 {Sample Unit} Program Review, Section I - Program Plan

{Sample Unit} [SAMPLE] admin, continued

B.1.c (Administrative PRs) Assumed goals, strategies, or activities that will have measureable outcomes to improve cultural and/or structural conditions.

| # | Goal/Strategy/Activity | New or Continuing | Related Stage | Projected Outcomes | Timeline | Others |
|---|------------------------|-------------------|---------------|--------------------|----------|--------|
| 1 | b1c one | ? | | | | |
| 2 | b1c two | | | | | |
| 3 | (becky re-testing | | | | | |

B.1.d goals/activities/strategies identified above that may improve student equity. Plan(s) to evaluate/currently evaluating their impact.

B.2 (Req'd for Instructional and Student Services PRs; Optional for Administrative) Improvement of Student Achievement Measures: How achievement of goals/strategies/activities will increase student achievement (course completion, degree, certificate, or transfer ready) in the course and program.

B.3 (Req'd for Instructional and Student Services PRs; Optional for Administrative) Alignment with Learning Outcomes: How achievement of strategies/activities will increase achievement of learning outcomes: (SLOs, PLOs, GELOs, ILOs).

B.4 Innovation: New/innovative initiatives planned or in process. Anticipated measureable outcomes.

Reflection on Strategy Development-Identifies components and strategies of the program plan to improve equity, student success, and learning outcome measures.

Sample College**2019 (Sample Unit) Program Review, Section I - Program Plan
(Sample Unit) [SAMPLE] admin, continued**

D. Program Resources and Support (Staff Needs). The tables below to summarize resource requests necessary to achieve your program goals/strategies/activities for which no program funds are available. These requests should only be for needed items that cannot be funded from your existing program budget.

Critical Needs Ranking Summary

| | |
|-----------------|-------|
| 1 Most Critical | staff |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 Critical | |

D.1 PERMANENT STAFF NEEDS: One position per line.

| # | Crit Need Rank | Position Needed | Position Type | Related Strategies / Activities (see B.1) | Academic Year | Approx Compensation | Potential Funding Source | Shared with other programs? |
|---|-----------------|-----------------|---------------|---|---------------|---------------------|--------------------------|-----------------------------|
| 1 | 1 Most Critical | staff | innovation | b/c two | | | | |

Critical Needs Ranking(s) Justification

D.2 FACULTY NEEDS: One position per line.

| # | Crit Need Rank | Position Needed | Position Type | Related Strategies / Activities (see B.1) | Academic Year | Approx Compensation | Potential Funding Source | Shared with other programs? |
|---|----------------|-----------------|---------------|---|---------------|---------------------|--------------------------|-----------------------------|
| 1 | | | | b/c two | | | | |

Critical Needs Ranking(s) Justification

Request for Program Resources and Support-Resource requested to meet program goals and implement new strategies.

Analysis and Evaluation

Disaggregated data and analysis of learning outcomes for subpopulations of students lead to discussions (I.B.6-4) and implementation (I.B.6-5) of strategies and allocation of resources in support of the college's mission for equitable learning. The college is dedicated to developing better mechanisms to evaluate and report the efficacy of different strategies which is addressed in the improvement plan for this standard.

Evidence:

| | |
|-------------------------|------------------------------------|
| I.B.6-1 | Standard I.B.5 |
| I.B.6-2 | Standard I.A.2 |
| I.B.6-3 | Sample Program Review Template |
| I.B.6-4 | College Council Minutes 10-19-2017 |
| I.B.6-5 | College Council Minutes 10-08-2015 |

- 07.** *The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

Evidence of Meeting the Standard

District Governance Council ([DGC](#)) ([I.B.7-1](#)) – Many of the campus policies and procedures are developed and implemented at the district level to ensure consistent practices across the three colleges that make up the Contra Costa Community College District. At the district level, the DGC, is responsible for bringing representatives of the colleges and the district to discuss and debate issues, policies and sound decision making. The council's charges and scope include:

- To influence Districtwide policies and procedures by making well-informed decisions and forwarding them as recommendations to the Chancellor and/or Governing Board in accordance with operational procedures.
- To regularly evaluate the District's governance and decision-making structures and processes in order to assure their integrity and effectiveness, communicating the results of the evaluation and using it as a basis for improvement.
- To review and make recommendations regarding Board Policies, Administrative Procedures, and all other formal Districtwide procedures.

The governance process includes review by the College Council ([I.B.7-2](#)), Academic and Classified Senates, and Associated Students of Contra Costa College. College Council is the primary committee charged with approving campus-wide policies and procedures, especially as they relate to goals, resource allocation, and evaluation. A subcommittee of Academic Senate, the Curriculum Instruction Committee ([I.B.7-3](#)) is charged with examining and approving courses and programs at Contra Costa College, including developing policies concerning curriculum issues. The Planning Committee ([I.B.7-4](#)) is a subcommittee of the College Council charged with assisting in coordinating, supporting, planning, and monitoring institutional effectiveness. For fiscal policies and procedures, the Budget Committee ([I.B.7-5](#)) is responsible for evaluating procedures for allocation, use of revenue, and dissemination of budget information.

Analysis and Evaluation

Contra Costa College and the Contra Costa Community College District review and update policies and procedures as needed. However, the College recognizes that not all processes have updated policies and practices, given that there are new initiatives. Evaluation of policies and practices are an on-going activity. Recent reviews include updating the College Procedures Handbook ([I.B.7-6](#)), updating the charge of participatory governance committees ([I.B.7-7](#)), including Student Success, and an evaluation of the management structure ([I.B.7.8](#)) as it relates to participatory governance. This work is projected to be completed by Fall 2020.

Evidence:

| | |
|-------------------------|-----------------------------------|
| I.B.7-1 | District Governance Council |
| I.B.7-2 | College Council |
| I.B.7-3 | Curriculum Instruction Committee |
| I.B.7-4 | Planning Committee |
| I.B.7-5 | Budget Committee |
| I.B.7-6 | College Council Minutes 3-09-2017 |
| I.B.7-7 | College Council Minutes 3-14-2019 |
| I.B.7.8 | College Council Minutes 4-12-2018 |

- 08.** *The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

Evidence of Meeting the Standard

Contra Costa College's assessment and evaluation activities happen annually and periodically to ensure quality of programming. These activities and processes, and their impact on planning and resource allocation are described in Standards I.B.1 to I.B.7 above. In addition, Standards IV.A.1 to IV.A.4 describe the role of participatory governance committees in ensuring that constituencies participate in important college activities and can access information about the decision-making processes on committee websites. Faculty, staff, and students can provide feedback on strategic planning and other college plans that address gaps in student achievement and success. They can also review data used to come up with decisions, read about the discussions, and see recommendations by their representatives. Here's an example of a College Council agenda and minutes ([I.B.8-1](#)) that shows discussion of data, planning, and the process of how to strategize so that members understand the process of planning and application of data to goals. Here's another College Council discussion ([I.B.8-2](#)) about the charge and effectiveness of the Student Success Committee, the responsibility of College Council for updating committee charges, and other topics about organizational structure, governance, and effectiveness.

Analysis and Evaluation

While there are established structures, policies, and processes, Contra Costa College plans to commit to better transparency and assessment of these structures, policies, and processes to ensure that the greater campus constituencies have the opportunity to engage and evaluate how these processes can be improved. The College Council has already started in this work by evaluating and updating the charges of committees and will be continuing to update the College Procedures Handbook. The college is committed to continuing its partnership with IEPI to clarify the participatory governance process, integrated planning, and resource allocation.

Evidence:

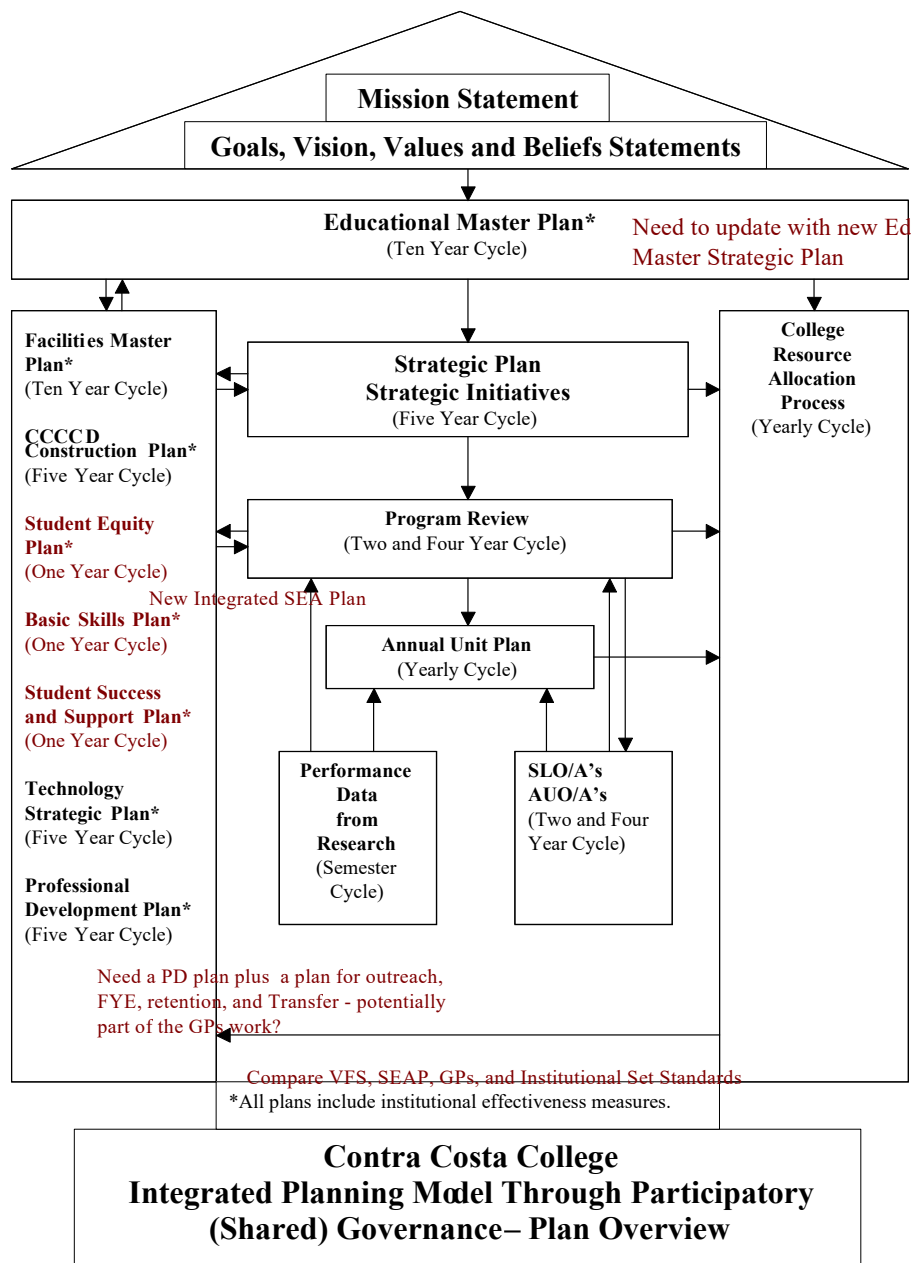
| | |
|-------------------------|------------------------------------|
| I.B.8-1 | College Council Minutes 05-09-2019 |
| I.B.8-2 | College Council Minutes 03-14-2019 |



- 09.** *The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.*

Evidence of Meeting the Standard

This model from Contra Costa College's Strategic Plan 2015-2020 best visualizes the integrated planning process for the college. This model is currently going through revision and is expected to be streamlined and updated as part of Contra Costa College's Fall 2020 project with IEPI.



Contra Costa College Integrated Planning Model Through Participatory Governance - Plan Overview

Integrated planning is well demonstrated in the college's strategic planning process. Integrated planning is evident in the In Appreciation, Plan Development Chronology, and College Integrated Planning sections of the current 2015-2020 Strategic Plan ([I.B.9-1](#)). These sections list the philosophy and process behind integrated planning at Contra Costa College; the collective efforts and contributions of faculty, staff, and students; and the opportunities for feedback from campus constituencies. In addition, Contra Costa College is utilizing the Planning Committee ([I.B.9-2](#)), a sub-committee of the College Council, to review and revise the Strategic Plan that will lead Contra Costa College through 2025.

Evidence of integrated planning at Contra Costa College is in the development of the 2017-19 Integrated Plan ([I.B.9-3](#)) that aligned Basic Skills, Equity, and Student Success and Support Program activities, goals and funding, now reorganized under the Student Equity and Achievement Plan ([I.B.9-4](#)). The purpose of these plans is to streamline the goals, initiatives, and activities of the college, as well as data gathering and funding to maximize the impact of the work of the college on equity and student success. These plans were reviewed in shared governance committees and by leadership from all areas of the College. Here's an email ([I.B.9-5](#)) discussing planning through the participatory governance process.

Similarly, Program Review is completed by committees within each department and validated by cross-campus teams of the Planning Committee. Results are shared in departments, committees, and meetings. Results and analyses form the basis of budget recommendations, resource allocation, and strategies as described in Standard I.B.6 ([I.B.9-6](#)). They also inform the short- and long-term analysis of institutional goals, and the development of future goals and major campus planning to ensure data driven and inclusive processes.

Analysis and Evaluation

There are many ways integrated planning occurs at Contra Costa College and through different committees. Integrated planning is critical in the development of performance metrics, assessing outcomes, discussion of results, allocation of resources, and planning.

Evidence:

| | |
|-------------------------|--|
| I.B.9-1 | Strategic Plan 2015-2020 |
| I.B.9-2 | Planning Committee |
| I.B.9-3 | Integrated Plan 2017-19 |
| I.B.9-4 | Student Equity and Achievement 2019-2020 |
| I.B.9-5 | Integrated Planning Email from Dean of Institutional Effectiveness |
| I.B.9-6 | Standard I.B.6 |

Changes and Plans Arising out of Self Evaluation Process

| Status | Change, Improvement, and Innovation | College Lead(s) and Venues | Timeline | Outcome and Status |
|--------|---|---|-----------------------|---|
| I.B.3 | Completion of Strategic Education Master Plan and development of institutional-set standards based on new/revised goals. | Executive Team, Participatory Governance Committees | Spring 2020-Fall 2020 | Adoption of Strategic Education Master Plan. Adoption of Institutional-Set Standards with clear goals and aspirations. |
| I.B.6 | Update SLO assessment tools and reporting processes to evaluate the efficacies of strategies identified in program review to "close the loop." | Executive Team, Participatory Governance Committees, Academic Disciplines, Academic Support Programs, Student Services Units, and Public Forums | Spring 2020 -Ongoing | Complete adoption of course and program review tool. Complete evaluation of strategies in program reviews. |
| I.B.8 | Complete update of College Procedures Handbook and committee charges to ensure assessment of policies, procedures, and other systemic components of continuous improvements. | Executive Team, Shared Governance Committees | Spring 2020 -Ongoing | Publication of revised Handbook. |
| I.B.9 | Complete collaborative project with IEPI to address: (1) Streamlining our participatory governance structure and improving communication about decision-making with constituent members. (2) Fully integrating our planning and resource allocation processes. (3) Better integrating learning outcomes assessments into integrated planning | Contra Costa College IEPI Project 2020 Team | Fall 2020 | Adopted decision-making process. Clarity of roles and delineation of responsibilities of campus committees and positions. Clear budget allocation process. Transparent and timely communication. Integrated planning model. |

I.C Institutional Integrity

- 01.** *The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.*

Evidence of Meeting the Standard

Contra Costa College strives to ensure the clarity, accuracy, and integrity of information provided to internal and external stakeholders by utilizing a systematic and inclusive process for generating, refining, and approving content in conjunction with regular review cycles. The college publishes a brand and identity standards and style guide ([I.C.1-1](#)). When necessary, a Catalog Addendum ([I.C.1-2](#)) is published to correct inaccuracies and/or to provide pertinent program updates. Campus personnel can also submit a Web Update and Marketing Support Request ([I.C.1-3](#)) to revise and make current information presented on the homepage.

Mission Statement: The current mission is published on the Contra Costa website and in the Catalog (page 8). The Contra Costa [College Council](#) ([I.C.1-4](#)) is charged with review of mission, goals, and assessment. The mission is reviewed every five years.

Learning Outcomes and Educational Programs: Educational programs are published online ([I.C.1-5](#)), in the 2019-2020 catalog (pages 73-213) ([I.C.1-6](#)), and in various outreach materials. The Curriculum Instruction Committee oversees the revision and approval of programs. Educational programs are also reviewed regularly through the program review process.

Learning outcomes for all programs and courses are reviewed by the Curriculum Instruction Committee as well and can be found in a variety of publications on the web and catalog. Course student learning outcomes are also distributed to students on course syllabi. Copies of current semester syllabi are available in the offices of academic deans and in department offices.

Student Support Services: An inventory of student support services is located on the Contra Costa College [Student Services](#) ([I.C.1-7](#)) tab of the homepage, in the Catalog (pages 21-54), and in various outreach publications. Student support services include a wide range of services including, but not limited to, services designed to help meet students' basic needs, counseling, career services, and retention services. The Student Services webpage and Catalog content are subject to the college's website and Catalog content review processes articulated earlier in this section. The Dean of Students and Dean of Enrollment Services share responsibility for ensuring that the web and Catalog content, as well as all related marketing materials, are up-to-date and accurate.

Accreditation: Contra Costa College publishes its accreditation status and related reports on the [Accreditation](#) homepage ([I.C.1-8](#)), located on the college's home page. The college's accreditation status is also published in the Contra Costa College 2019-2020 Catalog (Page 8). The Accreditation Liaison Officer (ALO) is responsible for the accuracy and currency of the information.

External Accreditation: Contra Costa College strives to provide quality programs and when appropriate, seek external accreditation demonstrating that educational programs are current and meet industry and professional standards ([I.C.1-9](#)).

Programs with External Accreditation

| Program | Accrediting Agency | Expiration Year |
|------------------------------|--|-----------------|
| Automotive Technology | Automotive Services Excellence Foundation (ASE) | 2021 |
| Early Childhood Education | National Association for the Education of Young Children (NAYEC) | 2022 |
| Emergency Medical Technician | Local Emergency Medical Service Agency (Contra Costa EMS) | 2023 |
| Medical Assisting | Commission on Education of Allied Health Programs (CAAHEP) | In Progress |
| Nursing | Board of Registered Nursing (BRN) | 2021 |
| Paramedic | Committee on Accreditation for EMS Programs (CoAEMSP) | 2021 |

In addition, CTE programs use Advisory Committees, which is the collaboration of industry and community members with college programs. Here are examples of minutes from Nursing ([I.C.1-10](#)) and Early Childhood Education ([I.C.1-11](#)) Advisory Committee meetings. Below are programs with Advisory Committees and meeting dates:



Advisory Committee Meetings

| Program | Meeting Dates |
|--|---------------------------|
| Administration of Justice | 10-14-2016 |
| Automotive Technology & Collision | 08-21-2019 and 01-23-2020 |
| BioTechnology | 12-20-2019 |
| Business | 05-02-2019 |
| Certified Nurse Assistant | 02-12-2019 |
| Culinary | 11-18-2019 and 12-09-2019 |
| Early Childhood Education | 02-12-2019 |
| Emergency Medical Technician | 02-11-2019 |
| IT-CIS-BOT (Business Office Technology, Information Technology, Computer Information System) | 05-03-2019 |
| Medical Assisting | 12-14-2018 |
| Nursing | 01-22-2020 |
| Paramedic | 12-10-2019 |

Analysis and Evaluation

Contra Costa College ensures the integrity of the information it presents to the campus and the community at large through systematic review by committees and leadership; when necessary, addenda are published to correct or append additional information. Many programs also participate in external accreditation and maintain advisory committees to ensure that programs are current and meet industry standards.

Evidence:

| | |
|--------------------------|--|
| I.C.1-1 | Contra Costa College Logos, Colors + Templates |
| I.C.1-2 | Catalog Addendum |
| I.C.1-3 | Web and Marketing Support Request |
| I.C.1-4 | College Council |
| I.C.1-5 | Degrees and Certificates |
| I.C.1-6 | College Catalog 2019-2020 |
| I.C.1-7 | Student Services Homepage |
| I.C.1-8 | Accreditation Homepage |
| I.C.1-9 | External Accreditors |
| I.C.1-10 | Nursing Advisory Committee Minutes 01-22-2020 |
| I.C.1-11 | Early Childhood Education Committee Minutes 11-25-2019 |

- 02.** *The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements."*

Evidence of Meeting the Standard

The Catalog ([I.C.2-1](#)) is published annually and is available to view or download on the College's [Catalog and Schedule homepage \(I.C.2-2\)](#) and in hard copy form. The process of updating and publishing the Catalog is a campus-wide task and responsibility. Faculty, staff, and administrators assure that information published in the Catalog is the most current and accurate. Department/division chairs, unit managers, and program coordinators are responsible for checking the Catalog for accuracy and currency, paying attention to areas under their purview. As noted in Standard I.C.1, a Catalog Addendum ([I.C.2-3](#)) is published to correct inaccuracies and/or to provide pertinent program updates.

Here are the required sections of the Catalog:

ACCJC Catalog Requirement Location in CCC 2019-20 Catalog

| General Information | Page |
|---|------------------------------|
| Official Name, Address(es), Telephone Number(s), and Website Address of the Institution | 1 |
| Educational Mission | 8 |
| Representation of accredited status with ACCJC and Board of Nursing | 8 |
| Course, Program, and Degree Offerings | 21-22; 73-213 |
| Student Learning Outcomes for Programs and Degrees | 73-213 |
| Academic Calendar and Program Length | 4 |
| Academic Freedom Statement | 8 |
| Available Student Financial Aid | 31, 33 |
| Available Learning Resources | 47 |
| Names and Degrees of Administrators and Faculty | 216-218 |
| Names of Governing Board Members | 4 |
| Requirements | |
| Admissions | 22 |
| Fees | 11; 30-34 |
| Degrees, Certificates, Graduation, and Transfer | 22, 37, 48, 52, 57-59; 62-69 |

| Policies Affecting Students | |
|--|------------------|
| Academic Regulations, including Academic Honesty | 11-12; 19; 34-35 |
| Nondiscrimination | 9 |
| Acceptance and Transfer of Credits | 60-65 |
| Transcripts | 31-32 |
| Grievance and Complaint Procedures | 19-20 |
| Sexual Harassment | 10 |
| Refund of Fees | 33-34 |

Analysis and Evaluation

The Catalog printed and published online by the college contains all the requirements set forth by the commission. Any updates to ensure accuracy are published in addenda.

Evidence:

| | |
|-------------------------|-------------------------------|
| I.C.2-1 | College Catalog 2019-20 |
| I.C.2-2 | Catalog and Schedule Homepage |
| I.C.2-3 | Catalog Addendum |

- 03.** *The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.*

Evidence of Meeting the Standard

Student Learning: The Student Learning Outcome ([I.C.3-1](#)) and Program Review ([I.C.3-2](#)) websites document the process and results of assessments. The websites contain resources, rubrics, templates, and other information about outcomes and assessment. Publications and reports like the Accreditation Annual and Midterm Reports also contain information about assessments of learning outcomes. Results are shared in departments, committees, and other meetings.

Student Achievement: Contra Costa College collects and publishes a variety of student achievement data. As described in Standard I.A.2 ([I.C.3-3](#)), here are examples of how achievement data are collected are analyzed and how they are shared:

- The California Community College Chancellor's Office provides information on a variety of metrics such as degree attainment, enrollment information, and impact on achievement gaps through the [Student Success Metrics](#) ([I.C.3-4](#)).

- Data and results from various [plans](#) such as the Integrated Plan, Equity Plan and SSSP Plan are also collected, evaluated, and reported because their goals support the mission of the college for equitable and quality education. These results are published in NOVA.
- District Research and Planning ([I.C.3-5](#)) publishes different data about enrollment, demographics, other completion data, and environmental scans.

In addition, program reviews also report equity and success data in relation to program goals, which is shared within programs and committees. The evaluation of student achievement is an integral part of Contra Costa College's program review, strategic planning, budget, and other strategies.

Analysis and Evaluation

The College strives to make pertinent information about student learning, achievement, and other data that support academic quality available online and through reports and data presentations. This area will benefit from the college's work with IEPI to strengthen the participatory governance process, continuous cycle of improvement, and integrated planning.

Evidence:

| | |
|-------------------------|--------------------------------|
| I.C.3-1 | Student Learning Outcome |
| I.C.3-2 | Program Review |
| I.C.3-3 | Standard I.A.2 |
| I.C.3-4 | Student Success Metrics |
| I.C.3-5 | District Research and Planning |

- 04.** *The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

Evidence of Meeting the Standard

A comprehensive list of degrees and certificates that Contra Costa College offers is available online ([I.C.4-1](#)), Career Education [homepage](#) ([I.C.4-2](#)), online and printed Catalog (pages 73-213), and different publications used for outreach ([I.C.4-3](#)).

Each program description contains the following sections: Program Description, Possible Careers, Program Learning Outcomes Statement, and Degree Requirements with Suggested Sequence. The program information is followed by course descriptions.

Analysis and Evaluation

Contra Costa College publishes comprehensive information about its certificates and degrees to inform students and the community.

Evidence:

| | |
|-------------------------|---------------------------------------|
| I.C.4-1 | Contra Costa Degrees and Certificates |
| I.C.4-2 | Contra Costa Career Education |
| I.C.4-3 | Outreach Brochure |

- 05.** *The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

Evidence of Meeting the Standard

Contra Costa College is part of a three-campus district. Contra Costa College operates under Board, Administrative, and other [district policies and procedures \(I.C.5-1\)](#). As identified in Standard I.B.7 ([I.C.5-2](#)), the district determines and reviews the district-wide policies through the District Governance Council. On campus, shared governance and sub-committees review policies and procedures. Personnel such as the President, Vice-President, Deans, and other managers are responsible for oversight and for ensuring the consistency and accuracy of messaging. Procedures for updating information to ensure the integrity and correct representation of the college, its mission, and its programs is also in Standard I.C.1 ([I.C.5-3](#)).

Analysis and Evaluation

The review process of policies and procedures, as well as ensuring the accuracy of information, are the collective responsibility of district and college committees and identified college personnel. There are also ways to correct and update information when needed.

Evidence:

| | |
|-------------------------|---|
| I.C.5-1 | Policies, Procedures, and Bargaining Agreements |
| I.C.5-2 | Standard I.B.7 |
| I.C.5-3 | Standard I.C.1 |

- 06.** *The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

Evidence of Meeting the Standard

Contra Costa College publishes the total cost of education, including the cost of tuition and fees on its [Fees + Tuition homepage \(I.C.6-1\)](#), in the printed 2019-20 Catalog (page 30-31), and in the printed course schedules. Textbooks and related supplies are available through the bookstore ([I.C.6-2](#)). Some programs like Nursing post information also includes the anticipated cost([I.C.6-3](#)) of completing the [Nursing Program](#). Lastly, Financial Aid publishes the Student Cost of Attendance Budget ([I.C.6-4](#)).

Analysis and Evaluation

The college provides accurate information to the community about the cost of education and broadly publishes the information.

Evidence:

| | |
|-------------------------|---------------------------|
| I.C.6-1 | Fees + Tuition |
| I.C.6-2 | College Bookstore |
| I.C.6-3 | Nursing Program Cost |
| I.C.6-4 | Cost of Attendance Budget |

- 07.** *In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support of an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.*

Evidence of Meeting the Standard

The college's commitment to upholding academic freedom and responsibility is codified in Board Policy 2018 ([I.C.7-1](#)), which guards the "academic freedom of faculty, management, and students to teach, study, conduct research, write, and challenge viewpoints without undue restriction." The College's commitment to academic freedom ([I.C.7-2](#)) is reiterated in the Catalog (page 8), as well as in the College Procedures Handbook (B2100.0) ([I.C.7-3](#)). In addition to ensuring that members of the CCC community can learn and teach without risk of institutional censorship through Board Policy 2018, the Contra Costa Community College District Governing Board also calls all members of the District community to the "highest standards of conduct" in the Code of Ethics, Board Policy 2056 ([I.C.7-4](#)). The District's commitment to academic freedom for all constituency groups is undergirded by the responsibility to seek out fairness and equity in a community characterized by "respect, responsibility, fairness, and stewardship."

Analysis and Evaluation

Contra Costa abides by board policy and college procedures to uphold academic integrity and freedom. All are expected to comply with the Code of Ethics.

Evidence:

| | |
|-------------------------|---------------------------------|
| I.C.7-1 | Board Policy 2018 |
| I.C.7-2 | Academic Freedom |
| I.C.7-3 | College Handbook Policy B2100.0 |
| I.C.7-4 | Board Policy 2056 |

- 08.** *The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.*

Evidence of Meeting the Standard

Code of Ethics: The employee Code of Ethical Behavior (Human Resources Procedure 1040.08) ([I.C.8-1](#)) states that the conduct of District employees as public employees shall be “worthy of the respect and confidence of the community we serve.” The policy lists the expected employee behavior and also identifies behaviors that are not allowed and that could lead to disciplinary action, up to termination.

Student Behavior: College Policies E5001 to E5001.8 ([I.C.8-2](#)) in the College Procedures Handbook and in the Catalog detail disciplinary actions related to disruptive behavior of students. The policies also detail important information defining grounds for disciplinary actions, types of consequences, procedures for suspension, and the appeal process.

Academic Honesty: College Policy C3015-C3015.1 ([I.C.8-3](#)) in the College Procedures Handbook is the Academic Honesty Policy that defines behaviors that are considered dishonest and unethical, describes the expectation set forth by the college on learners, and the consequences of violating the Academic Honesty Policy.

Student Authentication in Online Classes: Students are required to log in to their student portal to enter Canvas. Faculty use a variety of tools to proctor tests and validate work including Proctorio ([I.C.8-4](#)), ProctorU, ([I.C.8-5](#)) and Honorlock ([I.C.8-6](#)).

Analysis and Evaluation

Contra Costa College has published policies, procedures, and tools that safeguard academic integrity. The policies and procedures state clear expectations and consequences.

Evidence:

| | |
|-------------------------|---|
| I.C.8-1 | Human Resources Procedure 1040.08 |
| I.C.8-2 | College Procedures Handbook Policies E5001 to E5001.8 |
| I.C.8-3 | College Procedures Handbook Policies C3015 to C3015.1 |
| I.C.8-4 | Proctorio |
| I.C.8-5 | ProctorU |
| I.C.8-6 | Honorlock |

- 09.** *Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Evidence of Meeting the Standard

Code of Ethics: The employee Code of Ethical Behavior (Human Resources Procedure 1040.08) ([I.C.9-1](#)) states that employees shall “Adhere to the principles of nondiscrimination and equality without regard to race, color, gender, sexual orientation, marital status, age, religion, or national origin.”

Academic Freedom: Board Policy 2018 ([I.C.9-2](#)) on Academic Freedom is another policy, which, while guaranteeing faculty’s rights, addresses fair and objective behavior. Specifically, it states, “As persons of learning with institutional affiliations, they 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 opinion of others...” Added to that, faculty should “make every effort to indicate that they are not the institution’s views.”

Analysis and Evaluation

The college has policies that encourage professionalism, support academic freedom, and codify ethical behaviors.

Evidence:

| | |
|-------------------------|-----------------------------------|
| I.C.9-1 | Human Resources Procedure 1040.08 |
| I.C.9-2 | Board Policy 2018 |

- 10.** *Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the Catalog and/or appropriate faculty and student handbooks.*

Evidence of Meeting the Standard

Contra Costa College does not follow codes that seek to instill specific beliefs or world views but does follow general codes of conduct and ethics.

- 11.** *Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

Evidence of Meeting the Standard

Contra Costa College does not operate in foreign locations.

- 12.** *The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.*

Evidence of Meeting the Standard

Contra Costa College complies with ACCJC Eligibility Requirements, Accreditation Standards, policies, guidelines, and requirements for public disclosures, reporting, and visits, and prior approval of substantive changes as evidenced by the Accrediting Commission's action to reaffirm the College's accreditation in January 2015. Contra Costa College has been proactive in submitting required reports and actions such as follow up reports as required by the Commission.

Information about eligibility and an archive of accreditation reports, correspondence and follow-up reports can be found on the Contra Costa College [Accreditation homepage](#) (I.C.12)

Analysis and Evaluation

The college complies with accreditation standards set forth by ACCJC and responds to findings and communications from ACCJC.

Evidence:

| | |
|------------------------|------------------------------------|
| I.C.12 | Contra Costa College Accreditation |
|------------------------|------------------------------------|

- 13.** *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.*

Evidence of Meeting the Standard

Contra Costa College demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes, by publishing all of its communication with external agencies such as the ACCJC on the [accreditation homepage \(I.C.13-1\)](#). External accreditation information and advisory committee information are also presented in Standard I.C.1 ([I.C.13-2](#)).

Analysis and Evaluation

Contra Costa College follows and complies with regulations and statutes set forth by its accrediting partners and provides the information online for public view. A website for external accreditation and other relevant evidence is being developed to provide the public with information about external accreditors and advisory committee.

Evidence:

| | |
|--------------------------|------------------------|
| I.C.13-1 | Accreditation Homepage |
|--------------------------|------------------------|

| | |
|--------------------------|----------------|
| I.C.13-2 | Standard I.C.1 |
|--------------------------|----------------|

- 14.** The institution ensures that its commitments to high quality education, student achievement, and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Contra Costa College is committed to providing the West Contra Costa County community and students with accessible and quality education as stated in its mission, vision, and strategic goals.

The College is a public community college funded by state allocation and does not generate financial returns for investors or contribute to a parent organization or support external interests.

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A Instructional Programs

- 01.** *All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.*

Evidence of Meeting the Standard

According to its mission statement ([II.A.1-1](#)), "Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education, since 1949. 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."

In its Values statement, the college expresses its "commitment to helping students learn and to improve the economic and social vitality of communities through education." The college is committed to being responsive "to the varied and changing learning needs of those we serve." The portfolio of programs of study offered at the college reflects the mission and values of the college and the needs of our community.

As of fall 2019, CCC offers [125 degrees and certificate](#) options, including 22 associate degrees for transfer (AD-T's ([II.A.1-7](#)), which correspond to our program offerings, and have been developed in accordance with California state approved criteria. Contra Costa College also offers Career Education degrees and certificates to train students in highly valued careers. All degrees and certificates are listed in the College Catalog. All degree-applicable courses articulate to other colleges and universities for transfer ([II.A.1-2](#)) or are designed to develop career skills and employment readiness.

Each program has a description on the [academic departments homepage \(II.A.1-3\)](#) providing the following information: (1) general description/overview of the field; (2) details on the outlook in terms of employment prospects and possible careers in the given field; and (3) a general description of the program at the College including the degree(s), certificate(s), courses offered within that area of study, and, when available, external certification and licensure information. Here are two examples of program information on the web for Public Health Science AD-T ([II.A.1-4](#)) and Automotive Collision Repair ([II.A.1-5](#)). The Program Student Learning Outcomes for these (and all) programs are listed in the catalog ([II.A.1-6](#)) as well.

Analysis and Evaluation

Contra Costa College programs are offered in fields of study consistent with the institution's mission and vision. The college conforms to state requirements related to transfer, focusing primarily on the California state university systems. Programs articulate possible career advancement and gainful employment opportunities related to the degrees and certificates obtained. The college will continue to explore the possibility of additional AD-T's and CE programs. The articulation process ensures that courses and programs are aligned with four-year college and university standards. All CCC programs articulate possible career advancement and gainful employment opportunities related to the degrees and certificates obtained.

Evidence:

| | |
|--------------------------|---|
| II.A.1-1 | Contra Costa College Mission and Vision |
| II.A.1-2 | College Catalog Degrees |
| II.A.1-3 | Degrees and Certificate |
| II.A.1-4 | College Council Minutes 03-08-2018 |
| II.A.1-5 | College Council Minutes 12-08-2016 |
| II.A.1-6 | Contra Costa College Plans |
| II.A.1-7 | Board Policy 1012 |



02. Applicable to institutions with comprehensive reviews scheduled through Fall 2019.¹

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs, and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Applicable to institutions with comprehensive reviews scheduled after Fall 2019.

Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Curriculum: All college courses have been developed by faculty who meet minimum qualifications in relevant disciplines. For online courses, [assistance and resources \(II.A.2-1\)](#) are provided to faculty to ensure that content and methods of instruction meet quality standards which are documented in the Distance Education (DE) addendum approved by the DE and CIC committees. All course outlines require faculty to include pre- and co-requisites, measurable course objectives and student learning outcomes, and a description of course content that reflects the evolving educational needs of our students as well as academic and professional standards. Every six years, courses undergo content review conducted by full-time faculty to ensure currency and appropriateness.

The Content Review Form ([II.A.2-2](#)) assists with content review, as well as validation of pre- or co-requisites. The Curriculum Instruction Committee ([II.A.2-3](#)) certifies each content review, and course reviews and updates are noted in committee minutes ([II.A.2-4](#)). Methods of instruction are reviewed as part of the regular evaluation process completed by faculty. Programs are reviewed on a two-year (CE programs) or four-year cycle. As part of the program review process, programs examine achievement and success data and conduct analyses to determine areas for improvement.

Until Fall 2019, CurrlQunet ([II.A.2-5](#)) was used to facilitate curriculum tracking and content updates. Beginning in Fall 2019, Contra Costa College began transitioning from CurrlQunet to eLumen ([II.A.2-6](#)). To protect all CurrlQunet data, all course outlines are being stored on a college server until full eLumen integration is achieved.

¹The Commission acted to modify the Standard during its January 2018 Board of Directors meeting.

Instructional Improvement: Improvements to courses and programs are the direct result of Student Learning Outcome Assessment and Program Review, described in more detail in Standards 1.A.2 ([II.A.2-7](#)) and I.B.1-9 ([II.A.2-8](#)). Student Learning Outcome Assessment ensures that students are learning competencies and skills identified by faculty. Learning outcomes assessment leads to the assessment of program learning outcomes and institutional learning outcomes. Program review ensures that students have achieved the competencies and skills required in their academic program. Program review looks at learning outcome results, completion data, enrollment data, and other data that are also sub-aggregated to ensure that the program is meeting the equity goals of the College. Program review results are validated by a committee and program needs feed to budget requests for improvement and innovation. Here are examples of program reviews from Biotech ([II.A.2-9](#)) and Emergency Medicine ([II.A.2-10](#)) programs.

Besides formal learning outcome and program assessment, individual faculty are evaluated as well. The Classroom Observation Form for Teaching Faculty ([II.A.2-11](#)), which is filled out by an evaluator after a classroom observation, is one element of the faculty evaluation process, which also includes student evaluations, a self-evaluation, and feedback from department chairs and/or division deans.

Analysis and Evaluation

As documented by the college Content Review Cycle and Curriculum and Instruction Committee minutes, college faculty regularly ensure that curriculum meets academic and professional standards and expectations. Participants in CIC include faculty from all divisions, including the college Articulation Officer, to validate prerequisite requirements for transfer institutions. eLumen is also being implemented to further assist in the systemic review of curriculum and programs.

Evidence:

| | |
|---------------------------|---|
| II.A.2-1 | Distance Education Faculty Information |
| II.A.2-2 | Content Review Form |
| II.A.2-3 | Curriculum Instruction Committee |
| II.A.2-4 | Curriculum Instruction Committee Minutes |
| II.A.2-5 | CurrlQunet Curriculum Solutions |
| II.A.2-6 | eLumen |
| II.A.2-7 | Standard I.A.2 |
| II.A.2-8 | Standards I.B.1 to I.B.9 |
| II.A.2-9 | 2017 Biotech Program Review |
| II.A.2-10 | 2017 EMED Program Review |
| II.A.2-11 | Classroom Observation Form for Teaching Faculty |

- 03.** *The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.*

Evidence of Meeting the Standard

Assessment: Contra Costa College has an identified process, procedure, and tools to assess learning outcomes. As identified in other standards such as 1.A.2 ([II.A.3-1](#)), I.B.1-9 ([II.A.3-2](#)), and standards above, faculty lead the development of learning outcomes for their degree programs and courses. The Curriculum Instruction Committee ([II.A.3-3](#)) is responsible for reviewing the course development and updates. The Student Learning Outcome Committee ([II.A.3-4](#)), a sub-committee of the Student Success Committee has the charge of coordinating student learning and administrative unit outcome assessment. To assist individuals in assessing outcomes, there are set templates ([II.A.3-5](#)), procedures ([II.A.3-6](#)), and training videos like this one for Individual Instructor SLO's ([II.A.3-7](#)) available on the SLO [homepage](#). The Standardized SLO Assessment Methods and Criteria is another guide ([II.A.3-8](#)) to help individuals understand and complete quality assessment work. In addition, the campus has an identified SLO Coordinator ([II.A.3-9](#)) to assist in managing the process and is investing in technology to improve learning outcome assessment and program review. Finally, results from learning outcome assessments are reported with the program review and are used for improvement and change.

Course Outline: Course information is found on each academic program's homepage and is aggregated on the academic programs and department homepage ([II.A.3-10](#)). While course outlines are archived and available on the web, the pending implementation of eLumen will make it easier to access [course outlines online](#) ([II.A.3-11](#)). Therefore, Contra Costa College elected not to create a temporary online site while developing eLumen.

Syllabus: Syllabi are provided in class to all students in paper or electronic form. Here's a sample syllabus given to students in an English IA class ([II.A.3-12](#)).

Analysis and Evaluation

Contra Costa College has an established process and tools for reviewing learning outcomes. Course outlines are available and are accessible online. Regardless of teaching modality, students receive a syllabus at the beginning of the class.

Evidence:

| | |
|---------------------------|--|
| II.A.3-1 | Standard I.A.2 |
| II.A.3-2 | Standards I.B.1 to I.B.9 |
| II.A.3-3 | Curriculum Instruction Committee |
| II.A.3-4 | Student Learning Outcome Committee |
| II.A.3-5 | SLOA Form |
| II.A.3-6 | Adding SLO to a Course |
| II.A.3-7 | Individual Instructor SLO Training Video |
| II.A.3-8 | Standardized SLO Assessment Methods and Criteria |
| II.A.3-9 | SLO Coordinator Description |
| II.A.3-10 | Academic Programs and Department |
| II.A.3-11 | Course Outline |
| II.A.3-12 | English Syllabus |

- 04.** *If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.*

Evidence of Meeting the Standard

Historically, Contra Costa College has offered pre-collegiate classes in such areas as English ([II.A.4-1](#)), math ([II.A.4-2](#)), and English as a Second Language ([II.A.4-3](#)), as well as adaptive courses offered through our Disabled Students Programs and Services office. Pre-collegiate courses are developed by subject-matter experts with an eye towards skills development and are approved through the college's Curriculum Instruction Committee ([II.A.4-4](#)).

A prerequisite matrix in the Content Review and Requisite Validation Form ([II.A.4-5](#)) is filled out (when needed) to show the correlation between skills developed in pre-collegiate classes and content of college-level classes. Pre-collegiate and college-level courses are clearly identified in the catalog course descriptions (page 71) ([II.A.4-6](#)) as non-degree (ND) or degree applicable. Students enrolled in these classes are supported through the Campus-Wide [Tutoring \(II.A.4-7\)](#) program, which offers tutoring in a variety of modalities, including one-on-one tutoring, group study sessions, and Peer-Led, Team-Learning (PLTL) sessions.

With the advent of AB 705 ([II.A.4-8](#)), the Math and English Departments have created new courses, updated sequences ([II.A.4-9](#)), and Guided Self-Placement ([II.A.4-10](#)) to help students accelerate into college-level courses. For students who would previously have placed into developmental English courses, ENGL1AX will allow them to complete their

ENGL1A college-level requirement in a class with additional support provided. Similarly, the Math Department has created a set of one-unit support classes to be linked to sections of Intermediate Algebra, Statistics, and Pre-calculus. Students have the option of either self-reporting or guided self-placement for math and/or English when enrolling. The ESL Department offers six levels of classes in four skill areas to support language learners. This department is also working on AB 705 implementation and updated [placement \(II.A.4-11\)](#), primarily through the creation of non-credit course options for lower-level English speakers and Guided Self-Placement Survey that students will be able to complete online.

Analysis and Evaluation

Contra Costa College's credit, non-credit, and pre-collegiate courses are distinctly classified. The college has implemented AB 705, Multiple Measures ([II.A.4-12](#)) and other initiatives to help students advance to and succeed in college level Math and English courses.

Evidence:

| | |
|---------------------------|--|
| II.A.4-1 | English Department |
| II.A.4-2 | Math Department |
| II.A.4-3 | English as a Second Language Department |
| II.A.4-4 | Curriculum Instruction Committee |
| II.A.4-5 | Content Review and Requisite Validation Form |
| II.A.4-6 | College Catalog 2019-20 |
| II.A.4-7 | Tutoring Services |
| II.A.4-8 | AB 705 Legislation |
| II.A.4-9 | AB 705 Course Sequences |
| II.A.4-10 | Guided Self-Placement |
| II.A.4-11 | ESL Placement Information |
| II.A.4-12 | Multiple Measures Initiative |

- 05.** *The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.*

Evidence of Meeting the Standard

Contra Costa College's degrees and programs follow practices that are defined and regulated by policies and are similar to other community colleges in the district, state, and the United States:

- Degree types ([II.A.5-1](#)) have specific requirements and definitions. For example, Associate degrees must be at least 60 semester credits. They also must contain a minimum number of general education requirement credits, and a minimum number of program specific requirements to ensure breadth, depth, and rigor.
- The Standards of Scholarship ([II.A.5-2](#)) define the ratio of credit to hours, credit by examination, non-credit course grading options, grading symbols, grade point average calculation, appeals and dismissal, and course repetition.
- Course Prerequisites, corequisites, and course content review are standardized in Curriculum and Instruction Procedure 4014 ([II.A.5-3](#)). The procedure includes a definition of requisites, limitations of their usage, challenges, and course content review for appropriateness and alignment to skills required in the program.
- Graduation Policies and ([II.A.5-4](#)) describe the number of credits required, the program requirements and course sequencing, grade point average, and other requirements for degree conferral.
- Academic rigor is important to the faculty and programs at Contra Costa College. Faculty design courses and programs to meet the expectations for transfer and career. Students' perception of their learning and academic rigor is evident in the student engagement survey. According to the 2016 Community College Survey of Student Engagement Key Findings ([II.A.5-5](#)) for Contra Costa College, Contra Costa College students report that in the area of "Academic Challenge," they use information "quite a bit to very much" to perform new skills at a higher rate as compared to other students in the Community College Survey of Student Engagement (CCSSE) cohorts.

Community College Survey of Student Engagement (CCSSE) cohorts Excerpt

| Benchmark | Item | Contra Costa College | 2016 CCSSE Cohort |
|-------------------------|---|--|--|
| Academic Challenge (5f) | Using information you have read or heard to perform a new skills at a higher rate | 71% reported Quite a Bit and Very Much | 65.6% reported Quite a Bit and Very Much |

Analysis and Evaluation

As evident on all course outlines of record, all courses must include method of instruction and appropriate corresponding hours. For example, a 3-unit lecture course documents a total of 54 lecture hours for the semester. Larger degree programs, such as Medical Assisting and Early Childhood Education, ensure that course sequencing is mapped in such a manner to support timely student completion and avoid course scheduling conflicts.

Courses in both programs also support other professional and academic goals and are offered with more frequency. For example the 12 required early childhood education units for licensed care facility employment or medical terminology for other academic allied health programs are all offered each semester while other courses are built around those offerings for students pursuing those specific degrees.

Further analysis indicates the need for an update to the CIC Manual to ensure alignment with the Program and Course Approval Handbook. This is currently being discussed/ revised in the CIC to ensure compliance and clarity for faculty when developing and updating courses.

Evidence:

| | |
|--------------------------|---|
| II.A.5-1 | Degree Type Definition |
| II.A.5-2 | Curriculum and Instruction Procedure 4001 |
| II.A.5-3 | Curriculum and Instruction Procedure 4014 |
| II.A.5-4 | Graduation Policies and Procedures |
| II.A.5-5 | CCSSE Key Findings |

- 06.** *The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.*

Evidence of Meeting the Standard

The scheduling process at Contra Costa College is a collaborative effort involving the Office of Instruction, division deans, and department chairs. Department chairs generate an initial schedule, taking into consideration student demand as well as faculty preference. Over the last several years, the college has taken steps to diversify its schedule in response to student demand, increasing the number of hybrid and online sections, for example. The table below from District Research and Planning data scan ([II.A.6-1](#)) shows the change in course offerings over the last few years.

Number of Course Enrollment by Delivery Method

| All Coursework by Delivery Method | | 2014FA | 2015FA | 2016FA | 2017FA | 2018FA |
|-----------------------------------|---------------|--------|--------|--------|--------|--------|
| Number of Course Enrollments | Face-to-face | 17,006 | 15,418 | 14,709 | 14,450 | 14,120 |
| | Hybrid 0-50% | | 258 | 217 | 54 | 393 |
| | Hybrid 51-99% | 732 | 928 | 1,054 | 632 | 659 |
| | 100% Online | 448 | 561 | 767 | 1,511 | 1,878 |

Three other critical developments aim to ensure that students are able to complete their programs in a timely manner:

- First, through the establishment of a Guided Pathways ([II.A.6-2](#)) Steering Committee to implement Guided Pathways practices, departments have begun to develop course sequences and a conceptualization of meta-majors.
- Second, guidelines ([II.A.6-3](#)) on cancellation of classes are followed to maximize enrollment, while at the same time ensuring that low-enrolled courses can be offered if and when they are needed for degree completion.
- Third, effective Fall 2018 the college moved to a 16-week schedule ([II.A.6-4](#)) featuring standardized scheduling blocks, assisting the college in creating a more efficient schedule for students as well as maximizing the efficient use of college facilities. Additionally, the college offers short-term online intersession classes in both winter and pre-summer, annually.

Analysis and Evaluation

Contra Costa College recognizes the changing needs of students, and, in an effort to ensure that students have the opportunity to graduate on time, the college is currently working on Guided Pathways ([II.A.6-5](#)) practices like meta-majors discussions and course sequencing work, has moved to a 16-week semester model, and has increased online offerings.

Evidence:

| | |
|--------------------------|---|
| II.A.6-1 | District Research and Planning Coursework by Delivery Table |
| II.A.6-2 | Contra Costa College Guided Pathways |
| II.A.6-3 | Course Cancellation Guideline |
| II.A.6-4 | 16-Week Announcement and Forum |
| II.A.6-5 | Guided Pathways Retreat |

- 07.** *The institution effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.*

Evidence of Meeting the Standard

Delivery Modes: Contra Costa College offers classes through a variety of delivery modes, including face-to-face, online, and hybrid classes to ensure equitable access and student success. From 2014 to 2017, there has been a significant shift in how courses are delivered at Contra Costa College towards more online and hybrid.

Number of Course Enrollment by Delivery Method

| All Coursework by Delivery Method | | 2014FA | 2015FA | 2016FA | 2017FA | 2018FA |
|-----------------------------------|---------------|--------|--------|--------|--------|--------|
| Number of Course Enrollments | Face-to-face | 17,006 | 15,418 | 14,709 | 14,450 | 14,120 |
| | Hybrid 0-50% | | 258 | 217 | 54 | 393 |
| | Hybrid 51-99% | 732 | 928 | 1,054 | 632 | 659 |
| | 100% Online | 448 | 561 | 767 | 1,511 | 1,878 |

Teaching methodology: Faculty are encouraged to utilize different teaching methodologies in order to accommodate students' various learning styles. The faculty incorporate different teaching strategies that display an awareness of different learning styles, and this is one criterion of the faculty evaluation process, as evident in the Classroom Observation and Self-Evaluation Forms ([II.A.7-1](#)). The district also requires new online faculty to complete training on Canvas and online pedagogy.

Services: Contra Costa College students have access to many services and programs to ensure that they can be successful. These services include programs offered by both the Library and Learning Resource Center, which houses the Campus-Wide Tutoring program and computer lab; the Disabled Students Programs and Services (DSPS) office, which facilitates campus accommodations and assistance; and Counselors to assist with academic planning, career counseling, transfer guidance, and personal development. Tutoring and counseling are also available online through NetTutor and Cranium Café respectively. Services at Contra Costa can be found on the [Student Services homepage](#) ([II.A.7-2](#)) and in the Resource Guide ([II.A.7-3](#)).

Learning Communities: Contra Costa College provides enriching learning environments to students with similar interests and backgrounds in a cohort format. These learning communities ([II.A.7-4](#)) build peer-to-peer relationships, and mentors support learners through a selection of meaningful activities, field-trips, events, and coursework. One of the goals of all [learning communities](#) is to increase the success of students who have been identified as underserved or high risk.

Equity: As noted in Standard II.A.4 and II.A.6, the adoption of Guided Pathways and AB 705 leads to more student-focused work and equity-driven results. Here are two major initiatives that Contra Costa College has undertaken to improve student equity on campus:

Multiple Measures and English course redesign to improve course success ([II.A.7-5](#)) among students who would not previously have placed into college level courses. The use of multiple measures assessment reduces the likelihood that students will be placed in basic skills courses, and research has shown that reducing the number of required basic-skills courses also reduces Equity gaps.

HSI STEM Grant ([II.A.7-6](#)) initiatives create cohorts, learning spaces and activities ([II.A.7-7](#)), and mentorship for students.

Analysis and Evaluation

To support the needs and success of all students, Contra Costa College delivers courses through a variety of methods, including online, and hybrid. Online course offerings have increased in the last few years, aligned with student demands. Student services are available, especially services for online students and those with disabilities. Specialized programs like learning communities and initiatives such as AB 705 and Guided Pathways continue to further the equity work on campus.

Evidence:

| | |
|--------------------------|--|
| II.A.7-1 | Faculty Evaluation Forms |
| II.A.7-2 | Student Services Homepage |
| II.A.7-3 | Campus Resource Guide |
| II.A.7-4 | Contra Costa College Learning Communities |
| II.A.7-5 | English Department Before and After AB 705 |
| II.A.7-6 | HSI STEM Grant Announcement |
| II.A.7-7 | Math Finals Study Session |

- 08.** *The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.*

Evidence of Meeting the Standard

Contra Costa College has a limited number of programs that utilize department-wide course and/or program examinations. These programs utilize these examinations to validate student learning. Some of these tests are nationally reviewed and normed. Examples of programs that have department-wide and/or program examinations are:

- Incoming Nursing students at Contra Costa College are required to take the national Test of Essential Academic Skills (TEAS) ([II.A.8-1](#)) exam, a product of Assessment Technologies Institute, which assesses the students' knowledge of science, math, reading, and English and language use skills. A grant from the State of California requires that students pass the exam or be remediated for one year, at which time they may take the exam again. Once students pass the exam, they are allowed into the program.
- Contra Costa College's ESL Department has a common midterm and final exam ([II.A.8-2](#)) for writing courses. Instructors participate in a group scoring session for both the midterm and final exams, during which each exam is scored by 2 separate instructors; then there is a discussion of the scores to norm the scoring standards. All scores are re-checked and, if the scores are more than one number apart, a third instructor is brought in. All students' names are hidden to reduce bias.
- The College's Chemistry Department uses common exams ([II.A.8-3](#)) to assess SLO's in all courses, and these exams are administered to every section every semester. Most classes use exams created by the American Chemical Society, and instructors can compare class averages to the national average and between sections of the same course taught by different instructors.
- The College's English Department participated in a two-day summer institute: Accelerated English Pathway: English 142B Course Redesign. This institute was held when the remedial classes two- and three-levels below college-level were slated to be cancelled. Discussions of curriculum, best practices, challenges, and standards occurred during follow-up meetings with peer collaborators in the Fall 2017 and Spring 2018 semesters. During these meetings, instructors engaged in evaluative norming sessions. Instructors also use a common rubric ([II.A.8-4](#)) for the class that is one level below college-level (English 142B) and hope to develop a common rubric for college-level classes, both classes with and without extra support, as remedial classes are phased out.

Prior Learning (Credit by Exam, Articulations, and Portfolio Review): Contra Costa College allows students to earn credits through other means. Credit by Examination enables students to earn credits based on their previous attainment of course competencies by taking an exam. Credit by Examination is available for select courses ([II.A.8-5](#)). The Application for Credit Examination form ([II.A.8-6](#)) details the requirements and procedure for pursuing this option.

Analysis and Evaluation

Several departments at the College utilize common exams with common rubrics to reduce test bias and improve the reliability of the exams as evaluation tools. Also, a few departments use external standardized tests where the results can be compared to a much larger pool. Some departments also rely upon variations of group grading or evaluative norming sessions to ensure consistent grading across courses within the department.

Evidence:

| | |
|--------------------------|---|
| II.A.8-1 | Nursing Program TEAS |
| II.A.8-2 | ESL Common Test |
| II.A.8-3 | Chemistry Program Common SLO and Common Assessment |
| II.A.8-4 | English Department Common Rubric |
| II.A.8-5 | Contra Costa College Credit by Examination Courses |
| II.A.8-6 | Contra Costa College Application for Credit Examination |

- 09.** *The institution awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.*

Evidence of Meeting the Standard

Contra Costa College awards degrees and certificates based on students' mastery of course objectives as reflected by their successful completion of courses. Passing grades in courses result in earning credits that are used to meet requirements for programs. Course credit, degrees, and certificates are aligned with district and college policies and follow generally accepted norms in higher education. In addition, as an institution that participates in Pell Grant and federal loan programs, Contra Costa College also aligns with the eligibility requirements listed on Federal Regulation 34 CFR parts 600 ([II.A.9-1](#)) and 601 ([II.A.9-2](#)).

As mentioned in Standard II.A.5 ([II.A.9-3](#)), Contra Costa College's graduation requirements are defined and regulated by policies and are similar to those of other community colleges:

- Degree types ([II.A.9-4](#)) have specific requirements and definitions. For example, Associate degrees must be at least 60 semester credits. They also must contain a minimum number of general education requirement credits, and a minimum number of program specific requirements to ensure breadth, depth, and rigor.

- The Standards of Scholarship ([II.A.9-5](#)) defines the ratio of credit to hours, credit by examination, non-credit course grading options, grading symbols, grade point average calculation, appeals and dismissal, and course repetition.
- Graduation Policies and Procedures ([II.A.9-6](#)) describe the number of credits required, the program requirements and course sequencing, grade point average, and other requirements for degree conferral.

Analysis and Evaluation

Contra Costa College follows accepted practices in awarding of course credit and, ultimately, degrees and certificates. All courses have SLO's that have been developed by discipline faculty and that are based on mastery of course content. Demonstrated mastery of course content is assessed through various mechanisms, including, but not limited to, exams, writing assignments, and lab projects. Currently, Contra Costa College does not offer courses that require clock-to-credit hour conversion.

Evidence:

| | |
|--------------------------|--|
| II.A.9-1 | Code of Federal Regulation Part 600 Institutional Eligibility |
| II.A.9-2 | Code of Federal Regulation Part 601 Institutional Requirements Related to Educational Loan |
| II.A.9-3 | Standard II.A.5 |
| II.A.9-4 | Degree Types |
| II.A.9-5 | Board Policy CI 4001 |
| II.A.9-6 | Graduation Policies and Procedures |

- 10.** *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.*

Evidence of Meeting the Standard

Transferring to Contra Costa College: The College accepts transcripts and credits from institutions currently recognized by regional accrediting organizations as recognized by the US Department of Education. (Contra Costa College Catalog, page 39) ([II.A.10-1](#)). When a student is using course work from other institutions, a member of the Admissions & Records office evaluates the transfer coursework to ascertain transferability, and if questions arise, A&R consults discipline faculty. Policies in Standard II.A.9 ([II.A.10-2](#)) govern how transfer credits can be used to meet degree requirements.

Transferring from Contra Costa College: Contra Costa College supports students transferring to California State University, University of California, California Independent Colleges and Universities, Historically Black Colleges and Universities and out-of-state public and private institutions. The [Transfer Services \(II.A.10-3\)](#) available to students include educational planning, college tours, workshops, assistance with applications, and arranging meetings with visiting college representatives. Transfer Services also maintains transfer agreements ([II.A.10-4](#)) and options ([II.A.10-5](#)) with colleges and universities to which Contra Costa College students transfer. The state-wide articulation website ([II.A.10-6](#)) also provides students and counselors with transfer information to facilitate educational planning.

To further support student transfer of classes from and to other institutions, the College Articulation Officer, ([II.A.10-7](#)) a 40% Counseling Faculty release-time position, attends regional articulation conferences yearly and completes the required UC/CSU program and course articulation update report to ensure a seamless articulation process for our students.

Analysis and Evaluation

Contra Costa College is strongly engaged in the California C-ID system that allows for seamless transfer credits from the College to California State Universities and other community colleges in California. Contra Costa College supports students who are transferring into the College and/or transferring to one of its partner institutions by ensuring that sound articulation policies and procedures are followed, services are available to students, and transfer articulation is current.

Evidence:

| | |
|---------------------------|---|
| II.A.10-1 | College Catalog 2019-20 |
| II.A.10-2 | Standard II.A.9 |
| II.A.10-3 | Transfer Services |
| II.A.10-4 | Articulation Agreements |
| II.A.10-5 | Transfer Options |
| II.A.10-6 | Articulation Website |
| II.A.10-7 | Articulation Officer and Training Request |

- 11.** *The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

Evidence of Meeting the Standard

All CCC programs have program level student learning outcomes (PLO's), which are listed in the College Catalog and online in the various academic department sites ([II.A.11-1](#)) and catalog ([II.A.11-2](#)). These PLO's have been developed by discipline faculty to represent the skills and knowledge students will achieve by completion of the relevant course sequences. SLO's and PLO's are also designed to align with Institutional Learning Outcomes as shown in the SLO Assessment Flow Diagram ([II.A.11-3](#)).

Furthermore, all associate degree programs, whether for transfer or not, require students to complete a sequence of courses that give learners a depth and breadth of learning experiences. Board Policy 4011 ([II.A.11-4](#)) states that the General Education component of curriculum developed at Contra Costa College is intended for learners to improve "self-understanding and the ability to evaluate and appreciate the physical environment, culture, and society in which one lives."

General Education requirements including courses in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives, along with the specific requirements of each individual program are listed in the Contra Costa College Graduation Requirements for the Associate Degree ([II.A.11-5](#)).

Analysis and Evaluation

The College meets the standard. All degree programs require students to complete breadth requirements, whether for a local or transfer degree. These breadth requirements ensure that students achieve the various competencies outlined in the standard, by completing courses in a variety of disciplines, each of which has student learning outcomes that are regularly assessed by discipline faculty. Program-specific learning outcomes are achieved through the completion of program-specific courses and course sequences.

Evidence:

| | |
|---------------------------|---|
| II.A.11-1 | Academic Departments and Program |
| II.A.11-2 | College Catalog 2019-2020 |
| II.A.11-3 | SLO Assessment Flow Diagram |
| II.A.11-4 | Board Policy 4011 |
| II.A.11-5 | Graduation Requirement for Associate Degree |

- 12.** *The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its Catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.*

Evidence of Meeting the Standard

The associate degrees conferred by Contra Costa College require the following General Education components listed below. These requirements are also listed in the Catalog (page 60), with corresponding courses that meet the respective requirements.

- A. Natural Sciences
- B. Social and Behavioral Science
- C. Humanities
- D. Language and Rationality Courses. Such courses include:

English Composition Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing. Communication and Analytical Thinking Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

Similarly, transfer degrees also require a set of general education courses, depending on the transfer agreement. For example, the Intersegmental General Education Transfer Curriculum (IGETC) satisfies the lower-division general education requirements for any California State University (CSU) or University of California (UC) campus. However, students can also use a CSU Transfer specific General Education Pattern as well. These models can be found in the catalog (Pages 66-70) ([II.A.12-1](#)). Courses that meet General Education for transfer requirements go through a formal approval process facilitated and coordinated by the state chancellor's Transfer and Articulation Program ([II.A.12-2](#)).

General Education Inclusion: When faculty develop or revise a course, it goes through the Curriculum Instruction Committee for review and approval. Additionally, it goes through an articulation approval process at the state level to ensure:

- Articulation to a General Education area.
- Consistency in course numbering and transferability (Memos) ([II.A.12-3](#)) ([II.A.12-4](#))
- Inclusion into the [Assist.org](#) ([II.A.12-5](#)) database.

Analysis and Evaluation

Courses in degrees and programs at Contra Costa College follow set requirements for transferability. Institutional Learning Outcomes support the development of knowledge and skills in computation, communication, and other general education areas, as well as critical thinking and citizenship.

Evidence:

| | |
|---------------------------|---|
| II.A.12-1 | College Catalog 2019-2020 |
| II.A.12-2 | California Community Colleges Transfer and Articulation Program. |
| II.A.12-3 | C-ID Course Approval and Associate Degree Transfer (ADTs) Memo 2017 |
| II.A.12-4 | SB 1440 and SB 415 Memo 2012 |
| II.A.12-5 | Assist Homepage |

- 13.** *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

Evidence of Meeting the Standard

Contra Costa College currently offers a rich variety of degrees and certificates that have focused study on one area of inquiry or discipline and key theories and practices appropriate for the certificate of achievement or associate degree level. This gives students the opportunity to learn and master key theories and competency in an area or disciplinary core. Each program in the catalog (page 63) ([II.A.13-1](#)) lists required core courses, grade requirements, and program learning outcomes, demonstrating a clear focus on what students will be learning and the level of mastery achieved.

All degree programs and certificates are created by college faculty with careful consideration of competencies required for student success within each field of study. All Associate Degrees require a minimum of 18 units of study from within the discipline with a grade of “C” or better. Transfer degrees also adhere to the Course Identification [CID] requirements to ensure that students master the foundation necessary for their selected program as detailed in the IGETC or transfer agreements detailed in the catalog (page 66-69) ([II.A.13-1](#)).

Career Education (CE) programs follow a stringent process as well. CE programs work in collaboration with industry partners and/or accrediting agencies in determining appropriate course requirements. These processes ensure that any student receiving a degree in a specific field has mastered the necessary competencies for said field. External accreditation for programs and their expiration year are listed in Standard I.C.1 ([II.A.13-2](#)).

For example, in the Nursing/Certified Nursing Assistant (CNA) Department, when developing new courses, faculty base standards on the requirements of the relevant regulatory bodies – The Board of Registered Nursing for the Nursing Program and The Department of Public Health for the CNA Program. Once courses are developed within the department, they are approved by the appropriate State regulatory body. Furthermore, the Nursing/CNA certificates and degrees are based on required courses designated by the Board of Registered Nursing.

Similarly, in the Automotive Department, classes are developed using industry standards. The department uses their Advisory Committee’s input and the already established standards of the Automotive Service Excellence (ASE) Educational Foundation which serves to link program standards to the industry. The Contra Costa College Automotive Department is an ASE Educational Foundation certified program. The ASE also has specific requirements for majors in the Automotive field. When developing the major program, faculty created courses that met the standards of the ASE Education Foundation Certification.

Analysis and Evaluation

Contra Costa College programs include focused study in at least one area of inquiry. Transfer degrees adhere to CID requirements to meet transfer requirements and agreements. CE programs also adhere to programmatic requirements set forth by accreditation agencies, regulatory and licensing bodies, and industry.

Evidence:

| | |
|---------------------------|---------------------------|
| II.A.13-1 | College Catalog 2019-2020 |
| II.A.13-2 | Standard I.C.1 |

- 14.** *Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.*

Evidence of Meeting the Standard

The institution verifies and maintains currency of employment opportunities and other external factors in all its career-technical disciplines. Graduates of Contra Costa College's Career Technical Education (CTE) programs are well prepared to enter their chosen job and career paths. The Nursing Program, for example, is accredited by the California Board of Registered Nursing and the California Board of Vocational Nurse Examiners. The Automotive Program has received National Automotive Technicians Education Foundation (NATEF) Industry Certification.

The [Career Education homepage \(II.A.14-1\)](#) maintains current information of external requirements and other factors related to career-technical degree and certificate programs and current information about employment opportunities. The website has a page specifically dedicated to career education, which features easily navigable links to all career-education programs.

Contra Costa College also reports job placement and licensure information to ACCJC in annual and midterm reports found on the Contra Costa College Accreditation homepage ([II.A.14-2](#)). Aggregated data on Career and Technical education completers' employment can also be found on the state's LaunchBoard Student Success Metrics homepage ([II.A.14-3](#)). The College also completed a follow-up survey ([II.A.14-4](#)) of 203 respondents to identify the impact of their training to their employment. The survey results show that completing Contra Costa College CTE courses and training leads to positive employment outcomes. Many students are working in the fields they trained for and are earning higher wages.

In addition, CTE programs use Advisory Committees, which are the collaboration of industry and community members with College programs. The list below shows programs with Advisory Committees and meeting dates. Here are examples of Nursing minutes ([II.A.14-5](#)) and Early Childhood Education Advisory Committee minutes ([II.A.14-6](#)) that show discussions on enrollment and selection of students, program features, partnerships, licensure, and placement and employment.

Program Advisory Committees and Meeting Dates

| Program | Meeting Dates |
|--|---------------------------|
| Administration of Justice | 10-14-2016 |
| Automotive Technology & Collision | 08-21-2019 and 01-23-2020 |
| BioTechnology | 12-20-2019 |
| Business | 05-02-2019 |
| Certified Nurse Assistant | 02-12-2019 |
| Culinary | 11-18-2019 and 12-09-2019 |
| Early Childhood Education | 02-12-2019 |
| Emergency Medical Technician | 02-11-2019 |
| IT-CIS-BOT (Business Office Technology, Information Technology, Computer Information System) | 05-03-2019 |
| Medical Assisting | 12-14-2018 |
| Nursing | 01-22-2020 |
| Paramedic | 12-10-2019 |

Analysis and Evaluation

Contra Costa College Career Education degrees and certificates are designed to focus on one program of study with specialized areas to develop specific skills. Degrees also include selection of interdisciplinary courses to support the breadth of student learning that leads to comprehensive mastery of skills and competencies required for the degree and/or for licensure/certification examinations.

Evidence:

| | |
|---------------------------|---|
| II.A.14-1 | Career Education Homepage |
| II.A.14-2 | Accreditation Homepage |
| II.A.14-3 | LaunchBoard Student Success Metrics |
| II.A.14-4 | Career & Technical Education Employment Outcomes Survey |
| II.A.14-5 | Nursing Advisory Committee Minutes 01-22-2020 |
| II.A.14-6 | Early Childhood Education Committee Minutes 11-25-2019 |

- 15.** 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.

Evidence of Meeting the Standard

The college ensures enrolled students can complete their education in a timely manner as evidenced by the College procedure manual and the process for making proper updates in the College Catalog. In some cases, programmatic changes, suspension, or discontinuance require immediate response due to changes in state licensure requirements or accreditation standards. The Contra Costa College Procedures Handbook Policy E5005 ([II.A.15-1](#)), adopted by College Council in 2012 provides guidance and direction in how to process these modifications. For example, one strategy that can be utilized is for Program Leads to seek opportunities for students to meet program and licensing requirements by utilizing other existing courses through substitution. This substitution model was utilized by the College to ensure that students who needed to complete MEDIC courses that were no longer offered can utilize another course to complete requirement as described in this memo/form ([II.A.15-2](#)).

Analysis and Evaluation

At this time, program leads are submitting blanket course substitutions when program changes have taken place. After further review, we determined that the College methodology and process need to be updated to meet current institutional processes and standards. This process will be developed and housed in a section of the Curriculum and Instruction Committee manual, in consultation with our sister colleges and with Admissions and Records.

Evidence:

| | |
|---------------------------|--|
| II.A.15-1 | College Procedures Handbook Policy E5005 Program Discontinuation |
| II.A.15-2 | Medical Assisting Program Memo 04-08-2019 |

- 16.** *The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.*

Evidence of Meeting the Standard

Contra Costa College courses, regardless of delivery methods and location, are evaluated on a regular cycle. As reported in Standard I.B.2 ([II.A.16-1](#)), all courses have identified learning outcomes that are aligned with program level outcomes and both are

assessed periodically. Results are used to validate outcomes, revise outcomes, inform strategies for improvement, and support requests for resources. Here is an example of the Emergency Medical Technician Program's program review and recommendations ([II.A.16-2](#)).

Career Education programs also go through a self-study every two years, a full program review with SLOA Report every four years, and, during the intervening two year period, a Program Review Update is also completed as documented in the Program Review and Student Learning Outcomes Assessment Report Instruction and FAQ's ([II.A.16-3](#)).

Additionally, all programs are expected to create an annual unit plan, in which they report on progress toward accomplishing the goals and recommendations identified in the program review. Academic units are also required to conduct content review on all their course offerings. Courses are reviewed every six years, as departments conduct content reviews, which are then submitted to the CIC and listed on its agenda ([II.A.16-4](#)) for approval.

The program review process requires departments to include a set of goals for the following cycle. Those goals are endorsed through the program review validation process. The program review validation team evaluates the effectiveness of the department through their stated goals. Changes and/or improvements are recommended by the validation team to the department as shown in this previous validation and recommendation feedback to ESL in 2017-18 ([II.A.16-5](#)).

This program review process is consistently followed for all college programs, regardless of the type of program. The results of program evaluations are also used in institutional planning. The Budget Committee at Contra Costa College uses program reviews and a resource allocation rubric ([II.A.16-6](#)) for funding considerations and as part of the continuous cycle of improvement. Here is an example of an email ([II.A.16-7](#)) sharing information about the budget allocation process, the budget conditions, and allocation of faculty. Budget Committee Agendas and Minutes ([II.A.16-8](#)) are also archived and posted online.

Analysis and Evaluation

All instructional programs at Contra Costa College go through annual unit plan reviews and comprehensive program reviews every four years. Career Education programs also go through a self-study every two years to ensure currency and effectiveness. Results are reviewed by the Validation Committee and recommendations for follow up are provided.

Evidence:

| | |
|---------------------------|---|
| II.A.16-1 | Standard I.B.2 |
| II.A.16-2 | EMT 2018-19 Program Review and Recommendations |
| II.A.16-3 | Program Review and Student Learning Outcomes Assessment Report Instruction and FAQ's. |
| II.A.16-4 | Curriculum Instruction Committee Agenda April 22, 2019 |
| II.A.16-5 | Validation and Recommendation Form ESL 2017-18 |
| II.A.16-6 | Resource Allocation Rubric 2019-20 |
| II.A.16-7 | Email about Faculty Allocation and Budget |
| II.A.16-8 | Budget Committee Agenda and Minutes |



II.B Library and Learning Support Services

- 01.** *The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.*

Evidence of Meeting the Standard

Library and Learning Support Services: All college instructional programs and their students are equally supported by the Contra Costa College [Library](#) and [Learning Resource Center \(II.B.1-1\) \(II.B.1-4\) \(II.B.1-14\)](#). The library and center offer a list of services ([II.B.1-2](#)) including print and electronic materials, workshops on information competency and technology tools, document printing, video/media access, and a Book Loan Program to name a few. In addition:

- At least one librarian is always on duty during open hours:
 - 59 hours per week in 16-week semesters
 - 44 hours per week in 6-week summer sessions.
- Print and electronic sources/online references ([II.B.1-3](#)) are constantly updated to ensure that the quality and availability support students and faculty in their educational programs regardless of location or mode of course delivery.
- Available library resources, as of June 30, 2017, include a reference and general collection of 54,905 volumes and an additional 51,705 e-books.
 - In 2015-2016, 2,465 volumes were added to the collection and 24,033 items were circulated ([II.B.1-5](#)).
 - In 2016-2017, 2,654 volumes were added to the collection and 18,667 items were circulated ([II.B.1-6](#)).
- Library subscribes to 63 print periodicals and 44 online databases ([II.B.1-7](#)).
- Services available online:
 - Online Chat with a librarian ([II.B.1-8](#)) is available 24/7 for research and bibliographic support.

- *Online databases are available 24/7 from anywhere with an Internet connection.*
- Computers and Computer Lab Areas are available to students to use:
 - *27 computers, as well as a printing station, are in the main Learning Resource Center lab.*
 - *35 computers are available for student use in the Library and Learning Resource Center Conference Room (L-125).*
 - *92 computers (desktops and laptops) are available to students in the main Library area.*
- The Library also offers instruction and tutorials for library use which include:
 - *Library Studies 110A ([II.B.1-9](#)) - This Library and Information Research Skills course is a one-unit transferrable course that introduces students to a variety of print and electronic sources as well as ferreting out credible sources online.*
 - *Library research skills workshops ([II.B.1-10](#)) are offered once every semester.*
 - *Library orientations ([II.B.1-11](#)) are offered in the Library or in classrooms to meet the needs and assignments of individual classes.*
 - *Self-paced Contra Costa College Library Information Competency Skills Tutorial (CLICS) module ([II.B.1-12](#)).*
 - *One-on-one instruction with reference desk librarians when the library is open.*
 - *Online library tour ([II.B.1-13](#)).*

Learning Support Services: In addition to the Library and Learning Resource Center, other learning support services are available on campus. Campus-wide tutoring at Contra Costa College offers a variety of academic support services for students to increase levels of student achievement and learning, all of which are available to students enrolled in ENGL-875N or MATH-875N. Information about tutoring services and locations listed below is also located on the Tutoring homepage ([II.B.1-15](#)):

Academic Support Services

| Academic Support Service | Overview |
|--|---|
| Math Lab | Faculty and peer tutoring for students enrolled in math classes and available for all levels of math. The Math Lab is located on the second floor of the Applied Arts building, in room AA-210. The Math Lab is open from Monday through Thursday, from 9:00 a.m. to 3:00 p.m. |
| CSE (Center for Science Excellence) | Peer tutoring for students enrolled in STEM classes. Subjects include biology, biotechnology, microbiology, anatomy, astronomy, computer science, physics, general chemistry, organic chemistry, engineering, and math. The CSE is located on the first floor of the Physical Sciences building in room PS-109. The CSE is open from Monday through Thursday, from 9:00 a.m. to 5:00 p.m. |
| Speech Lab | Peer tutoring for students enrolled in speech classes. Tutors are available for help with topics including choosing topics for a speech, researching information, organizing ideas, and doing oral presentations. The Speech Lab is located on the first floor of the Applied Arts building in room AA-113C. The Speech Lab is open Tuesday and Thursday from 11:00 a.m. to 3:00 p.m., and by appointment. |
| Early Childhood Education Tutoring | Tutoring for students enrolled in Early Childhood Education classes is located on the third floor of the General Education building in room GE-304. Early Childhood Education Tutoring is open Monday through Thursday from 2:00 p.m. to 7:00 p.m. |
| LRC (Learning Resource Center) | Faculty and peer tutoring for all Contra Costa College students. Faculty are available for English courses (reading, writing, and ESL), and peer tutors are available for English, math, and all other courses. The LRC offers a supportive tutoring and studying environment with tutoring areas, a conference room, several study rooms, and computers available for academic use. The LRC is located in the Library, to the right of the entrance (LLRC-121). The LRC is open Monday through Thursday from 8:30 a.m. to 8:00 p.m. and on Friday and Saturday from 9:15 a.m. to 2:00 p.m. Tutors are available on a first-come, first-served basis. |
| Online Tutoring (NetTutor) | NetTutor Online Tutoring is available 24/7 for Contra Costa College students if they need help when the other numerous centers on campus are closed or busy. NetTutor is available through the student portal, Insite (II.B.1-16). |
| Peer Led Team Learning (PLTL)/ Embedded Tutors | Embedded tutors are enrolled in the class that they tutor. They attend and participate in class meetings as well as meetings with the teacher outside of class. Embedded tutors have already taken the class and hold the knowledge needed to help their fellow students. They hold Peer-Led Team Learning (PLTL) sessions outside of class, usually in the LRC or Math Lab. These sessions are group study sessions, which allow the students to interact with each other and the tutor to further their understanding of the subject. |

Analysis and Evaluation

The college provides a comprehensive list of library and learning support services. There are a variety of services available to all students and staff including a quality Library and Learning Resource Center and Campus-wide Tutoring services. The Library has a growing collection of references, periodicals, and databases. Librarians provide instruction to students on how to access and utilize these sources, workshops, and one-on-one services. The College also has tutoring services and computer labs to further support learning and success. These services are available in-person and online for all students.

Evidence:

| | |
|---------------------------|---|
| II.B.1-1 | Library Website |
| II.B.1-2 | Library Services |
| II.B.1-3 | Library Online Reference Services |
| II.B.1-4 | Library Fact Sheet |
| II.B.1-5 | Volume Added 2015-16 |
| II.B.1-6 | Volume Added 2016-17 |
| II.B.1-7 | Library Database |
| II.B.1-8 | Library Online Chat |
| II.B.1-9 | Library Studies 110A |
| II.B.1-10 | Library Workshops |
| II.B.1-11 | Library Orientations |
| II.B.1-12 | Contra Costa College Library Information Competency Skills Tutorial |
| II.B.1-13 | Online Library Tour |
| II.B.1-14 | Library Student Satisfaction Survey 2019 |
| II.B.1-15 | Tutoring Locations and Hours |
| II.B.1-16 | Online Tutoring accessed through Insite |

- 02.** *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.*

Evidence of Meeting the Standard

The College has an established evaluation process to determine whether it has enough depth and variety of materials to meet the learning needs of its students. The Contra Costa College Library Collection Development Guidelines ([II.B.2-1](#)) states as its main purpose: "To support the instructional program of the College with the books, periodicals, media, electronic and other non-print resources necessary for effective

classroom teaching and student learning.” The collection development encourages faculty and other professionally trained personnel to initiate requests, reflects the multicultural and multiethnic composition of our community, supports professional growth of the faculty and staff, encourages the habit of reading, and forms a basic information collective for subjects that fall outside of campus community concerns. This is an effort to assure that varying viewpoints on political and social matters are adequately reflected.

Faculty and library personnel work together to inform the selection of educational equipment and materials to support student learning. Resource analysis and requests ([II.B.2-2](#)) are reflected in program review and vetted by the Budget Committee, which uses the criteria and rubric established for this purpose. Final recommendations for funding are presented to College Council for approval as exemplified in these minutes ([II.B.2-3](#)) and as clarified in this email ([II.B.2-4](#)) from the Director of Business Services.

Both online and face-to-face students can find materials to support student learning through the library homepage ([II.B.2-5](#)), which has links to the library catalog and databases. Students who cannot visit in person may contact the library through phone or email on the library homepage that list various ways librarians can be contacted. Additionally, the library provides Canvas modules of library orientations ([II.B.2-6](#)) in an online format. This way, online students can get the same necessary information that face-to-face students receive on research and citation in order to be informationally literate.

Analysis and Evaluation

Faculty and library personnel work together to develop and maintain appropriate library resources and follow the Library Collection Development Guidelines. Librarians select books, e-books, and other library materials through subject faculty requests, reviews from professional periodicals, course assignments, requests from students, and course reading lists, with a lens toward reflecting the diversity and needs of our campus and community. The ability to fulfill these requests and to improve on services to faculty and students are reflected in the Library and Learning Resource Center program review ([II.B.2-7](#)).

Evidence:

| | |
|--------------------------|--|
| II.B.2-1 | Library Collection Development Guidelines |
| II.B.2-2 | Resource Analysis |
| II.B.2-3 | College Council Minute October 19, 2017 |
| II.B.2-4 | Allocation Email from Director of Business Services |
| II.B.2-5 | Library Homepage |
| II.B.2-6 | Online Library Orientation module |
| II.B.2-7 | Library and Learning Resource Center Program Review 2018 |

- 03.** *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard

Like all programs at Contra Costa College, the Library and Learning Resource Center and the Skills Center/Campus-wide Tutoring Center go through an annual review and a program review every 4 years. The Library's 2018 Program Review ([II.B.3-1](#)) and the Skills Center/Campus-wide Tutoring Center's 2019 ([II.B.3-2](#)) and 2018 Program Review ([II.B.3-3](#)) show how these programs impact the college's strategic directions. Their program reviews also include the following to evaluate, analyze, and reflect upon the adequacy of the Library's services to meet students' needs:

- Major accomplishments and data trends
- Challenges in implementing strategies and activities
- Data on library and tutoring usage
- Outcomes assessment
- Staffing and resource needs and requests
- Funding and budget report
- Recommendations

Other informal yet informative evaluation of services is done through the Library Satisfaction Survey for Faculty which provides the staff with information on how faculty rate the library's helpfulness and quality. Faculty surveys ([II.B.3-4](#)) indicate they are generally satisfied with the library's services and resources. A student survey ([II.B.3-5](#)) is also deployed by the library to assess students' satisfaction in general with the library and several areas of the library operation such as library hours, level of technology provided by the library, workshops and presentation, and helpfulness of the librarians. Students indicate they would like to see improvements with library open hours (more open hours). They would also like a stronger library book collection. The library endeavors to run more surveys over time, to assess services, depending on staff availability.

In the library Program Review, it is documented that library staffing has not been adequate since positions left vacant by retirements have not been filled. This is especially true for the full-time Instructional Librarian. The library has requested that this position to filled. Additionally, with the migration into the new library services platform (LSP), a part-time systems librarian becomes important. Funding for this position needs to continue in order for the library to support students. This position also ties into library innovation as the library continues to collaborate with more departments online, such as creating Canvas library modules for class use. With the advent of the streaming wars, different streaming content providers are creating their own platforms, and librarians are trying to find the best ways to support students through inclusive providers. The library is always at the forefront of innovation, and while the library can't predict what will be needed (such as providing Chromebooks for students during the COVID-19 pandemic to support Distance Education and student success), the librarians are flexible and ready to support students in new ways.

Analysis and Evaluation

The Library and Learning Resource Center and Skills Center/Campus-wide Tutoring Center practice a thorough assessment process using variety of ways to evaluate service and impact student learning. The programs annually review their services and activities, report their impact on supporting student learning and success, identify strategies to further enhance learning and access to quality services, and adopt recommendations to continue their cycle of improvement. The annual faculty and student surveys provide an opportunity for faculty and students to identify strengths and possible areas of improvement for the library. Ongoing assessment also helps ensure that services are adequate. For example, the library's Program Review has also identified critical personnel needs necessary to the overall sustainability of library services.

Evidence:

| | |
|--------------------------|--|
| II.B.3-1 | Library and Learning Resource Center Program Review 2018 |
| II.B.3-2 | Skills Center/Tutoring Center Program Review 2019 |
| II.B.3-3 | Skills Center/Tutoring Center Program Review 2018 |
| II.B.3-4 | Library Faculty Satisfaction Survey 2019 |
| II.B.3-5 | Library Student Satisfaction Survey 2019 |

- 04.** *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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.*

Evidence of Meeting the Standard

Contra Costa College's Library and Learning Resource Center utilizes databases and media services that are procured through the Community College Library Consortium ([II.B.4-1](#)), which is a joint project by the Council of Chief Librarians and the Community College League of California to support California Community College libraries resource sharing. By collaborating with other colleges, Contra Costa College receives discount pricing for these services and joins other colleges that also utilize these services to ensure consistency and currency.

Many of the databases operate their own log-in and security systems. For example McGraw Hill's Access Science ([II.B.4-2](#)) has an open site as well as a secured site that requires sign-in credentials to save and customize services to the user, whereas EBSCO's America: History & Life with Full Text ([II.B.4-3](#)) requires credentials to access. Many of these databases also have a campus-only link for added security. These databases go through heavy usage ([II.B.4-4](#)) at Contra Costa College:

- 44 databases maintained by several vendors.
- 211 Online Reference Chat sessions.
- 27,405 searches of Electronic Resources
- 22,024 uses of Streaming Videos
- 31,163 uses of E-books

Analysis and Evaluation

As described in Standard II.B.3 ([II.B.4-5](#)), the Library and Learning Resource Center annually goes through a program review, and new materials are vetted through the Contra Costa College Library Collection Development Guidelines ([II.B.4-6](#)). Contra Costa College is part of a consortium that enables the library to share resources with other California Community Colleges at a discounted price. These include databases and media services. Security and access to many of these sites are managed by the owners of the sites. The usefulness of these databases and media services is also tracked and reported as part of the annual program review ([II.B.4.7](#)) process.

Evidence:

| | |
|--------------------------|--|
| II.B.4-1 | Community College Library Consortium Agreement/Invoice |
| II.B.4-2 | Access Science |
| II.B.4-3 | America: History & Life with Full Text |
| II.B.4-4 | Database Usage by Search 2018-19 (Partial) |
| II.B.4-5 | Standard II.B.3 |
| II.B.4-6 | Library Collection Development Guidelines |
| II.B.4.7 | Library and Learning Resource Center Program Review 2018 |



II.C Student Support Services

- 01.** *The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning and enhance accomplishment of the mission of the institution.*

Evidence of Meeting the Standard

Student Services: The student support services provided by the college are outlined in the catalog (pages 46-52) ([II.C.1-1](#)) and College's [Student Services homepage](#) ([II.C.1-2](#)). Student Services at Contra Costa College include programs like the Welcome Center ([II.C.1-3](#)) and Admissions ([II.C.1-4](#)), Counseling Center ([II.C.1-5](#)), Office of Financial Assistance ([II.C.1-6](#)), and Career Services ([II.C.1-7](#)).

Evaluation of Quality: Assessments of programs are required by two policies. District Board Policy 1012 ([II.C.1-8](#)) requires that the College implements "regular cycles of review... and ensure the review of student services" and that there is a "formal process by which systematic assessment is conducted." On campus, policy A1003.00 in the College Procedures Handbook ([II.C.1-9](#)) tasks the President's Cabinet to "develop a system for planning, implementing, maintaining and evaluating all programs and services." Additionally, the College's 2015-20 Strategic Plan ([II.C.1-10](#)) specifically identifies the evaluation of services to support student learning outcomes in strategic objectives 1.3, 1.4, 1.5, and 3.3, and identifies specific strategies to achieve those objectives.

The evaluation of student support services occurs at regular intervals, and the data and outcomes are disaggregated by location or means of delivery. Every student support service program is required to complete an annual program review and a comprehensive program review self-study with disaggregated data every four years. The College publishes a Program Review Schedule ([II.C.1-11](#)) which is distributed through the Planning Committee ([II.C.1-12](#)) annually. Furthermore, data regarding the age, race, ethnicity, gender, educational attainment, academic performance, and success rates of students, as well as data collected from student satisfaction surveys, is disaggregated, collected, and evaluated as part of the College's Strategic Plan, also coordinated through the Planning Committee.

Like other programs on campus, Student Services align their goals and outcomes to the institutional mission. The most recent Program Reviews for student support services areas: Admissions & Records ([II.C.1-13](#)), Financial Aid ([II.C.1-14](#)), Counseling ([II.C.1-15](#)), Disabled Students' Program and Services (DSPS) ([II.C.1-16](#)), Enrollment Service-Welcome Center ([II.C.1-17](#)), Extended Opportunities Program and Services (EOPS) ([II.C.1-18](#)), and Student Life ([II.C.1-19](#)) demonstrate a consistent process for evaluating the quality of support services to ensure student learning and alignment with the college's mission, vision, and values. The information they reported includes:

- Major accomplishments and data trends
- Challenges in implementing strategies and activities
- Strategies to improve efficiencies
- Outcomes assessment
- Staffing and resource needs and requests
- Funding and budget report
- Recommendations

Distance Education and Correspondence Education: While Contra Costa College does not have any correspondence education programs, the College offers online classes. In 2018, the College developed a Distance Education Strategic Plan ([II.C.1-20](#)) in response to the Fall 2014 Accreditation Team recommendations which, in part, indicated the need for the College to “provide a student orientation and online student and learning support services.” Specifically, this plan supports a goal of expanding student support services and reports progress in the area of Counseling, which signed a contract with Cranium Café ([II.C.1-21](#)) in fall 2017 to develop online counseling support services. Currently, Counseling provides distance counseling services through Cranium Café and through telephone counseling appointments.

The College’s Distance Education Strategic Plan ([II.C.1-22](#)) includes a five-year timetable (2018-2023) of what the College plans to accomplish with DE strategies. Specifically, the College has successfully joined the Online Education Initiative (OEI) cohort and has plans to continue assessing and evaluating support services to ensure accessibility and that the needs of students are being met.

The College has also developed a Student Equity Plan which lists access strategies ([II.C.1-23](#)) related to direct student support. Specifically, the College has utilized equity funding to hire Counselor Assistants and an Outreach Manager (upgraded from an Outreach Coordinator) to better facilitate online application completion, online orientation, and career/academic pathways workshops through visits to local high school campuses. For example, the Outreach Manager plans and implements numerous off-campus outreach activities ([II.C.1-24](#)) to bolster support services to students outside of the physical campus totaling 175 off-site activities in 2017-2018, 178 off-site activities in 2018-2019, and 95 in 2019-2020.

Analysis and Evaluation

Contra Costa College evaluates the quality of its student support services through periodic program review to ensure that services support student learning and the mission of the college. Student Services also follows up with recommendations from reviews, ACCJC, and strategic plans to “close the loop” on identified gaps and strategies and adhere to the process of a continuous cycle of improvement.

Evidence:

| | |
|---------------------------|--|
| II.C.1-1 | Campus Catalog 2019-20 |
| II.C.1-2 | Student Services Homepage |
| II.C.1-3 | Welcome Center |
| II.C.1-4 | Admissions and Records |
| II.C.1-5 | Counseling Center |
| II.C.1-6 | Office of Financial Assistance |
| II.C.1-7 | Career Services |
| II.C.1-8 | Board Policy 1012 |
| II.C.1-9 | College Procedures Handbook |
| II.C.1-10 | Strategic Plan 2015-2020 |
| II.C.1-11 | Program Review Schedule |
| II.C.1-12 | Planning Committee |
| II.C.1-13 | Admissions and Records Program Review |
| II.C.1-14 | Financial Aid Program Review |
| II.C.1-15 | Counseling, Career, and Transfer Center Program Review 2015 and 2019 |
| II.C.1-16 | Disabled Students' Program and Services Program Review |
| II.C.1-17 | Enrollment Services – Welcome Center Program Review |
| II.C.1-18 | Extended Opportunities Program and Services (EOPS) Program Review |
| II.C.1-19 | Student Life Program Review |
| II.C.1-20 | DE Strategic Plan |
| II.C.1-21 | Cranium Café Screenshot |
| II.C.1-22 | DE Strategic Plan Timetable |
| II.C.1-23 | Student Equity Plan Student Services Strategies |
| II.C.1-24 | Outreach Activities Calendar Sample |

- 02.** *The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

Evidence of Meeting the Standard

Contra Costa College regularly assesses learning support outcomes within Student Services as a part of the regular program review process as described in Standard II.C.1 ([II.C.2-1](#)) above. In addition, the result of program reviews leads to discussions and new strategies. For example, Section A.1 of the program review template asks for narrative around “major accomplishments, improvements, or modifications affecting the unit over the past year” and contains information about continuous improvement. This is reflected as an example in Financial Aid Office program review ([II.C.2-2](#)) where goals based on Administrative Unit Outcomes (AUO) and progress towards those goals are listed. Another example of this process is evident in the Enrollment Services program review ([II.C.2-3](#)). In the AUO section of the program review for Enrollment Services, it was identified that Contra Costa College did not hit its target on completion of the online orientation. In a subsequent Student Success and Support Program team meeting ([II.C.2-4](#)), this was discussed and a strategy of deploying the online orientation as part of assessment workshops was developed.

Analysis and Evaluation

The programs in student services have identified outcomes and goals and regularly evaluate their effectiveness in meeting their goals. Much of the training and tracking of the SLO process, and therefore, by nature, the AUO process is focused on SLO's for our instructional units. One area of continuous improvement would be to create professional development and stronger tracking mechanisms for those groups that must complete AUO's.

Evidence:

| | |
|--------------------------|---|
| II.C.2-1 | Standard II.C.1 |
| II.C.2-2 | Financial Aid Program Review |
| II.C.2-3 | Enrollment Services Program Review |
| II.C.2-4 | Student Success and Support Meeting Minutes |

- 03.** *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.*

Evidence of Meeting the Standard

As noted in program review examples and narratives about program reviews in Student Services in previous sections above, Student Services programs assess student needs for services regardless of location or mode of delivery and allocate resources to provide for those services. The college understands that student support services need to be accessible and available to students and delivers those services in different ways. Many services and functions are available by phone or online through the website, email, or electronic forms to ensure access for all students. For example:

- Information about different ways to access all student services programs and resources are available on the Student Services [homepage \(II.C.3-1\)](#).
- The full matriculation process (steps 1-6, which include applying for financial aid, assessment, orientation, educational planning, and registration, all of which pertain to student support services), is outlined on the [Apply Now](#) homepage ([II.C.3-2](#)) and can be done completely online.
- Application, Course Schedules, and College Catalogs are available completely online, making it easy for students to apply to the college and review available courses and programs.
- Students can also register for courses and look for their grades completely remotely through the [Insite \(II.C.3-3\)](#) student portal, which also houses Canvas, the college's online learning management system.
- Various student support service departments provide workshops and events ([II.C.3-4](#)) outside of, and in addition to, normal office hours. These workshops and events serve to connect students with the services offered by the college.
- The college's social media ([II.C.3-5](#)) presence provides access to information about student support services and activities through Facebook, Twitter, Instagram, LinkedIn, and YouTube.
- Tutoring is available online through NetTutor.
- [Counseling](#) appointments can be booked in person, by phone, or online through Cranium Café ([II.C.3-6](#)).

Lastly, the outreach team provides comprehensive and reliable services regardless of location by conducting various workshops ([II.C.3-7](#)) to promote high school onboarding

and a college-going culture throughout the year. This includes counselor collaboratives, priority registration workshops, college prep workshops, Comet Day, and summer bridge programs, all of which occur off-campus and/or outside of normal Outreach Office hours to ensure equity in access to information for students and potential students regardless of location.

Analysis and Evaluation

Contra Costa College has technology and strategies that remove barriers to equitable access to services. Many departments have designed services to be available over the phone, at different times, or at different sites. Student Services at Contra Costa College has also enhanced its services by utilizing technology to meet the needs of students anywhere and at any time.

Evidence:

| | |
|--------------------------|---------------------------|
| II.C.3-1 | Student Services Homepage |
| II.C.3-2 | Apply Now Homepage |
| II.C.3-3 | Insite Student Portal |
| II.C.3-4 | Events and Workshops |
| II.C.3-5 | Social Media Example |
| II.C.3-6 | Counseling Homepage |
| II.C.3-7 | High School Outreach. |

- 04.** *Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.*

Evidence of Meeting the Standard

Contra Costa College offers a variety of co-curricular programming for students. These programs and activities, such as Club Rush, Transfer Day, and Welcome Week, are rich in diversity and cultural awareness with a goal of enhancing the overall student experience that supports the institution's mission. These programs provide equitable opportunities through academic support, leadership, mentorship, and career experiences. The co-curricular programs and athletic programs we provide are:

Academic Support Services

| Academic Support Service | Overview |
|---|---|
| Intercollegiate Athletics: 8 programs | <p>Our institution offers eight athletic programs that provide equitable opportunities for student-athletes. The California Community College Athletic Association, Bay Valley Conference, and the Contra Costa College Athletic handbook ensure compliance with policies around athletic competition. We have a full-time tenure track athletic counselor to assist with facilitating student academic success.</p> <p>Mission Statement 11.C.4.0; Coaches/Support Staff (II.C.4-1) - Handbook/Code of Ethics (II.C.4-2):</p> <ul style="list-style-type: none"> The Athletic Department (II.C.4-3) promotes student success through intercollegiate athletic programs while providing equitable opportunities for students. The Athletic Department assists students with the matriculation and eligibility process required of all students interested in an intercollegiate athletic program. Students, coaches, and support staff comply with all commissions on athletics (CCCCAA (II.C.4-4), BVC (II.C.4-5), CCC). During the preseason, individual team meetings are facilitated by the athletic director. Workshops are facilitated by Financial Aid to educate students on financial aid processes and on how to take advantage of resources available. |
| African American Male Leadership Program (II.C.4-6) | <p>This program exposes African American male students to models of success of other African American males. Participating students learn about experiences of professional Bay Area African American men whose accomplishments have provided global opportunities.</p> |
| Student Government Association | <p>The Associated Student Union of Contra Costa College (II.C.4-7) is the legislative body of Contra Costa College students. Its duty is to represent and coordinate the varying interests of registered students and promote the general welfare of the Contra Costa College students.</p> <p>This body is composed of 20 active members with titles and functions as defined in the ASUCCC Constitution and Bylaws. More information about ASUCCC:</p> <ul style="list-style-type: none"> Student Senator Application/Requirements (II.C.4-8) Student Rep Application/Requirements (II.C.4-9) Constitution/Bylaws (II.C.4-10) |
| Student Clubs (II.C.4-11) (26) | <p>Inclusive opportunities are provided to join one of the 26 student organizations/clubs or to develop a club with other students with similar interests. These clubs provide opportunities for academic support, service, and social and cultural exchange.</p> |

| | |
|---|---|
| Student Life (II.C.4-12) | <p>The Student Life office provides personal, academic, and financial support through various programs, services, and collaborative partnerships. Our goal is to nurture student development from outreach to goal completion, through social and cultural activities and leadership development.</p> |
| Center for Science Excellence (II.C.4-13) | <p>The Center for Science Excellence offers financial and academic support to students majoring in science, technology, engineering, or mathematics (STEM) fields. Support comes in the form of mentoring, tutoring, seminars, academic trips, scholarships, internships, and other related academic activities.</p> <p>The Center for Science Excellence (CSE) is a program within the Natural Social and Applied Sciences Division at Contra Costa College. The program answers the national call for increasing the number of underrepresented students in the STEM fields. The goals are threefold: 1. To provide comprehensive academic support (mentoring, faculty-led science and math workshops, and tutoring), 2. To ease the transfer process to university (via educational planning and counseling), and 3. To provide academic breadth activities (via seminars, trips, and internships).</p> <p>Mentors meet with their learning groups for at least three hours per week. Initial sessions focus on educational planning, short/long term goal-setting, and writing personal statements and resumes. End of term sessions focus on careful review and refinement of personal statements for scholarships, internships, and transfer applications. Some sessions involve mini-lectures on science topics that the mentor wants to review, while other mentoring activities include mock job interviews, test preparation and study strategy sessions, field trips to sites of interest, and sometimes simply study or tutoring sessions.</p> <p>Each qualified student in the program receives a scholarship; the amount of the scholarship varies, based on the student's unmet need (determined through FAFSA) up to a maximum of \$3400 per academic year. The scholarship helps encourage students to reduce their off campus work to allow more time for academic achievement. Students must fulfill program obligations: 1. Full time enrollment with science and math classes, 2. Maintaining a B average, 3. Participating in program activities, and 4. PELL grant eligibility.</p> <p>The CSE director works cooperatively with scientists and engineers from the Lawrence Berkeley National Lab, Western Regional Research Center United States Department of Agriculture (WRRRC USDA), UC Berkeley, UC Davis, CSU East Bay, Children's Hospital Oakland Research Institute (CHORI), and several engineering firms to provide CSE students with summer research opportunities. The fact that the Center pays the students has allowed us to create internship opportunities at sites where we would not otherwise be able to do so.</p> <p>The college has achieved incredible success with our African American and Hispanic student transfers to four-year colleges and universities. CSE has helped our college retain underrepresented minorities in a science-based curriculum and transfer them to Bachelor level institutions. From Fall 1996 to Spring 2018, more than 900 students have actively participated in the program.</p> |

The [Advocate](#)
Student Voice
Newspaper
([II.C.4-14](#))

The Advocate provides journalism students the opportunity to work in a real newsroom, where students cover events, take photos, write and edit stories, manage social media, and create audio and video content for the student newspaper website.

The Advocate and its accompanying website, while a student-run newspaper/website, is a part of the College curriculum and is funded (primarily) by the Contra Costa Community College District.

A College faculty member from the Journalism Department ([II.C.4-15](#)) teaches the News Production classes and supervises the News Practice laboratory classes (which produce the publications), and, because of a California bill (AB2581) that was signed into law by Governor Arnold Schwarzenegger on Aug. 28, 2006, the student editors run their paper free of prior restraints and other forms of censorship that could come from faculty or administrators. The journalism department has an open-door policy, as the News Production and News Practice classes are free of prerequisites.

The Advocate publishes between 20 and 23 print editions a year, focusing on the people, events, and issues on the Contra Costa College campus and in the greater East Bay community. In a sense, the paper and website serve as a communication, social, and cultural hub for the College.

Student editors and staffers take their jobs as journalists seriously as they work to not only inform the College and community about the College, but also look out for the best interests of the College's students and its future. That said, journalism faculty impress upon staff members the importance of adhering to the ethical and professional standards set in the Society of Professional Journalists (SPJ) Code of Ethics ([II.C.4-16](#)) and the standards shared by the California community college journalism programs found in the Canons of Community College Journalism, provided by the Journalism Association of Community Colleges. The publication also follows its Editorial Board Coverage and Content Policy that originated in the 1960s and was last amended in 2017.

Students on The Advocate staff regularly attend regional, state and national conventions to stay connected to the journalism industry. Hundreds of former staffers are working in journalism or other jobs where they can use valuable skills they acquired during their journalistic studies. A large group of journalism students transfers each fall to four-year colleges, primarily in California.

The Advocate has been a national and state award winner for more than four decades, winning the prestigious Associated Collegiate Press National College Newspaper Pacemaker Award 16 times (most recently 2019) ([II.C.4-17](#)) and the JACC California Pacesetter Award 21 times (most recently in April 2019). In Fall 2018, The Advocate won the College Media Association Pinnacle Award ([II.C.4-18](#)) as the Best Two-Year College Newspaper News Outlet in the nation. Individual staffers also win scores of awards each year for their work on the paper and website.

Analysis and Evaluation

The college provides students with a variety of quality, engaging, and award-winning co-curricular experiences to enhance their college and learning experience. Clubs and organizations comply with policies and bylaws. Athletics comply with their code of ethics and commission standards. The college paper, The Advocate, complies with journalism's code of ethics.

Evidence:

| | |
|---------------------------|--|
| II.C.4-1 | Athletic Department Coaches and Support Staff |
| II.C.4-2 | Handbook/Code of Ethics |
| II.C.4-3 | Athletic Department |
| II.C.4-4 | California Community College Athletic Association |
| II.C.4-5 | Bay Valley Conference |
| II.C.4-6 | African American Male Leadership |
| II.C.4-7 | Associated Student Union of Contra Costa College |
| II.C.4-8 | Student Senator Requirement and Application |
| II.C.4-9 | Student Representative Requirement and Application |
| II.C.4-10 | ASUCCC Constitution/Bylaws |
| II.C.4-11 | Student Clubs |
| II.C.4-12 | Student Life |
| II.C.4-13 | Center for Science Excellence |
| II.C.4-14 | The Advocate |
| II.C.4-15 | Journalism Department |
| II.C.4-16 | Society of Professional Journalists Code of Ethics |
| II.C.4-17 | Pacemaker Award |
| II.C.4-18 | Pinnacle Award |

- 05.** *The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.*

Evidence of Meeting the Standard

Contra Costa College currently has 14 full time counselors that provide personal, career, and academic counseling across all student populations, including but not limited to

STEM, EOPS, DSPS, Puente, Per Ankh, First Year Experience, Veterans, and Athletes in addition to general counseling. To support transfer, a counselor is given sixty percent release time to act as the articulation officer ([II.C.5-1](#)). The Contra Costa College Counseling Department also has bilingual and bicultural counselors.

In addition to contractual duties ([II.C.5-2](#)) for this position, which include counseling and program coordination, counselors are expected to participate actively in their disciplines, in their departmental activities and in the general intellectual life and governance of the college. Part of the counseling assignment may be in the evening program.

Duties and responsibilities include but are not limited to:

- Assisting students with decision-making and the exploration of their educational, career, and personal goals.
- Working with students to develop educational plans.
- Adhering to the schedule that has been developed with the Department Chairpersons, which may include individual student appointments, drop-in assignments, workshops, and weekend and/or evening assignments.
- Collaborating with instructional faculty in support of the goals of the institution.
- Participating in the College governance process, including attendance at all department and division meetings, and serving on College-wide committees.
- Promoting the philosophy that integrates counseling and mentoring to support student learning.
- Participating in required training and activities such as conferences, regional meetings, outreach, orientations for students, community activities and social/cultural events, field trips, mentorship, advisory groups, etc.
- Participating in professional development activities, both departmental and College-wide.
- Creating a positive environment that provides students with the support/motivation likely to enable them to transfer.
- Maintaining current knowledge of counseling techniques and other effective student support intervention strategies.
- Engaging in outreach targeting feeder high schools and community groups.
- Maintaining appropriate standards of professional conduct and ethics.
- Performing other related duties as assigned.

As stated on the [Counseling](#) homepage ([II.C.5-3](#)), counselors provide assistance to students in selecting a major or career, educational planning, understanding degrees, certificates, and transfer requirements, emotional management, and more. The Counseling Department also offers classes ([II.C.5-4](#)) in College Success, Ensuring Transfer Success, Introduction to Educational Planning, Career and Major Exploration, and Job Search Strategies.

The counselors as a whole also complete their program review ([II.C.5-5](#)). They have developed student learning outcomes for their courses and regularly assess learning outcomes as a group ([II.C.5-6](#)) ([II.C.5-7](#)) for continuous improvement.

Counselors are expected to be committed to their professional growth. The evaluation guidebook ([II.C.5-8](#)) for tenured counselors requires that counselors participate in professional growth activities. Counselors are expected to meet one hour per week for trainings relevant to articulation per United Faculty Contract Section 7.3.1 ([II.C.5-9](#)). Specific articulation training topics include articulation related to new curriculum, articulation with colleges and universities, local and transfer AA/AS degrees, and other related issues such as evaluation of external college transcripts and supporting students in the transfer process. Additionally, all full-time counseling faculty are tenure track positions and are subject to the tenure review process as outlined in the UF contract, Article 17.

Analysis and Evaluation

Contra Costa College has a Counseling Department that provides academic, wellness, transfer, career, and other services to ensure the success of students. Counselors are available in-person, online, and on the phone. They also collaborate with special programs to ensure that all students have access to academic counseling.

Evidence:

| | |
|--------------------------|--|
| II.C.5-1 | Articulation Officer |
| II.C.5-2 | Counselor Duties |
| II.C.5-3 | Counseling Department Homepage |
| II.C.5-4 | Counseling Courses |
| II.C.5-5 | Counseling, Career, and Transfer Department Program Review 2015 and 2019 |
| II.C.5-6 | Counseling Department Student Learning Outcomes |
| II.C.5-7 | Counseling Spring 2019 SLO Assessment Email |
| II.C.5-8 | Evaluation Guidebook for Tenures Counselors |
| II.C.5-9 | United Faculty Contract |



- 06.** *The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degree, certificate, and transfer goals. (ER 16)*

Evidence of Meeting the Standard

Like most colleges in the state, Contra Costa College uses CCCApply ([II.C.6-1](#)) as its admissions application tool. The College also allows students to utilize a paper application ([II.C.6-2](#)) for students who may not be able to utilize the online application. Contra Costa College has an open-door admissions policy.

Counselors are primarily responsible for advising students. They provide guidance in program, degree, and course selection. They also provide transfer information, support, and career counseling to ensure students find and stay on track towards their academic goals. Students can also view their academic record and track their completion rate through the My Progress ([II.C.6-3](#)) tab on Insite.

Contra Costa College has also adopted initiatives to facilitate successful entry and complete college level Math and English through Multiple Measures, AB 705, and Guided Self-Placement ([II.C.6-4](#)) as described in Standard II.C.6. ESL Placement Testing will be transitioning to a new process and moving away from Accuplacer and will be replaced by a Guided Self-Placement Survey that students will be able to complete online. Information about ESL placement is available on the web ([II.C.6-5](#)).

The College also publishes policies and procedures to help students understand requirements and procedures to be successful:

Published Policies and Procedures for Student Success

Governing Board Policy and Administrative Procedures ([II.C.6-6](#))

Student Services Procedures: Admissions and Enrollment ([II.C.6-7](#))

Student Services Procedures: Student Success and Support Program ([II.C.6-8](#))

Admissions Forms and Policies ([II.C.6-9](#))

Apply Now ([II.C.6-10](#))

Placement ([II.C.6-11](#))

[Counseling](#) Homepage ([II.C.6-12](#))

[Admissions and Records](#) Office Homepage ([II.C.6-13](#))

Planning for All Degrees, Certificates and Transfer ([II.C.6-14](#))

Which Type of Degree is Right for Me? ([II.C.6-15](#))

Guidance for Students Planning to Transfer ([II.C.6-16](#))

Graduation Policies and Procedures ([II.C.6-17](#))

How Do I Apply for Graduation and Change My Major ([II.C.6-18](#))

Graduation Application Status ([II.C.6-19](#))

[Residency](#)/AB 540 ([II.C.6-20](#))



Analysis and Evaluation

The College utilizes sound policies, procedures, and professionals to ensure that students are onboarded effectively and efficiently. In addition, future implementation of Guided Pathways will increase the number of students achieving their educational goals.

Evidence:

| | |
|---------------------------|--|
| II.C.6-1 | CCCApply |
| II.C.6-2 | Contra Costa College Paper Application |
| II.C.6-3 | My Progress |
| II.C.6-4 | Math and English Guided Self-Placement |
| II.C.6-5 | ESL Placement Information |
| II.C.6-6 | Governing Board Policy and Administrative Procedures |
| II.C.6-7 | Student Services Procedures 3001 |
| II.C.6-8 | Student Services Procedures: 3030 |
| II.C.6-9 | Admissions Forms and Policies |
| II.C.6-10 | Apply Now |
| II.C.6-11 | Placement |
| II.C.6-12 | Counseling Homepage |
| II.C.6-13 | Admissions and Records Office Homepage |
| II.C.6-14 | Planning for All Degrees, Certificates and Transfer |
| II.C.6-15 | Which Type of Degree is Right for Me. |
| II.C.6-16 | Guidance for Students Planning to Transfer |
| II.C.6-17 | Graduation Policies and Procedures |
| II.C.6-18 | How Do I Apply for Graduation and Change My Major |
| II.C.6-19 | Graduation Application Status |
| II.C.6-20 | Residency/AB 540 |

- 07.** *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

Evidence of Meeting the Standard

Previously, the College subscribed to Accuplacer to determine placement for math, English, and ESL. As stated in the program manual ([II.C.7-1](#)), "ACCUPLACER test questions are subjected to rigorous internal and external fairness reviews and statistical analyses to ensure that they are as fair as possible to all populations of students."

However, to meet the needs of students and to address data and trends observed by faculty, the College has updated its placement instruments and practices reflecting the College's work in adopting multiple measures and AB 705 to complement the developmental education redesign:

- The College utilizes multiple measures and guided self-placement ([II.C.7-2](#)) for both Math and English placement. CCC currently utilizes Accuplacer for ESL students only.
- Effective Fall 2020, ESL students will be utilizing a new guided self-placement tool.
- Contra Costa College created its own multiple measures tool to collect data from students electronically which is submitted through the student portal.
- CCC continues to assess and validate the math ([II.C.7-3](#)) and English ([II.C.7-4](#)) multiple measures rules by conducting success surveys via the District Research Office.
- Both the multiple measures data and information provided via guided self-placement are submitted by the student.

Analysis and Evaluation

Contra Costa College has adopted innovative ways to place students through multiple measures and additional implementation of AB 705. Evaluation and validation steps are embedded in the processes to ensure that data is collected to support the needs of students and identify areas for improvement of the initiative.

Evidence:

| | |
|--------------------------|-----------------------------------|
| II.C.7-1 | Accuplacer Manual |
| II.C.7-2 | Guided Self-Placement |
| II.C.7-3 | Multiple Measures Math Success |
| II.C.7-4 | Multiple Measures English Success |

- 08.** *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.*

Evidence of Meeting the Standard

The College complies with Administrative Procedure 1900.01 ([II.C.8-1](#)) in maintaining student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are stored.

For added security in accessing and handling records:

- All Contra Costa College employees are assigned usernames and passwords to access computers and Insite ([II.C.8-2](#)).
- The Admissions Office houses most student records and is one of the few offices on campus with an alarm ([II.C.8-3](#)).
- One of the campus servers has its own room inside the Admissions Office.
- Only permanent Admissions and Records staff and higher management have access to the office through a key fob request ([II.C.8-4](#)).
- The College uploads files to OnBase ([II.C.8-5](#)), a document management system, and follows the District's established document retention timeline.

The institution publishes and follows established policies for release of student records by printing the Family Educational Rights and Privacy Act (FERPA) ([II.C.8-6](#)) in the academic catalog ([II.C.8-7](#)). Student Consent for Access to Education Records form ([II.C.8-8](#)) are available to students in the Admissions Office and online on the Admissions Office webpage. Admissions and Records staff receive training ([II.C.8-9](#)) on FERPA through a presentation ([II.C.8-10](#)) during their hiring orientation, and other college personnel receive updates ([II.C.8-11](#)) on these guidelines.

Analysis and Evaluation

The College follows set policies and procedures to ensure that records are maintained, stored, and accessed appropriately and securely. The College also has official processes for requesting release of records and information.

Evidence:

| | |
|---------------------------|---|
| II.C.8-1 | Administrative Procedure 1900.01 |
| II.C.8-2 | Log in profile with password for Insite |
| II.C.8-3 | Alarm Pad |
| II.C.8-4 | Key Fob Request |
| II.C.8-5 | OnBase Retention |
| II.C.8-6 | FERPA Notice |
| II.C.8-7 | College Catalog 2019-2020 |
| II.C.8-8 | Student Consent Form |
| II.C.8-9 | Hourly Training Schedule-FERPA |
| II.C.8-10 | FERPA Presentation |
| II.C.8-11 | FERPA Update |

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A Human Resources

- 01.** *The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff 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 and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

Evidence of Meeting the Standard

Minimum qualifications required for each job meet the requirements of State Chancellor's office, Title 5 California Code of Regulations, and California Education Code (Article 2. Qualifications and Equivalencies) ([III.A.1-1](#)). In addition, Classified Employee job classifications ([III.A.1-2](#)) and descriptions are available on [District Human Resources Procedures](#) homepage ([III.A.1-3](#)).

In the hiring of all District personnel, the District has developed and adheres to hiring criteria listed in the following:

- District Uniform Employee Selection Guide ([III.A.1-4](#))
- Human Resources Procedures Manual Section 1010, Recruitment and Selection
- Board Policy 2004 ([III.A.1-6](#)), Selection, Retention and Termination of District Employees

Hiring procedures are also clearly stated in the United Faculty Contract, and the Local 1 Contract. Below are the hiring policies and procedures specific to each employee group.

Contra Costa College Hiring Procedures

| Employee Group | Hiring Procedures Specific to Employee group |
|---|---|
| Faculty | <ul style="list-style-type: none"> Contra Costa Community College District Uniform Selection Guide, Appendix A Human Resources Procedures Manual Section 2030 (III.A.1-5) 2017- 2020 United Faculty Contract (III.A.1-7) Article 6.4.3 Hiring |
| Managers, Supervisors, and Confidential | <ul style="list-style-type: none"> Management, Supervisory, and Confidential Employees Personnel Manual, Section 3.0 (III.A.1-8) – Employment, Salary, and Salary Placement Guidelines Human Resources Procedure Manual Section 3030.02 (III.A.1-9), Classified Staff on Selection Committees |
| Classified | <ul style="list-style-type: none"> Local 1 Contract (III.A.1-10), Article 7.11 - 17.12 Paper screening Process and Use of Other Unit Members, Screening Interview Committees Local 1 Contract (III.A.1-10), Article 11, Job Openings Human Resources Procedure Manual Section 3030.02 (III.A.1-9), Classified Staff on Selection Committees Human Resources Procedure Manual Section 3050.05 (III.A.1-11), Equivalency for Classified Positions Requiring an Associate or a Bachelor Degree |
| Contract Administrators | <ul style="list-style-type: none"> Board Policy 2057 (III.A.1-12), Hiring of Contract Administrators Human Resources Procedure Manual Section 1010.06 (III.A.1-13), Hiring of Contract Administrators Human Resources Procedure Manual Section 3030.02 (III.A.1-9), Classified Staff on Selection Committees |

The District advertises all job openings with job boards and publications that target diverse populations. These advertising sources are utilized for all faculty recruitment initiatives and are also used regularly for management and classified opportunities. The list below provides examples of the job boards and publications commonly used.

The District uses an advertising agency, Job Elephant, to post to a variety of advertising sites. The hiring manager may request additional advertising to broaden and strengthen the candidate pool. Our standard sites include:

- Latinosinhigher.com
- Insightintodiversity.com
- Joinandshake.com
- DiverseEducation.com
- InsideHigherEd.com
- ChronicleVitae.com
- Indeed.com
- CCCRegistry.com
- Caljobs.ca.gov

Applicants apply through the District's [Careers](#) homepage ([III.A.1-14](#)) and are required to provide all relevant employment history as well as any unofficial transcripts that indicate they have met degree requirements. Following the Uniform Employment Selection Guide and union contracts, District Human Resources conducts the initial screening to determine that applicants have complete applications, have degrees from accredited institutions, and that minimum qualifications are met.

An application screening committee consisting of typically one to five members who have a thorough understanding of the job in question is formed to further evaluate the minimum qualifications and answers to supplemental questions for each applicant's skills, experience, and their potential to contribute to the district. Each committee member is given an identical screening matrix to ensure that committee members are evaluating the same criteria. Results of the application screening submitted by the application committee are reviewed again by District Office Human Resources.

Appendix B of the Uniform Employment Selection Guide, Equivalency Policy and Process for Faculty Applicants, outlines the procedure for determining when an applicant for a faculty position, though lacking the exact degree or experience specified, does possess qualifications that are equivalent. Each college constructs an appropriate system to ensure fairness in the equivalency process, and all faculty are properly trained in the developed guidelines.

All job announcements include instructions for requesting an equivalency. Human Resources Procedures Manual Section 3050.05 ([III.A.1-11](#)) outlines the equivalency process for classified employees. Applicable occupational and/or educational experience may be used in lieu of specified degree requirements. District Human Resources reviews applications for equivalency and will determine whether equivalency has been met prior to moving forward in the recruitment. Although unofficial transcripts may be

submitted for application purposes, official transcripts will be required at the time of employment.

Once an applicant is selected as the final candidate, reference checks are conducted as outlined in Human Resources Procedure Manual Section 1010.04 (Reference Check) ([III.A.2-5](#)) and the Uniform Selection Guide Section III. A minimum of three references are checked for each candidate and must include at least one supervisor. References should only be checked by the Chancellor, President, Director of Business Services, Chief Human Resources Officer, hiring manager, or designee. If a designee other than the President checks references, the President will review the reference information prior to an offer of employment. The District office reviews all classified and management reference information prior to the manager making an offer of employment.

Applicants for faculty and academic management positions with degrees from non-U.S. institutions are required to obtain a foreign transcript evaluation to compare their studies against U.S. standards. The district only accepts degrees from non-U.S. institutions that are evaluated by a National Association of Credential Evaluation Services (NACES) approved agency. A NACES evaluation is a required application attachment for all degrees from a non-U.S. institution. All faculty job announcements notify applicants of the requirements for non-U.S. degrees.

In accordance with the Uniform Employment Selection Guide ([III.A.1-4](#)), there is a review of each critical job duty and/or task and the relative importance of the knowledge, skills, abilities and personal characteristics associated with successful performance. It is also essential that these characteristics be identified and verified by individuals who thoroughly understand the work performed, be clearly linked to the work performed, and be stated in as specific and measurable terms as possible.

All job descriptions are reviewed by college administration and District Human resources to ensure that job descriptions contain accurate minimum qualifications and clearly reflect the duties and responsibilities of the position. Classified positions are also reviewed by Local 1 (Classified Union). All job descriptions are forwarded for approval by the District Governing Board. The District Office Human Resources (HR) Department regularly audits, studies, and updates job descriptions in order to maintain a sound job classification system. An external consultant has conducted thorough job analyses and compensation studies, as necessary. A diversity statement has been added to all job descriptions for every recruitment to convey the District's commitment to diversity and inclusion.

The District Human Resources Department ensures hiring procedures are followed by administering a formalized process outlined in the Uniform Employment Selection Guide. The HR Department assigns a Recruiter/District Equal Employment Opportunity (EEO) Officer for each recruitment, who verifies that each step of the hiring process adheres to written policies and procedures. District EEO Officers attend a three-hour mandatory EEO training every year.

A training opportunity was made available starting in February 2014 by the District Human Resources Department, "Hiring the Best While Developing Diversity in the Workplace: Legal Requirements and Best Practices for Screening Committees." This unique workshop ([III.A.1-15](#)) developed specifically for hiring committees and those involved in the hiring process was facilitated by Laura Schulkind of Liebert, Cassidy and Whitmore. This training fulfills current Title 5 regulations requiring all members of District screening and/or selection committees to receive training in Title 5 EEO requirements. Those who serve on selection committees are required to complete this training every two years.

Analysis and Evaluation

The District has clear, well documented policies and procedures related to hiring. The District manages an online [employment](#) site for opportunities and directions for the application process. The District administers a formal process to ensure that all hiring procedures are followed, and regular training is provided. In an effort to ensure relevance and continuous improvement, the Districtwide Equal Employment Opportunity Advisory Committee (DEEOAC) has initiated the review and update of the Uniform Employee Selection Guide. This is the document that contains the process for all hiring.

Evidence:

| | |
|----------------------------|--|
| III.A.1-1 | California Code of Regulations, Title V, Article 2. Qualifications and Equivalencies |
| III.A.1-2 | Classification Specifications |
| III.A.1-3 | Human Resource Procedures Homepage |
| III.A.1-4 | Uniform Selection Guide |
| III.A.1-5 | Human Resource Procedure Section 2030 |
| III.A.1-6 | Board Policy 2004 |
| III.A.1-7 | United Faculty Contract |
| III.A.1-8 | Personnel Manual Section 3.0 |
| III.A.1-9 | Human Resource Procedure Section 3030.02 |
| III.A.1-10 | Local 1 Contract |
| III.A.1-11 | Human Resource Procedure Section 3050.05 |
| III.A.1-12 | Board Policy 2057 |
| III.A.1-13 | Human Resource Procedure Section 1010.06 |
| III.A.1-14 | District Careers Homepage |
| III.A.1-15 | Screening Training |

- 02.** *Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.*

Evidence of Meeting the Standard

Contra Costa College subscribes to the Minimum Qualifications for Faculty and Administrators in California Community Colleges ([III.A.2-1](#)) published by the state chancellor's office. Following a nationwide or geographically appropriate search, separate trained committees screen the applications and interview candidates based only on the stated job-related qualifications. Teaching demonstrations are included in the screening interviews for instructional faculty. Committees typically also include questions about educational philosophy and effective teaching methods.

Based on District personnel procedures and the United Faculty Contract ([III.A.2-2](#)), faculty play a primary role in the selection of their peers. The instructional department conducting the hiring takes the lead in staffing the respective committees. Applications are screened by a committee composed of at least two tenured faculty members. Screening interviews are conducted by a committee of two to five tenured faculty members and an academic manager. The committee develops its questions, the teaching demonstration topic and rating sheet, and the evaluation criteria. Final interviews are conducted by the College president and vice president. At the end of the interview process, the College president and vice president reach consensus with the committee on the candidate to be recommended for hire to the Governing Board. Reference checks are then conducted before the candidate is officially offered the position.

Applicants apply through the District's careers website ([III.A.2-3](#)) and are required to list all relevant employment history as well as any unofficial transcripts that indicate they have met degree requirements according to the state chancellor's office. Following the requirements outlined in the Uniform Employment Selection Guide ([III.A.2-4](#)) and union contracts, District Human Resources conducts the initial screening to determine that applicants have complete applications, have degrees from accredited institutions and that minimum qualifications are met.

An application screening committee consisting of one to five members who have a thorough understanding of the job in question is formed to further evaluate the minimum qualifications and answers to supplemental questions for each applicant's skills, experience, and potential to contribute to the District. Each committee member is given an identical screening matrix to ensure that committee members are evaluating the same criteria. Results of the application screening submitted by the application committee are reviewed again by District Office Human Resources.

Appendix B of the Uniform Employment Selection Guide, Equivalency Policy and Process for Faculty Applicants outlines the procedure for determining when an applicant for a faculty position, though lacking the exact degree or experience specified, does possess qualifications that are equivalent. Each college constructs an appropriate system to ensure fairness in the equivalency process, and all faculty are properly trained in the developed guidelines. All job announcements include instructions for requesting an equivalency.

Once an applicant is selected as the final candidate, reference checks are conducted as outlined in Human Resources Procedure 1010.04 ([III.A.2-5](#)) and the Uniform Selection Guide (Section III, L) ([III.A.2-4](#)). A minimum of three references are checked for each candidate and must include at least one supervisor. References should only be checked by the Chancellor, President, Director of Business Services, Chief Human Resources Officer, hiring manager, or designee. If a designee other than the President checks references, the President will review the reference information prior to an offer of employment. District Office reviews all classified and management reference information prior to the manager making an offer of employment.

All faculty job postings use a standardized template to ensure that all faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment as documented in this sample faculty job announcement ([III.A.2-6](#)).

Analysis and Evaluation

The District ensures that recruitment processes are fair and equitable by using a consistent review process outlined in our policies and procedures. Additionally, trained faculty follow a multi-step process documented in the Uniform Employment Selection Guide and the United Faculty contract to ensure that the successful candidate has the appropriate knowledge of their field and their experience and skills match the needs of the department and students.

Evidence:

| | |
|---------------------------|--|
| III.A.2-1 | 2018 Minimum Qualifications for Faculty and Administrators in California Community Colleges. |
| III.A.2-2 | United Faculty Contract |
| III.A.2-3 | District Careers Homepage |
| III.A.2-4 | Uniform Employment Selection Guide |
| III.A.2-5 | Human Resources Procedure 1010.04 |
| III.A.2-6 | Job announcements for faculty |

- 03.** *Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

Evidence of Meeting the Standard

The Management, Supervisory and Confidential Employees Personnel Manual ([III.A.3-1](#)), Section 3.0 instructs that the recruitment and selection of these employee groups shall be conducted in accordance with the Uniform Employment Selection Guide. All administrators and employees responsible for education programs and services go through a rigorous selection process like that described in Standard III.A.2 for faculty. This process may include more steps; for example, many administrators must participate in a public forum ([III.A.3.2](#)) as part of the selection process.

Job descriptions ([III.A.3-3](#)) include language on education and experience, and all academic managers must meet the standards set forth in the Minimum Qualifications for Faculty and Administrators in California Community Colleges. Many employees hold doctoral degrees or have other experience above and beyond the scope prescribed by the California State Chancellor's office or the minimum standards set for employees through labor agreements and position analysis.

Analysis and Evaluation

The District ensures that recruitment processes are fair and equitable by using a consistent review process outlined in our policies and procedures. Additionally, trained hiring committees follow a multi-step process documented in the Uniform Employment Selection Guide to ensure that the successful candidate has the appropriate knowledge of their field, and their experience and skills match the needs of the department and students.

Evidence:

| | |
|---------------------------|--|
| III.A.3-1 | Management, Supervisory, and Confidential Employees Personnel Manual |
| III.A.3.2 | Public Forum |
| III.A.3-3 | Sample Job Description |

- 04.** *Required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

Evidence of Meeting the Standard

Human Resources ensures that degrees held by faculty, administrators, and other employees are from institutions accredited by recognized US accrediting agencies by requiring applicants to attach transcripts to their application. All transcripts attached must show degree conferred. Official transcripts must be produced prior to hire.

Applicants for faculty and academic management positions with degrees from non-US institutions are required to obtain a foreign transcript evaluation to compare their studies against US standards. The district only accepts degrees from non-U.S. institutions that are evaluated by a National Association of Credential Evaluation Services (NACES) approved agency.

Human Resources verifies that official transcripts are from an accredited institution. The process of verifying transcripts from outside of the US requirements is clearly stated on all job announcements, as seen below:

Classified: In accordance with the Human Resources Procedure 3050.05, all foreign degrees and credits used to meet the minimum qualifications must be evaluated by an approved National Association of Credential Evaluation Services (NACES) ([III.A.4-1](#)) agency prior to the implementation of the equivalency process. Candidates must upload their evaluation with their application when they apply for the position to be considered. Foreign degree evaluations cannot be accepted after the closing date. The candidate bears all responsibility and costs associated with obtaining the evaluation.

Faculty: In accordance with the [United Faculty Contract \(III.A.4-2\)](#), Article 20.3.1.3.2, all foreign degrees and credits used to meet the minimum qualifications must be evaluated by an approved NACES agency (www.naces.org) prior to the implementation of the equivalency process. Candidates must upload their evaluation with their application when they apply for the position. Foreign degree evaluations cannot be accepted after the closing date.

Analysis and Evaluation

Contra Costa College and the District Office comply with requirements to ensure degrees are from accredited US institutions and follow a comprehensive process to validate equivalencies utilizing NACES to ensure that credentials meet US standards.

Evidence:

| | |
|---------------------------|--|
| III.A.4-1 | Management, Supervisory, and Confidential Employees Personnel Manual |
| III.A.4-2 | Public Forum |

- 05.** *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 all personnel, including performance of assigned duties, 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.*

Evidence of Meeting the Standard

For continuous improvement and effectiveness, the College adheres to all District policies and procedures regarding the systematic evaluation of its personnel. Each employee type has a performance review cycle which is clearly defined in orientation materials provided, employment contracts issued, in HR Procedures governing the type of position, in applicable Union contracts, and various personnel handbooks.

Managers and Supervisors: Section 6.2 of the Contra Costa Community College District's Management, Supervisory, and Confidential Employees Personnel Manual ([III.A.5-1](#)) clearly describes the criteria for evaluating managers and supervisors, establishes timelines for evaluations, and describes all processes involved. Managers and supervisors are evaluated every year with a goals review evaluation the first year, a regular evaluation the second year, and a comprehensive evaluation in the third year. Evaluation frequency for classified managers is upon completion of the first ten months, two years, and three years of service in the classification, and then every third year after that.

Faculty: Article 17 and Appendix X of the bargaining agreement ([III.A.5-2](#)) between the Contra Costa Community College District and the United Faculty union clearly describe the criteria for evaluating faculty, establish timelines for evaluations, and describe all processes involved. Faculty evaluation forms ([III.A.5-3](#)) are available through the [United Faculty homepage](#).

The evaluation process is monitored at the campus level by the Office of the Vice President of Instruction. Full-time faculty are evaluated in their first, second, third, fifth, and seventh semesters. After the seventh semester (assuming everything is satisfactory), they are tenured. After receiving tenure, full-time faculty are evaluated every three years. Part-time faculty are evaluated in their first, fourth, and seventh semesters. After the seventh semester, they are evaluated every three years (six semesters). This system ensures that a relatively equal number of faculty members are evaluated each semester and that each of the faculty members are evaluated once every three years.

The evaluation process for regular full-time teaching faculty members consists of classroom teaching observations by two peers, student evaluations, and self-evaluations. Part-time faculty evaluations consist of one regular full-time faculty conducting a classroom teaching observation, student evaluations, and a self-evaluation, except when the part-time faculty member is being evaluated in their seventh semester of teaching, and in that instance there are two regular full-time faculty conducting the classroom observation portion of the evaluation.

The Evaluation guidebook for Probationary (Tenure-Track) Classroom Faculty ([III.A.5-4](#)) was developed by United Faculty, the academic senate, and management representatives to promote professionalism, enhance performance among the faculty of the District, and to allow assessment of performance based on clear and relevant

criteria. Probationary full-time teaching faculty members are evaluated in the first, second, third, fifth, and seventh semester of teaching by a three-member tenure review committee consisting of an administrator (usually the division dean) and two tenured, full-time faculty peers.

The probationary faculty member selects one peer to serve as an evaluator, while the department determines the other evaluator. In addition to the classroom teaching observations, the probationary faculty are required to have student evaluations and to complete a self-evaluation. All the materials gathered through the processes of peer, student, and self-evaluation become the basis for the president's formal recommendation for or against reemployment. If they are approved, probationary full-time faculty are granted tenure after four years of full-time instruction, which will have included the previous five formal evaluations.

If a faculty member receives a below standard or unacceptable rating, an improvement plan is developed by the evaluators in conjunction with the faculty member that focuses on the development and implementation of successful teaching strategies. The improvement plan outlines the performance criteria needing improvement, the activities required for improvement, and the expected completion date. That faculty member will be evaluated again the following semester to ensure that the improvement plan is implemented and progress made.

Classified Staff: The bargaining agreement between the Contra Costa Community College District and the [Local 1](#) union and forms archived in the district homepage ([III.A.5-5](#)) clearly describe the criteria for evaluating classified staff, establish timelines for evaluations, and describe all processes involved. The evaluation process is monitored at the campus level by the human resources office. One-year probationary employees are evaluated at the end of the third, sixth, ninth, and eleventh months. Article 14.3 of the bargaining agreement ([III.A.5-6](#)) makes provisions for more frequent evaluation if necessary. Permanent employees with less than five years of service are evaluated once annually, no later than their increment anniversary date. Permanent classified staff with more than five years of service may be formally evaluated upon proper notice, which is defined as written notification from the District. Local 1 Unit Members are evaluated using the Employee Evaluation Form ([III.A.5-7](#)).

Confidential Employees: Section 6.10-18 of the Contra Costa Community College District's Management, Supervisory, and Confidential Employees Personnel Manual ([III.A.5-8](#)) clearly describes the criteria for evaluating confidential permanent and probationary employees, establishes timelines for evaluations, and describes all processes involved. The performance of confidential employees is evaluated by their immediate supervisor annually in twelve different categories including work organization and planning, work quality, volume of work, organizational and team relationships, administration, innovation/creativity, analytical and problem-solving skills,

communication skills, reliability and punctuality, technical application and knowledge, helping to meet organizational goals, and customer service. Employees have the option of setting up a career development plan.

Before fall 2011, the evaluation process was focused on behavioral skills, targeted position responsibilities to improve, organizational performance goals and objectives, and skills enhancement planning objectives. The revised process is now based on goals reviews, regular evaluations by an immediate supervisor, and a comprehensive evaluation by a broad-based group familiar with the employee's work. A goals review was included in order to allow the supervising manager to meet with the employees at the end of the goal review year and review progress toward the goals. If an employee has not met a goal or objective, the goals can be extended to the next term of evaluation. Personal and professional goals can also be identified at this time.

A self-evaluation component was added to allow employees to provide feedback regarding their own performance to their immediate supervisor on a regular evaluation cycle year in addition to the already established comprehensive evaluation cycle year. For all manager and supervisor evaluations it was added that the immediate supervisor will summarize all input received from a comprehensive evaluation process and discuss the summary with the employees. The forms associated with the previously administered evaluation process were revised to reflect the changes associated with the new evaluation process.

Analysis and Evaluation

Though the District and Contra Costa College have clearly articulated evaluation procedures so that personnel are evaluated systematically and at stated intervals, the transitional leadership of the College over the last several years has resulted in management evaluations not being kept up-to-date. Some classified employee evaluations have fallen behind schedule as well.

Evidence:

| | |
|----------------------------------|---|
| <u>III.A.5-1</u> | Contra Costa College Management, Supervisory, and Confidential Employees Personnel Manual Section 6.2 |
| <u>III.A.5-2</u> | United Faculty Contract |
| <u>III.A.5-3</u> | United Faculty Forms |
| <u>III.A.5-4</u> | Guidebook |
| <u>III.A.5-5</u> | Local One Contract and Forms Homepage |
| <u>III.A.5-6</u> | Local One Collective Bargaining Agreement |
| <u>III.A.5-7</u> | Local 1 Unit Members Employee Evaluation Form |
| <u>III.A.5-8</u> | Management, Supervisory, and Confidential Employees Personnel Manual Section 6.10-18 |

- 06.** *The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)*

[Skip Standard III.A.6. Continue responses with Standard III.A.7)

- 07.** *The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)*

Evidence of Meeting the Standard

As of Fall 2018, Contra Costa College District Employed 445 full-time and 1064 adjunct or part-time faculty according to the State Chancellor's Office Staffing Report ([III.A.7-1](#)). Many of these adjunct faculty may work at two or more campuses. The following table breaks down faculty staffing specifically for Contra Costa College.

Contra Costa College Faculty Count 2019 (From Faculty Staffing Report)

| Full-time | Part-time | Temporary Contract |
|-----------|-----------|--------------------|
| 95 | 283 | 3 |

New faculty hiring is determined by program review and availability of funds. The prioritization process, which includes the final decision to approve allocation for faculty positions, is made by the college president in consultation with the vice-president, academic senate president, and the highest union leadership member on campus.

The United Faculty Contract Article 7 and Section 15.3 ([III.A.7-2](#)) detail the workload and considerations for all faculty covered by the contract. These include defining:

- Minimum and general workload.
- Lecture Course and other course type assignments.
- Non-instructional faculty assignment to ensure Counseling and other non-instructional faculty load are based on work requirements, scheduling, and other activities required in the program.

- Maximum class size to ensure quality instruction and safety.
- Faculty responsibilities in curriculum development, hiring, evaluation of other faculty, and committee work.
- Office hours to ensure student access to faculty.

Article 6 is very specific about the duties of department chairs in the faculty's work in leading course and program assessment and scheduling. Department Chairs lead the faculty work in:

- Coordinating the department needs and scheduling courses
- Coordinating program review and institutional planning
- Overseeing and facilitating the development and assessment of course- and program-level student learning outcomes
- Leading changes in curriculum and Catalog updates about courses and programs and disseminating information about curriculum changes
- Advocating on behalf of departments to effect changes requested by departments

The assessment processes defined in Standard 1 identify the role of course and program review in improvements and budget consideration. Faculty lead learning and program outcome assessment and report strengths and weaknesses that inform personnel, budget, and programmatic updates to ensure quality. Over the past several years, there have been two sources of funding for new faculty positions: designated funds from the State Chancellor's Office and faculty retirements and resignations.

The process of allocating additional Full Time Equivalent Faculty (FTEF) to a department or program coincides with the program review process. Departments submit an annual plan as part of program review, wherein they can request full-time faculty position(s) as needed. During the fall semester, an email announcement is made by the Budget Committee chair (see attached sample email) reminding everyone of the deadline for submitting annual plans if they are requesting faculty position(s). If so, an email from the appropriate Dean (see attached sample) is submitted to the Budget Committee chair, indicating their approval of the position request.

The committee that reviews and approves faculty position requests consists of the College President, Vice President, Academic Senate President, and United Faculty President or highest ranking faculty union officer on campus. It has been the practice of this committee to meet with representatives of departments, if they so choose, to allow them to make a case for their faculty position applications. All the applications are ranked, and positions are approved for hiring as funds allow. The rubric used in ranking

the applications is the same one used for operating budget requests (see attached), adjusted and used formally or informally as the committee sees fit. The president announces decisions to the campus via email ([III.A.7-3](#)).

Analysis and Evaluation

Contra Costa College maintains a sufficient number of faculty to deliver courses and programs. Faculty also lead the course and program evaluation process to ensure that departments have ample staffing and resources to support the mission of the College.

Evidence:

| | |
|---------------------------|---|
| III.A.7-1 | State Chancellor's Office Report on Staffing for Fall 2018. |
| III.A.7-2 | United Faculty Contract |
| III.A.7-3 | Faculty Staffing Allocation Email 12-02-2018 |

- 08.** *An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.*

Evidence of Meeting the Standard

The College provides for the orientation, oversight, evaluation, and professional development of adjunct or part-time faculty to integrate them into campus and district life. The United Faculty Union has organized web links ([III.A.8-1](#)) to ensure that these faculty members know pertinent information about their employment at Contra Costa College and the District. Part-time faculty are also eligible for staffing preference consideration after their seventh semester of teaching as stipulated in Article 25 of the United Faculty Contract ([III.A.8-2](#)). The benefit includes scheduling and load preference.

Orientation: Over the last several years, the academic and student services deans have offered a pre-semester, Flex-week meeting to new faculty to orient them to college policies and procedures. Many departments also have meetings at the beginning of each semester, to which part-time faculty are invited. These meetings are used to provide guidance on departmental plans for the semester, as well as to provide general orientation to college policies and procedures. Division deans also invite part-time faculty to division meetings. While the department and division meetings are optional for part-time faculty, they do allow these faculty to get important information about the college. Here is the 2019 New Employee Orientation agenda ([III.A.8-3](#)).

Evaluation: All part-time faculty are evaluated during their first semester. The evaluation process follows guidelines established through negotiations with the United

Faculty union (UF). These evaluations are collegial in nature, and allow experienced full-time, tenured faculty to provide feedback on each part-time faculty member's strengths and weaknesses, as well as guidance on ways to strengthen their teaching.

Professional Development: At the new employee orientation, employees are given a packet that includes a hand-out ([III.A.8-4](#)) for Professional Development. Contra Costa College's [Professional Development homepage](#) ([III.A.8-5](#)) has information on workshops and activities that part-time faculty can take advantage of. The District Office of Professional Development ([III.A.8-6](#)) also offers workshops throughout the year that are available to all faculty. These workshops focus on such topics as classroom management, pedagogical best practices, online instruction/distance education, etc. Small professional development grants are also available to faculty who wish to attend conferences or engage in other activities to strengthen their teaching. Article 6.2.3.2.7 ([III.A.8-7](#)) also directs department chairs to assist in the orientation of faculty.

Analysis and Evaluation

Overall, the College is highly committed to the professional development and success of its part-time faculty. Difficulties sometimes arise since part-time faculty often teach at multiple institutions and are thus not able to take advantage of opportunities available at the College. The College is committed to the development of ways to provide professional development in innovative ways (e.g., online, webinars, weekend programs) to interested PT faculty.

Evidence:

| | |
|---------------------------|--|
| III.A.8-1 | United Faculty Part-time Faculty Links |
| III.A.8-2 | United Faculty Contract |
| III.A.8-3 | New Employee Orientation Agenda |
| III.A.8-4 | Professional Development Handout |
| III.A.8-5 | College Professional Development Homepage |
| III.A.8-6 | District Professional Development Homepage |
| III.A.8-7 | United Faculty Contract Article 6 Department Chair |

- 09.** *The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.*

Evidence of Meeting the Standard

Contra Costa College employs 107 qualified classified and non-faculty staff to ensure that it has the educational, technological, physical, and administrative capacity to operate the college. The classification specifications ([III.A.9-1](#)) define whether positions

are exempt or non-exempt and belong to Local 1 Union in order to ensure appropriate job descriptions and standardized position requirements. The breakdown below provides a sample of staff positions that help in the operation of programs on campus.

Sample Staff Positions

| Classification | Position |
|--------------------------|--|
| Confidential | Administrative Assistant (Confidential), Benefits Analysts, Human Resource Specialist, and Technician, etc. |
| Local 1-Classified Staff | Administrative Assistants, Admissions and Record Assistants, Lab Coordinators, Library Assistants, Maintenance Mechanics, Scheduling Specialist, various Technicians, etc. |

Contra Costa Classified Staff listings ([III.A.9-2](#)) can be found in the catalog (page 218-220). Requests for additional positions are included in the annual unit reviews or in the comprehensive review based on program performance, services, evaluation of outcomes, and other factors, including budget.

The College employs the Classified Staff Prioritization Process to prioritize positions and identify funds to fill needed classified personnel positions. Based on program review requests and availability of funds, the President, Vice President, Director of Business Services and Classified Senate President review and make decisions on positions to open based on available general funds. Notification is sent to the campus community when positions are identified for funding. Grant funded positions are hired based on grant requirements.

Analysis and Evaluation

Contra Costa College uses program review, enrollment data, and budget information to determine the need for support personnel. Despite lack of general funds for new permanent positions, Contra Costa College has been able to hire classified professionals through the use of grants and other funds.

Evidence:

| | |
|---------------------------|-------------------------------|
| III.A.9-1 | Classification Specifications |
| III.A.9-2 | Staff Listing |

- 10.** The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard

The College is designed to have a sufficient number of administrators to carry out its mission and daily operations. The current organizational chart (Introduction) shows administrators providing coverage for the different functions of the College, including Instruction, Student Services, and Administrative Services. The job descriptions for administrative positions can be found in the classification specifications ([III.A.10-1](#)) list. When the President is not on campus, the hierarchy of positions which are designated to take charge is delineated in the College Procedures Handbook, Section A1001.0 ([III.A.10-2](#)).

Hierarchy of Positions as delineated in the College Procedures Handbook, Section A1001.

| Classification | Position |
|----------------------------|--|
| Management/ Supervisory | Accounting Services Supervisor, Bookstore Manager, Chief Facilities Planner, Deans, Financial Aid Manager, President, Student Services Manager, Vice-President, etc. |

Analysis and Evaluation

Contra Costa College has experienced leadership turnover in the President, Vice President and Dean level positions. Since 2014, the College has had various vacancies and interim appointments. Interim President Bell is committed to institutionalizing and sustaining leadership positions and is working with district and campus leadership to fill vacant and interim positions.

Evidence:

| | |
|----------------------------|-------------------------------------|
| III.A.10-1 | Classification Specifications |
| III.A.10-2 | College Procedures Handbook A1001.0 |

- 11.** *The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.*

Evidence of Meeting the Standard

Policies and procedures are maintained and updated in both hard copy and online format, which are available for review by the public on the District homepage ([III.A.11-1](#)). Employees are notified of the location during New Employee Orientation. Contra Costa

College also maintains a web page for its college [handbook of policies and procedures \(III.A.11-2\)](#) that affect personnel. Institutional policies, including personnel policies, are regularly reviewed and revised if necessary. All changes are reviewed and approved through the District's shared governance process. Collective bargaining agreements are analyzed regularly. Personnel policies and procedures are outlined in the [Governing Board Policies and Administrative Procedures \(III.A.11-3\)](#), Human Resources Procedures [\(III.A.11-4\)](#), Payroll Procedures [\(III.A.11-5\)](#), and the [Management, Supervisory, and Confidential Employees Personnel Manual \(III.A.11-6\)](#).

Governing Board Administrative Procedure 1001.01([III.A.11-7](#)) describes the systematic process to introduce new or revise existing Governing Board policies and procedures. The procedure defines how the process is initiated, which bodies of constituents are involved in the process, and the timelines for such processes. Policies of the Governing Board may be adopted or revised at any regular meeting of the Governing Board by a majority vote of the members.

New Governing Board policies or revisions to existing Governing Board policies or procedures may be recommended by any educational or classified employee, any organization representing employees of the District, District committees, or management personnel. Persons may recommend to the chancellor new Governing Board policies or revisions to existing Governing Board policies by contacting the Chancellor, vice chancellors, or college president.

Analysis and Evaluation

The District and the College have policies and procedures in place that are readily accessible through their websites. There are policies that direct the process of adopting new or revising policies. The Chancellor and administrators are responsible for ensuring that policies and procedures are equitably administered.

Evidence:

| | |
|----------------------------|--|
| III.A.11-1 | Policies, Departmental Procedures, and Collective Bargaining Agreements. |
| III.A.11-2 | College Policies and Procedures |
| III.A.11-3 | Governing Board Policies and Administrative Procedures |
| III.A.11-4 | Human Resources Procedures |
| III.A.11-5 | Payroll Procedures |
| III.A.11-6 | Management, Supervisory, and Confidential Employee Personnel Manual |
| III.A.11-7 | Administrative Procedure 1001.01 |

- 12.** *Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

Evidence of Meeting the Standard

As evidence of the District's commitment to diversity and inclusion, there are several policies that institutionalize organizational values and fair treatment and ensure legal compliance.

Policies that Institutionalize Organizational Values and Fair Treatment and Ensure Legal Compliance

| | |
|--|--|
| Board Policy 1023 | Equity in Student Achievement (III.A.12-1) |
| Board Policy 2001 | Non-Discrimination Policy (III.A.12-2) |
| Board Policy 2004 | Selection, Retention, and Termination of District Employees (III.A.12-3) |
| Board Policy 2052 | Equal Employment Opportunity (III.A.12-4) |
| Board Policy 2059 | Diversity (III.A.12-5) |
| Human Resources Procedure 1010.01 | Equal Opportunity Plan (III.A.12-6) |
| Human Resources Procedure 1010.02 | Uniform Employment Selection Guide (III.A.12-7) |
| Human Resources Procedure 1040.07 | Unlawful Discrimination and Unlawful Harassment (III.A.12-8) |
| Management, Supervisory, and Confidential Employees Personnel Manual 2.0 | Equal Opportunity (III.A.12-9) |

Best Practices for Diversity Hiring Implemented:

- The District Office Human Resources Department has continually improved the hiring process and implemented additional steps to advance diversity efforts.
- A diversity statement has been added to all job postings for every recruitment to convey our commitment to diversity and inclusion.
- All applicants are asked to address diversity, inclusion, or equity in their supplemental questionnaire, first and/or second interview phase. The Human Resources Department ensures that applicants for all positions demonstrate sensitivity to and understanding of diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students and staff in a manner specific to the position for which they are applying.

- An Equal Employment Opportunity Representative attends every faculty and contract administrator interview and selection committee meeting.
- All those who serve on hiring committees must go through diversity training at least every two years to be eligible to serve on a hiring committee.

Classification and Compensation Review: The District Office Human Resources Department regularly audits, studies, and updates job descriptions in order to maintain a sound job classification system. The District has contracted with an external consultant to conduct thorough job analysis and compensation studies, as deemed necessary.

Diversity Initiatives and Training: The efforts listed below highlight several endeavors that support the Board and District's goals in developing and sustaining a diverse workforce.

The District Office Human Resources Department ensures that all selection committee members participate in diversity training before they serve in any phase of the hiring process for administrative, classified, confidential, management, or supervisory recruitments. Employees gain an understanding of the spirit of the laws, history, and educational benefits of workforce diversity. Federal and State Anti-Discrimination Laws, such as Title V, Title VII, Fair Employment and Housing Act (FEHA), Title IX, American with Disabilities Act, Age Discrimination in Employment Act, and Proposition 209 are legal requirements covered in great detail. Employees have an opportunity to learn the best hiring practices used throughout the State of California. The role, responsibilities, and formation of the selection committee is discussed to protect the integrity and credibility of the process. The elimination of bias in hiring selection is also addressed at the professional, personal, and unconscious level.

Eugene Whitmore provided a diversity workshop titled, "The Benefits of Diversity and the Effects of Unconscious Bias on the Hiring Process." Liebert, Cassidy and Whitmore attorney, Laura Schulkind, has provided a diversity in hiring workshop titled "Hiring the Best While Developing Diversity in the Workforce: Legal Requirements and Best Practices for Screening Committees" (Title V training) at all four locations (DVC, LMC, CCC, DO). This workshop also satisfies the Title V-mandated training for all persons involved in the selection and screening process. A refresher training course was also provided by Laura Schulkind in January 2019 to District Office Human Resources personnel on the role of an EEO Officer in screening, interview, and selection panels. In 2018, the following workshops were offered to Districtwide classified professional staff related to diversity and inclusion:

- **LGBTQ+ 101:** Creating Safe and Supportive Campuses, presented by Rainbow Community Center: This workshop addressed gender vs. sexuality; supporting transgender students; and best practices for safe and supportive schools.
- **Working Together:** Why Inclusion Matters, presented by Managed Health Network: Workplace inclusion reflects having diverse perspectives, experiences, and cultures valued, respected and supported. It is about ensuring that the right conditions are in place for each person to pursue his or her full professional potential. Inclusion puts the concept and practice of diversity into action by creating an environment of involvement, respect, and connection. In this workshop, participants become aware of how perspectives affect the workplace; examine the impact of 'difference' in the workplace; identify barriers to inclusion in the workplace; increase awareness of the benefits of inclusion; and learn about communicating more effectively—inclusively.
- **2018 4CD Leadership Institute:** The District sponsored the 5th 4CD Leadership Institute Program from December 2017 through May 2018. A diverse group of 20 employees (faculty, management, and classified) from throughout the District attended this six-month leadership program, which included a workshop titled, "Redefining Diversity at Community Colleges."

District Office Training: The District Office hosted a LGBTQ+ workshop on January 18, 2018, facilitated by the Rainbow Community Center of Contra Costa County to share information about what it is to be a LGBTQ+. Training included: gender vs sexuality, supporting transgender students, policies, procedures, and best practices for safe and supportive schools.

Through the program review process the District regularly evaluates its programs and services and is able to determine the kinds of support its personnel needs. In 2015, as a result of the District's commitment to increase diversity within its workforce, the Districtwide Equal Employment Opportunity Advisory Committee (DEEOAC) was restructured to advance workforce diversity efforts. Each fiscal year, the Governing Board receives a complete report of the work done by the DEEOAC, which includes demographic comparisons and employment trends. [Workforce diversity reports](#) are available online ([III.A.12-10](#)) that detail the diversity breakdown of the staff who work district-wide.

Analysis and Evaluation

The importance of employee diversity is shown in the DEEOAC's diversity reports and Human Resources strategic objectives regarding hiring practices. Through policies and practices, the College and the District are equally committed to ensuring diversity among the professionals who work for the College and District.

Evidence:

| | |
|-----------------------------|--|
| III.A.12-1 | Board Policy 1023 |
| III.A.12-2 | Board Policy 2001 |
| III.A.12-3 | Board Policy 2004 |
| III.A.12-4 | Board Policy 2052 |
| III.A.12-5 | Board Policy 2059 |
| III.A.12-6 | Human Resources Procedure 1010.01 |
| III.A.12-7 | Human Resources Procedure 1010.02 |
| III.A.12-8 | Human Resources Procedure 1040.07 |
| III.A.12-9 | Management, Supervisory, and Confidential Employees Personnel Manual 2.0 |
| III.A.12-10 | Diversity Report Homepage |

- 13.** *The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

Evidence of Meeting the Standard

The District's Employee Code of Ethical Behavior, Human Resources Procedure 1040.08 ([III.A.13-1](#)) states:

"The conduct of District employees as public employees shall be worthy of the respect and confidence of the community we serve. Employees must, therefore, avoid conduct which is in violation of their public trust or which creates a justifiable impression among the community that such trust is being violated...". What follows in the procedure is a list of specific "do's and don'ts" for ethical employee conduct. The procedure concludes with the statement: "Violation of this code could subject an employee to disciplinary action up to, and including, termination."

Other written policies involving employee ethics are: Academic Freedom, Freedom of Expression ([III.A.13-2](#)); Unlawful Discrimination (includes sexual harassment) ([III.A.13-3](#)); Equal Employment Opportunity ([III.A.13-4](#)); the District's Conflict of Interest Code ([III.A.13-5](#)); the prohibition of "employee participation in applicant selection process of relatives and household members"; and Drug-free Workplace ([III.A.13-6](#)).

Written policies are provided to new employees in their new hire orientation ([III.A.13-7](#)) meeting with College or District Human Resources, as evidenced by their signature on the New Employee Orientation Checklist. These checklists verify by the signature of the employee that policies and procedures have been received or discussed, including hours of work and other vital position information. The checklist also indicates that the manager and

human resources have provided all resources needed by employees in their new position. Policies that are distributed to all new employees include HR Procedure 1040.01 ([III.A.13-8](#)), Protection of Confidential Data; Board Policy 5030 ([III.A.13-9](#)), Acceptable Technology Use Policy; Business Procedure 10.06 ([III.A.13-10](#)), Acceptable Technology Use; HR Procedure 4000.17 ([III.A.13-11](#)), Political Activity; and the group of policies governing no smoking, no sexual harassment, no lethal weapons, and drug-free workplace that is found on the District Policies, Departmental Procedures and Collective Bargaining Agreements homepage ([III.A.13-12](#)). Providing policies in advance and discussing them with new employees, as well as maintaining a continuing dialogue with employees as part of their supervision and performance evaluations, helps to foster ethical behavior by all employees.

The mandatory New Employee Orientation at the District level is held once per month for all incoming employees. The training includes a presentation and binder section regarding all District policies, and where to locate them on the District's website, as well as all District procedural manuals. Procedures exist for addressing unlawful discrimination and harassment applicable to staff and students. It is the policy of the District to apply the highest ethical principles and standards of conduct to all members of the District community—managers, faculty, classified staff and students. The District is committed to the principle of trustworthiness, respect, responsibility, fairness, and stewardship. The District's Code of Ethics and Student Code of Conduct contain general guidelines for conducting business with the highest standards.

Analysis and Evaluation

The District has approved policies, especially for professional ethics and standards, for all personnel that detail expectations and consequences of violation. Additionally, anyone may submit an anonymous report of misconduct on the District's confidential hotline.

Evidence:

| | |
|-----------------------------|---|
| III.A.13-1 | Human Resource Procedure 1040.08 |
| III.A.13-2 | Board Policy 2018 |
| III.A.13-3 | Board Policy 2002 |
| III.A.13-4 | Management, Supervisory, and Confidential Employees Personnel Manuals Section 2 Equal Opportunity |
| III.A.13-5 | Administrative Procedure 1020.01 |
| III.A.13-6 | Human Resources Procedure 1080.11 |
| III.A.13-7 | New Hire Orientation |
| III.A.13-8 | Human Resource Procedure 1040.01 |
| III.A.13-9 | Board Policy 5030 |
| III.A.13-10 | Business Procedure 10.06 |
| III.A.13-11 | Human Resource Procedure 4000.17 |
| III.A.13-12 | Policies, Departmental Procedures and Collective Bargaining Agreements Homepage |

- 14.** *The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard

Professional development is critical in keeping the knowledge and skills of employees current. Board Policy 2020 ([III.A.14-1](#)) and Human Resources Policy 1030.2 ([III.A.14-2](#)) support the professional development of faculty, staff, and managers. An overview of Professional Development (PD) ([III.A.14-3](#)) is provided during new employee orientation. Contra Costa College has a Professional Development committee that meets the fourth Monday of each month. In addition, there are subcommittees/working groups that meet to plan various professional development events. The committee makes decisions on faculty development grants. Faculty that apply for PD funds can get up to \$550 to attend conferences or participate in PD-related activities.

The mission of the District is to transform lives by providing outstanding learning opportunities, nurturing and empowering all students to achieve their educational goals. The Districtwide Professional Development Workgroup supports and is consistent with this mission by being responsible for supporting professional development activities of employees that further the mission, strategic directions and initiatives of the District. The Workgroup designs and supports professional growth activities and training for management, faculty, and classified staff throughout the district so they are able to:

- use technology effectively in the classroom and throughout the institution.
- use instructional and organizational models that are research-based and grounded in sound theoretical frameworks and good practice.
- create and sustain learning and working environments that are characterized by these qualities: inclusive, engaging, challenging, relevant, welcoming, purposeful, and responsive to diverse cultures.
- be knowledgeable about the District and their own colleges including organizational structure, decision making roles, and policies and procedures.
- contribute to and participate in a culture of inquiry and institutional learning.
- enhance employee job skills and opportunities through participation in trainings and internships.
- add resources and activities that contribute to morale and well-being.

The District Professional Development Workgroup meets quarterly throughout the year. The District professional development projects/activities benefit all of the District locations and/or constituent groups as mandated or prescribed by the District. The nine categories delineated in Article 5 of Section 87153 of the Education Code are used when determining the appropriate use of funds. The workgroup shall develop objectives, using the District's strategic direction, for the use of the funds and activities in the spring prior to the academic year for which they are planning. The workgroup consists of representatives of the constituency groups (management, faculty, and classified) from each location, and each constituency group representative will meet with the group it represents to get suggestions for Districtwide projects. Projects to be funded are determined at the Districtwide Professional Development workgroup level. The Districtwide Professional Development Workgroup develops a project work plan that includes flex planning, surveying employees, timelines, and budget allocation for each activity. Lastly, the Workgroup conducts an annual Districtwide professional development survey of all employees.

Annually the District conducts a professional development survey to assess the needs of faculty, managers and classified employees. Once the survey is completed, the data is filtered by location. The Districtwide Professional Development Workgroup reviews and analyzes the data on a Districtwide level and by location. As a result of the survey feedback, in 2018-19 a total of 593 total training opportunities were offered to employees at the campuses and District on a variety of topics. See attached survey instruments ([III.A.14-4](#)), the results and the listing of workshops (593) offered at all locations.

Each location within the District utilizes an evaluation tool following professional development workshops offered at their respective location(s). The evaluation tool is distributed via email to all participants. The Professional Development Committee at each location reviews and analyzes the evaluation results to identify areas for improvement, if any.

Each campus integrates best practices in professional development to promote inclusive excellence, increase student learning, student success, and institutional effectiveness. As an example, one campus has an objective to increase trainings and learning opportunities in order to increase student course completion and retention rates through inclusive excellence. This professional development survey noted above shows the variety of interests that faculty are interested in learning more about including equity programs, budget/purchasing, union matters, and other leadership, academic, and technical skills. The 2019-2020 Staff Development Activity Report ([III.A.14-5](#)) shows the variety of workshops and activities that employees have participated in so far.

Analysis and Evaluation

Each campus location develops and uses assessments and benchmarks to measure the impact of professional development activities on course completion and retention rates. See attached sample campus professional development plan that contains measurement language for analysis and evaluation.

Evidence:

| | |
|----------------------------|-----------------------------------|
| III.A.14-1 | Board Policy 2020 |
| III.A.14-2 | Human Resources Procedure 1030.02 |
| III.A.14-3 | Professional Development Overview |
| III.A.14-4 | Professional Development Survey |
| III.A.14-5 | Workshops and Training |

- 15.** *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.*

Evidence of Meeting the Standard

The District ensures security and confidentiality of personnel records and provides access to employees and supervisors upon request and as appropriate. The institution has provisions for keeping personnel records secure and confidential and complies with Human Resources Procedures that protect the confidentiality of records:

- Human Resource Procedure 1040.01 - Protection of Confidential Data ([III.A.15-1](#))
- Human Resource Procedure 1040.02 - Personnel File Contents ([III.A.15-2](#))
- Human Resource Procedure 1040.03 - Retention of Personnel Files ([III.A.15-3](#))
- Human Resource Procedure 1040.04 - Disclosure of Records ([III.A.15-4](#))
- Human Resource Procedure 1040.05 - Information Requests about Current/Former Employees ([III.A.15-5](#))

Analysis and Evaluation

The District HR department maintains official personnel records and stores files in a secure room to which only designated employees have access. Additionally, the District has begun using a secure online filing system, Onbase ([III.A.15-6](#)), to which only designated HR employees have access. Files are stored in accordance with District record retention policies. Collective bargaining unit agreements enable faculty and classified staff to review and access their personnel files by appointment and with HR personnel present.

Evidence:

| | |
|----------------------------|----------------------------------|
| III.A.15-1 | Human Resource Procedure 1040.01 |
| III.A.15-2 | Human Resource Procedure 1040.02 |
| III.A.15-3 | Human Resource Procedure 1040.03 |
| III.A.15-4 | Human Resource Procedure 1040.04 |
| III.A.15-5 | Human Resource Procedure 1040.05 |
| III.A.15-6 | Onbase |



III.B Physical Resources

- 01.** *The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

Evidence of Meeting the Standard

The Contra Costa Community College District facilities planning, program, and construction management functions are centralized, while facility maintenance and operations are decentralized. District Facilities Planning ([III.B.1-1](#)) is responsible for and provides leadership and oversight of all capital projects for the District, its colleges, and centers, in support of Districtwide and college plans and goals. The Facilities Planning Department consists of program, project, and construction management staff providing professional facilities, project, and program planning and execution, as well as real estate, sustainability, energy management and District Office facility and maintenance functions. The Facilities Planning Department establishes and executes priorities, budgets, and schedules based on college and District input on educational and facility needs. Each of the colleges has its own maintenance and operations functions in Maintenance and Operations or Buildings and Grounds Departments that operate directly under college leadership.

Currently, the College is undergoing a major construction program funded by the local Measure A 2006 bond and local Measure E 2014 bond. Both measures, still active, were informed by the College's Facilities Master Plan completed in 2008. The Facilities Master Plan was developed to guide and look forward 15-20 years and was developed with multiple phases of implementation over the duration of the plan. In order to align the College's Facilities Master Plan planning horizon with the projects under the 2014 Measure E bond implementation timeline, the College's Facilities Master Plan ([III.B.1-2](#)) planning horizon was extended from 2017 to 2022.

District Facilities Planning and the College completed the Measure E Implementation Plan in 2016 as a way of further defining facility requirements identified in the College's Facilities Master Plan. Projects identified in the College's Facilities Master Plans are currently in the process of being implemented as part of the District's remaining 2014 Measure E bond program and will continue over the next several years (See 2021-2025 Capital Outlay Plan) ([III.B.1-3](#)). The College will begin the process of updating its Facilities Master Plan in 2020 through the collaborative involvement of classified professionals, faculty, administrators, and students over a year-long process. The Facilities Master Plan will be based on the College's updated Educational Master Plan, and it will build on the Measure E 2014 bond program implementation planning.

The College, in collaboration with the District Facilities Planning Department, constructs and maintains adequate physical resources that support students, faculty, and staff in completing their duties and activities in an environment conducive to optimum

instruction and learning in a safe and efficient manner. The College provides safe and adequate physical resources for its programs and services and regularly evaluates the adequacy, accessibility, and safety of these buildings through established planning processes and industry standard practices. The College inspects buildings and facilities to ensure compliance with all safety, fire, access, security, and sanitary codes and regulations.

Buildings and Grounds staff walk through the whole campus, outdoors and indoors, daily. Police Services staff also perform campus inspections regularly. As part of their functions, Custodial Services staff also inspect their workstations regularly to assure safety and cleanliness. Building and Grounds and Police Services walk through the whole campus, including the building interiors, whenever necessary, such as after a power outage, heavy rains, and other emergency situations.

Inspections of the campus are also done by or for external organizations:

- Building and Grounds conducts Slips, Trips, and Falls inspections and reports to Contra Costa County Schools Insurance Group.
- The Fire Marshall comes to the College to do a periodic inspection for compliance with Fire Code regulations, and the College completes an annual fire alarm test ([III.B.1-4](#)).
- Keenan ([III.B.1-5](#)) inspects the campus for hazardous waste management and safe disposal and reports its findings to the Health Department. It also performs safety inspections to ensure compliance with safety and building code regulations and comes back on campus to check that the College has addressed any findings.
- The Health Department ([III.B.1-6](#)) inspects the swimming pool, kitchen areas, and paint booth (Automotive Program). It also performs a hazmat inspection once a year of Custodial, Art, Chemistry, Biology, Building and Grounds, and Automotive departments.
- State Elevator inspects all campus elevators once a year.
- Bay Area Clean Air Management ([III.B.1-7](#)) checks Buildings and Grounds fuel tank and back-up generator (Biology, PAC, behind Library for IT) usually yearly/periodically.
- Contra Costa College manages a Preventative Maintenance Schedule ([III.B.1-8](#)).
- Clery Act and other security reports ([III.B.1-9](#)) are posted on an annual basis, and emergency preparedness plan ([III.B.1-10](#)) is also posted.

The College has several processes in place to ensure that programs and service needs are scheduled for maintenance, repair, and replacement. An electronic work order system, CCCCD Maintenance Plus, was initiated in April 2010 allowing employees to identify issues that need maintenance and submit work orders ([III.B.1-11](#)). The system

has improved the tracking ([III.B.1-12](#)) of work order progress and has improved the communication loop with those requesting service: after the online work order is placed, an email is generated to inform the requester it was received, and a second email is sent to the requester once the task has been assigned. Finally, a third email is sent after the work has been completed. Telephone orders are also accepted when followed up with hardcopy work orders.

CCC utilizes the Board of Governors of the California Community Colleges' Facilities Space and Utilization Standards, which formulates resource capacity relevant to enrollment projections. To ensure compliance with this policy, the College utilizes the Facilities Planning Manual ([III.B.1-13](#)) for the California Community College and the Facilities Utilization Space Inventory Options Net (FUSION), a database used to analyze space utilization on campus.

When the College constructs new or renovates existing buildings, all pertinent state and federal codes are followed and implemented and facilities are designed to meet federal, state, and local statutory requirements for structural, fire/life and safety, and accessibility. All the College's building projects are built or renovated according to the 2016 and now most recently 2019 California Building Standards Code, Title 24 - California Code of Regulations. When applicable, projects are reviewed and approved by the Department of State Architecture (DSA).

The College buildings' maintenance and evaluation are monitored and completed by the Safety Committee, Operations Council, College Council, and the Building and Grounds Committee. These campus organizations ([III.B.1-14](#)) ([III.B.1-15](#)) oversee the overall maintenance, safety, and emergency preparedness for the College's facilities. The College is closely involved in all College capital program planning, including facilities master planning, standards development and approval, Measure E bond program oversight of construction, and management of maintenance and improvement of all campus facilities. This extended involvement provides the director with a regular and broad perspective on campus facility needs.

Additionally, the Facilities Planning Department supports the College in physical resource planning, design, and construction of capital projects and assists the College in qualifying for and obtaining available State funding for repairs, renovations, land acquisition, and building projects. As part of the annual update to the District's Five-Year Capital Outlay Plan, the District submitted Initial Project Proposals (IPPs) that are under review for Final Project Proposals (FPPs) submittal to the State Chancellor's Office. College plans, identified in Standard III.B.2 ([III.B.1-16](#)), operate in tandem to provide a framework for the analysis of existing resources, the identification of future needs, and steps to be taken to continue to meet the needs of all end users.

The College has a strong commitment to ensuring equitable access on campus and specifically in addressing the Americans with Disabilities Act (ADA). ADA requirements are an integral part of all capital projects review of project drawings and meetings

to ensure that the College remains in compliance with the needs of all students and employees. In 2009, the District completed a comprehensive evaluation of its facilities to determine the extent to which individuals with disabilities may be restricted in their access to District services and activities. This resulted in a District ADA Transition Plan based on a physical evaluation of College facilities. The document guides the planning and implementation of facility modifications for both capital projects and College campus projects. In 2017, updates were made to account for completed improvements, remaining items for code, cost, and schedule updates. When viable, any identified ADA barriers are resolved within the boundary of any major capital improvement project. For example, several ADA improvements included in CCC projects identified in the Measure E Implementation Planning ([III.B.1-17](#)) were from the ADA Plan ([III.B.1-18](#)).

The College is part of the District's Standard for Access Control and Alarm Monitoring System (ACAMS), an Intrusion Detection System (IDS) and a Video Surveillance System (VSS). The intent of the standard is for all of the College's building and facility renovations and new construction efforts to have and maintain a consistent campus-wide electronic security systems program ([III.B.1-19](#)) as described in Board Policy 5037 ([III.B.1-20](#)) Security Camera Operating Policy and Business Procedure 10.57 ([III.B.1-21](#)) Security Camera Operating Procedure. Collectively the systems are an economical solution to provide security and safety while maintaining convenience and flexibility. The District utilizes a standardized software, Software House ([III.B.1-22](#)), as its access control system provider. All College security projects utilize this system to provide commonality in access card formats, system monitoring/reporting capabilities, and District-wide programming standards.

Analysis and Evaluation

Contra Costa College follows necessary and required safety regulations, utilizes a maintenance schedule and contracted agencies to monitor and service critical equipment, and a work order system is in place to follow up on identified issues. Campus committees also regularly meet to discuss maintenance and safety needs on campus.

Evidence:

| | |
|----------------------------|---|
| III.B.1-1 | District Office Facilities Planning and Construction Organization Chart |
| III.B.1-2 | Facilities Master Plan 2008 with Addendum 2022 |
| III.B.1-3 | Five Year Capital Outlay Plan 2021-2025 |
| III.B.1-4 | Annual Fire Alarm Test |
| III.B.1-5 | Copy of Keenan Inspections |
| III.B.1-6 | Copy of Health Department Inspections |
| III.B.1-7 | Copy of Bay Area Clean Air Management Inspections |
| III.B.1-8 | Preventative Maintenance Schedule |
| III.B.1-9 | District Crime Awareness Report |
| III.B.1-10 | District Emergency Preparedness Plan |
| III.B.1-11 | Work Order Instructions |
| III.B.1-12 | Work Order Tracking |
| III.B.1-13 | Facilities Space and Utilization Standards with Attachments 2010 |
| III.B.1-14 | College Committees |
| III.B.1-15 | Facilities Committee Meeting Notes 2016-2020 |
| III.B.1-16 | Standard III.B.2 |
| III.B.1-17 | Measure E Implementation Plan |
| III.B.1-18 | Americans with Disability Act Transition Plan 2009 |
| III.B.1-19 | Security Design Guidelines |
| III.B.1-20 | Board Policy 5037 |
| III.B.1-21 | Business Procedure 10.57 |
| III.B.1-22 | Software House |

- 02.** *The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

Evidence of Meeting the Standard

The College maintains various plans to strategize its facility utilization:

- Campus Renovation and Construction Calendar ([III.B.2-1](#))
- Facilities Master Plan with Addendum 2022 ([III.B.2-2](#))

- Measure E Capital Improvement Program ([III.B.2-3](#))
- 2021-2025 Capital Outlay Plan ([III.B.2-4](#))
- Scheduled Maintenance Five Year Plan ([III.B.2-5](#))
- Bond Measure Report ([III.B.2-6](#))

To ensure the effective development and use of its facilities, CCC uses the Facilities Planning Manual ([III.B.2-14](#)) for the California Community College and the Facilities Utilization Space Inventories Options Net System to analyze space utilization on campus. The College also uses various modalities in space planning and specific programming documentation and assessments to analyze utilization, such as space requirements for specialty capital projects spaces. From both the Educational and Facilities Master plans, the District's Facilities Planning team works with the College to create a Capital Improvements Implementation Plan, most recently completed for the 2014 Measure E bond program. In addition, the District engages in an annual assessment of its physical resources as part of its 2021-25 Five-Year Capital Outlay Plan. This plan is updated by the District Facilities Planning department, with input from the College, and ultimately approved by the Governing Board. Combined, these aligned processes and documents inform the planning efforts of the campus needs, District and College educational and facilities goals, capacity/load analysis, and adequacy of existing instructional and student support spaces.

Currently, CCC is undergoing a major construction program funded by the local Measure A 2006 bond and local Measure E 2014 bond. Implementation of these projects ([III.B.2-7](#)) will aid the College in addressing the age and condition of its facilities as much of the campus was constructed prior to 1970. It will also aid in upgrades to infrastructure, mechanical, and building systems as well as telecommunication capacity, such as fiber connectivity and support of WiFi expansions within building interior and exterior spaces. Both measures are still active and were informed by the College's 2008 Facilities Master Plan amended in spring of 2020 for an updating planning horizon. Since the Facilities Master Plan was developed to guide and look forward 15-20 years, it was also developed with multiple phases of implementation over the duration of the plan. The 2006 Measure A capital improvement program helped build out the first campus planning phase. The 2014 Measure E capital improvement program is focused on execution of the later planning phases of the campus plan. The results of these capital improvements programs have begun to remarkably change and transform the College. These improvements will continue over the next several years under the 2014 Measure E bond.

As part of Measure E Planning, the District and College development team evaluated weekly student contact hours (WSCH), WSCH per section, FTES, lecture hours, and lab hours for the campus in order to understand capacity load requirements for each building project. See Science Building Documentation ([III.B.2-8](#)). Space inventory from FUSION was used to inform the existing space allocations. Ultimately, this informed

the building scope parameters that are identified in the Implementation Plan ([III.B.2-9](#)) and constituted approved project program. For each Measure E project, the process also identified project user groups as well as the College-wide Executive Steering Committees. These committees continue to act as vehicles for soliciting and providing information and for maintaining oversight of the progress.

The College adheres to Board Policy regarding acquisition, construction, and maintenance of physical resources. The District board policies are reviewed and updated in a cyclical manner or based on regulatory and environmental changes. Below are District Board Policies and Procedures Related to Facilities and Resource Allocation

- Board Policy 6003 Capital Construction ([III.B.2-10](#))
- Business Procedure 5.10 Planning for Construction Projects ([III.B.2-11](#))
- Board Policy 5.11 Furniture, Fixtures, and Equipment for Capital Projects ([III.B.2-12](#))

The California Division of the State Architect oversees all major new College construction and most renovations. The District Vice Chancellor of Facilities Planning and Construction, College President, Vice President of Business and Administrative Services/ CBO, and Building and Grounds Manager collaborate with key stakeholders and the District Chancellor's Cabinet ([III.B.2-13](#)) to review, update, and identify current and future capital projects, priorities, budgets, and schedules.

Annually, the College submits a Scheduled Maintenance Priority List to the District. The District reviews all campus proposed needs to ensure they match and qualify against the funding criteria, and these projects are then entered, categorized, and summarized in the State FUSION ([III.B.2-15](#)) reporting system. The District relies on the State's space standards ([III.B.2-16](#)) to evaluate facilities utilization. The District reviews and updates annually its Space Inventory for submission to the State Chancellor's Office. Furthermore, the District reviews annual capacity/load and enrollment growth trends and identifies potential impacts as they relate to the District's capital improvement planning efforts.

Analysis and Evaluation

The College collaborates with the District to ensure effective and efficient facilities planning. The District manages major construction and renovation projects from planning to turnkey. The College is responsible for the maintenance of its buildings and equipment. The College and the District track projects and future needs through facility planning and maintaining construction project and maintenance lists.

Evidence:

| | |
|----------------------------|--|
| III.B.2-1 | Campus Renovation and Construction Calendar |
| III.B.2-2 | Facilities Master Plan with Addendum 2022 |
| III.B.2-3 | Measure E Capital Improvement Program |
| III.B.2-4 | Five-Year Capital Outlay Plan 2021-2025 |
| III.B.2-5 | Scheduled Maintenance Five Year Plan |
| III.B.2-6 | Bond Measure Report |
| III.B.2-7 | Bond Project List |
| III.B.2-8 | Science Building Documentation |
| III.B.2-9 | Measure E Implementation Plan |
| III.B.2-10 | Board Policy 6003 |
| III.B.2-11 | Business Procedure 5.10 |
| III.B.2-12 | Business Procedure 5.11 |
| III.B.2-13 | Chancellor's Council Meeting Notes 7-23-2019 |
| III.B.2-14 | Facilities Planning Manual for the California Community College. |
| III.B.2-15 | Facilities Utilization Space Inventories Options Net System (FUSION) |
| III.B.2-16 | Facilities Space and Utilization Standards with Attachments 2010 |

- 03.** *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.*

Evidence of Meeting the Standard

The Contra Costa College Facilities Master Plan ([III.B.3-1](#)) is an integral element and links to the district-wide physical resources planning document, the Five-Year Capital Outlay Plan. In accordance with Contra Costa Community College District Business Procedure 5.01 ([III.B.3-2](#)), Scheduled Maintenance and Special Repair, the District Office submits a Five-Year Capital Outlay Plan to the State Chancellor's Office through the state database FUSION that encompasses Facilities Utilization, Space Inventory Options, and Project Planning elements. College-specific project planning documents, such as Initial Project Proposals and Final Project Proposals made part of the Five-Year Capital Outlay Plan are guided by the College's Facilities Master Plan (2007, amended in 2020 for the planning horizon, and soon-to-be-updated for 2020-2030) and the 2016 Measure E Implementation Plan. These project planning documents are reviewed by the District Vice Chancellor of Facilities Planning and Construction, the College President and Vice Presidents, Maintenance and Operations, and other shared governance bodies, as appropriate.

The Five-Year Capital Outlay Plan includes a priorities list for Contra Costa Community College District projects for new construction, renovations, expansions, and infrastructure projects on all campuses each year. The plan lists the gross square footage, assignable square footage, funding timelines, project design and construction milestones, budgets established by the construction cost index and funded by the state, and budgets expected to be funded by local bond measures. The campus instructional load is estimated for the current years and projected for the next six years. The Five-Year Capital Outlay Plan takes into account long range capital plans that support institutional improvement goals and was adjusted in 2019 to align with the District and College's desire to maximize future state school construction bonds. The District carefully considers the State's capital funding criteria and other external funding opportunities in the formulation of its capital plans. The District's long-range capital plans are driven by each college's mission, goals and Educational Master Plan, and the 2016 Measure E Implementation Plan ([III.B.3-3](#)). The District carefully considers the State's capital funding criteria and other external funding opportunities in the formulation of its capital plans.

The Building and Grounds Department maintains a vehicle and equipment spreadsheet to track equipment and the servicing of equipment. Vehicles are serviced once a year, which includes checking the brakes, filters, oil, tires, and any other required upkeep. Likewise, the grounds equipment (tractors and mowers) have their oil changed and necessary filters checked once a year. Besides the annual servicing of vehicles and equipment, the staff are instructed to check the equipment prior to use for safety and to ensure there are no necessary maintenance issues. If any issues arise, staff inform senior management to ensure appropriate action. Older equipment is replaced when it outlives its usefulness.

Mechanical equipment in the buildings has regular maintenance at least once a year. Technicians replace filters and belts and do a thorough inspection for any other repair concerns. This is done on a staggered basis, ensuring that each building's equipment is inspected during the year. Repair concerns identified during maintenance are communicated to management for appropriate action. Numerous mechanical contractors/technicians are on campus throughout the year and are familiar with the equipment, providing another set of opinions.

Analysis and Evaluation

A new Facilities Master Plan is in development to replace the previous plan. The College and the District are working together to complete on-going and active facilities projects that were previously identified under the Measure E Improvement Plan.

Evidence:

| | |
|---------------------------|--|
| III.B.3-1 | Facilities Master Plan 2008 with Addendum 2022 |
| III.B.3-2 | Business Procedure 5.01 |
| III.B.3-3 | Measure E Implementation Plan |

- 04.** *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

Evidence of Meeting the Standard

In Spring 2020, the District began the process of planning for an update to all three of the colleges' Facilities Master Plan. The new plans will be based on each college's updated Educational Master Plan and the District's Strategic Plan. The new Facilities Master Plans will address current and projected facilities needs through the year 2030, an assessment of existing facilities, building standards, information on achieving state mandates for 2025 and 2030 energy efficiency and carbon-neutral campuses, proposed infrastructure and technology improvements, new capital construction, and renovation plans for existing facilities. The new Facilities Master Plans will include an evaluation of total cost of ownership (TCO) ([III.B.4-1](#)) in its planning scope.

Total Cost of Ownership (TCO) provides a comprehensive approach to balancing both financial requirements and facilities management of College assets. The purpose of the District and College's TCO tool in districtwide facilities planning is to optimize available capital funding by evaluating the comprehensive life-cycle impact of a specific asset on the College and its resources from inception. TCO as a tool in conjunction with other planning documents such as Life Cycle Cost Analysis can be applied during project implementation, and especially during project design and engineering, as various building systems and models are being evaluated in order to determine the most appropriate outcome for the project.

With the goal of developing guidelines and estimates to support budgeting and decision-making districtwide, the Contra Costa Community College District defines total cost of ownership (TCO) of a college asset by adding the initial cost of the asset to the cost of operating the asset over its expected life (including power and labor), plus the cost of maintaining the asset, and the cost of disposing of the asset at the end of its useful life cycle per guidance from Business Procedure 5.10 Planning for Construction, Renovation, or Alteration Projects ([III.B.4-6](#)). The new 2020-2030 Facilities Master Plan will be based on the 2019/2020 Educational Master Plan and address the current and projected facilities needs through the year 2030. The new Facilities Master Plan will build on the Measure E 2014 bond program implementation planning and will include information on the assessment of facilities, building standards and guidelines for achieving Districtwide goals for 2025 and 2030 energy efficiency and carbon-neutral campuses, proposed infrastructure and technology improvements, and new capital construction, as well as replacement and renovation projects.

Many aspects of a comprehensive TCO plan are being implemented by the District and College to include annual space inventory and utilization reporting and management, energy and building systems efficiency total cost, and life-cycle cost analysis and improvements College-wide; implementation of concepts of universal design ([III.B.4-2](#))

and standards in order to provide long-term flexibility of College's physical resources; and standardization of building systems and controls.

As part of the planning process for a capital project, the College is implementing a TCO tool to aid in discussions and decision-making processes at the inception stage of a project. TCO projections and analysis are also applied during the project design phase (See TCO ([III.B.4-3](#)) for Science Building Project for example) and are often articulated in Life Cycle Cost studies and reports (See LCCA ([III.B.4-4](#)) for Science Building Project for example). Energy models are created of the future possible asset (building) to show the level of energy consumption needed to support the building over the course of a year. These models are modified to show how implementing small changes (more efficient lighting systems, more efficient heating and air conditioning systems, better insulation, high performance windows, etc.) impact the overall life cycle costs and thus the annual operating cost of the building. Using this process and analysis, the District Facilities Planning and the College are able to reach decisions on building systems and infrastructure that result in an efficient building, while optimizing the total cost of ownership

Analysis and Evaluation

The development of the Facilities Master Plan is a collaborative and district-wide process ([III.B.4-5](#)). The plan is based on the needs of the campus through its strategic plan and educational needs. Total cost of ownership for facilities and equipment are included as projections in long range capital plans. Since the District's first local construction bond was passed in 2002, District and College plans have taken total cost of ownership into account in the development of capital improvement projects.

Evidence:

| | |
|---------------------------|--|
| III.B.4-1 | Total Cost of Ownership Calculator Tool |
| III.B.4-2 | Savings by Design Documentation |
| III.B.4-3 | Total Cost of Ownership – Science Building Project |
| III.B.4-4 | LCCA Documents for Science Building |
| III.B.4-5 | Executive Steering Committee Meeting Review |
| III.B.4-6 | Business Procedure 5.10 |

III.C Technology Resources

- 01.** *Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

Evidence of Meeting the Standard

The College ensures that all its technology needs are met using its own Technology Services (TS) Department in collaboration with the District Office Information Technology Services Department (DoIT).

The Contra Costa College Planning, Budget, and Technology Committees review requests related to technology resources. The Planning committee oversees the program review process and makes recommendations for program enhancement or augmentation, including technology needs. The Budget committee identifies and coordinates funding opportunities for program enhancements. The [Technology Committee \(III.C.1-1\)](#) develops policies and the technology plan.

A recent example of the integration of technology in planning as a result of the program review ([III.C.1-2](#)) process was the inclusion of a computer lab in the remodel of the AA building. This lab was built to accommodate a request ([III.C.1-3](#)) through the Math Department's program review and vetted through Budget Committee ([III.C.1-4](#)). The Math Department has made the use of computers a key component of instruction for several math classes resulting in high usage of the lab daily and throughout the week.

District Office Information Technology is responsible for overall districtwide network infrastructure, Wi-Fi, and Firewall as well as the Voice over IP (VoIP) phone system. DoIT is also responsible for the Ellucian Colleague system which is the Enterprise Resource Planning (ERP) application used districtwide. Network infrastructure at the College includes redundant connections to the College data center from each of the buildings; the data center also contains redundant network cores. Each college also has a 10-gigabyte redundant connection to the Internet thru CENIC.

The District utilizes InSite ([III.C.1-5](#)), a cloud-based student information system platform that can be personalized by individual students based on their preference. InSite utilizes Single-sign on (SSO) and serves as a one-stop for students. InSite contains online services such as email, registration, Financial Aid, access to Canvas (the District learning management system), bus schedules, college announcements, and other functionalities.

Analysis and Evaluation

Through program review and annual unit plans, departments may request technology resources to enhance their programs. The Planning and Budget committees validate and prioritize the requests and identify funding opportunities. Technology requests are then generally passed to the TS department, which procures and installs the equipment. The TS department also participates in program review to help assess how the department

supports the campus, but as the college moves forward with various development projects on campus, identifying a process for determining technological resources is needed.

Contra Costa College's work with the district to ensure technology infrastructure and services are adequate. Services for students are provided through a single sign-on module and the network infrastructure are secured by redundant connections and firewall.

Evidence:

| | |
|---------------------------|---|
| III.C.1-1 | Technology Committee |
| III.C.1-2 | Math Department Program Review 2015 |
| III.C.1-3 | Allocation Request for Math 2015-2016 |
| III.C.1-4 | Budget Committee Minutes 10-21-2015 |
| III.C.1-5 | Contra Costa College District Insite Portal |

- 02.** *The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.*

Evidence of Meeting the Standard

The College maintains various plans to strategize its technology planning and utilization to support the mission of the college and district. These plans include but are not limited to the Technology Strategic Plan ([III.C.2-1](#)), Distance Education Strategic Plan ([III.C.2-2](#)), and Lab Replacement Schedule ([III.C.2.3](#)).

The Campus Technology Services Department maintains a practice of upgrading or replacing technology resources including office, lab, and classroom computers and audio/visual equipment on a five year interval. The goal is to have technology in place that is less than five-years old. The campus TS department maintains an inventory of installed technology to track the timing for equipment upgrades or replacement. The latest example of this work is demonstrated in 2019 and 2020 when the TS department performed a massive roll-out of the Windows 10 operating system campus-wide. The department established a minimum set of standards for machines for the roll-out including solid-state storage devices. All machines that were not already equipped received solid-state storage as part of the upgrade.

District Information Technology assists the campus technology team to continually ensure that the technological infrastructure is upgraded and sufficient to meet the program and operational needs of the College. A 3-year plan to upgrade network Core, Uninterruptable Power Supply (UPS) and Wi-Fi ([III.C.2-4](#)) is being implemented so the College can meet the growing technology needs of students and staff.

Analysis and Evaluation

The College plans for short and long-term needs to address changing technology needs and to ensure stability and currency of technology infrastructure through the Technology Strategic Plan and Distance Education Strategic Plan. In addition, funds from grants and initiatives have also been aligned with the technology needs in the classroom. For example, through funding from Basic Skills Initiative and Basic Skills Transformation grants, the Technology Services Department worked with the English and ESL Department to purchase and deploy two Chromebook carts to support the technology needs of the students in composition courses. Ensuring that hardware and software is current and less than 5 years old is an on-going goal.

Evidence:

| | |
|---------------------------|---|
| III.C.2-1 | Technology Strategic Plan |
| III.C.2-2 | Distance Education Strategic Plan 2018-2023 |
| III.C.2.3 | Lab Replacement Schedule |
| III.C.2-4 | Wi-Fi |

- 03.** *The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

Evidence of Meeting the Standard

Provisions for disaster recovery include ongoing unattended automatic scheduled server backup and a disaster recovery site that utilizes Amazon Cloud Services ([III.C.3-1](#)) (which includes critical systems such as Colleague ERP database, Document imaging, single sign-on and InSite portal), with plans to move the entire ERP system to the Cloud in the event of a disaster. Furthermore, the Colleague database is replicated near real-time to another district location.

Privacy and security are achieved by encrypting the Colleague database at rest as well as through the use of SSL certificate for data when it is transmitted over the network. Username/password credentials are necessary to access the InSite Portal as well as for authenticating to the Wi-Fi network. Firewalls for security measures are also in place to protect and control access to internal systems. Different security levels for Colleague system access are implemented based on users' job functions. Access to the technology system is revoked based on employee classification as described in the Business Procedure 10.54 ([III.C.3-2](#)). The District monitors the technology systems used on campus and provides a status ([III.C.3-3](#)) on performance.

Analysis and Evaluation

Technology maintenance occurs during regularly scheduled monthly downtimes for applying upgrades and patches along with other maintenance activities. The three individual college IT managers meet with the DoIT management team once a month to discuss common issues, get updates on projects, and collaborate to solve various technology challenges.

Evidence:

| | |
|---------------------------|---|
| III.C.3-1 | Amazon Cloud Services |
| III.C.3-2 | Business Procedure 10.54 |
| III.C.3-3 | Contra Costa College Technology Resource Status |

- 04.** *The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

Evidence of Meeting the Standard

The District and College share the responsibility and work in managing the College's information technology infrastructure, in providing training and support for users, and in maintaining the security of data and privacy on campus and online by students, faculty, and staff. Information and training materials are provided through various sites:

- 4CD WiFi ([III.C.4-1](#))
- Computer Lab ([III.C.4-2](#))
- District IT Help Desk by email – it-help@4cd.edu
- Library Information and Services – Media Services ([III.C.4-3](#))
- InSite Portal Help ([III.C.4-4](#))
- InSite Log In Instruction ([III.C.4-5](#))

Canvas, the online learning management system, is managed by District IT Services. Training materials and workshops are posted on the College's [distance education faculty information](#) ([III.C.4-6](#)). Students who take online courses can access the Canvas Tutorial Video ([III.C.4-7](#)). Instructors are encouraged to provide student online readiness resources on their syllabus.

Analysis and Evaluation

The College and the District Office of Information Technology has created, deployed, and maintained technology support services. Through the professional development committee, users are offered training opportunities ([III.C.4-8](#)) on a regular basis. The Contra Costa College TS Department also provides training on-demand upon request.

Evidence:

| | |
|---------------------------|--|
| III.C.4-1 | Contra Costa Community College District WiFi Service |
| III.C.4-2 | Computer Lab |
| III.C.4-3 | Media Services |
| III.C.4-4 | InSite Portal Help |
| III.C.4-5 | InSite Log In Instruction |
| III.C.4-6 | Distance Education Faculty Information |
| III.C.4-7 | Canvas Tutorial Video |
| III.C.4-8 | Workshops and Training |

- 05.** *The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

Evidence of Meeting the Standard

The College has policies and procedures that govern the appropriate use of technology and adhere to the following policies and procedures:

- Board Policy 3013 Student Information ([III.C.5-1](#))
- Board Policy 4006 Software Use Policy ([III.C.5-2](#))
- Board Policy 5030 Acceptable Technology Use Policy ([III.C.5-3](#))
- Business Procedure 10.06 Acceptable Technology Use Procedure ([III.C.5-4](#))
- Business Procedure 10.54 Access to Technology Assets ([III.C.5-5](#))
- Implementation Guideline 2012.01 Email Distribution Lists ([III.C.5-6](#))

In addition, the District requires users to agree to the Acceptable Use Policy ([III.C.5-7](#)) before they are allowed to login to district computers.

These policies, procedures, and guidelines inform how employees and students utilize hardware, software, and access to apps utilized by the District to manage information, disseminate information, and support teaching and learning practices.

Analysis and Evaluation

The College, in collaboration with the District Office Information Technology team, follows established policies and procedures to ensure appropriate use of technology.

Evidence:

| | |
|---------------------------|----------------------------------|
| III.C.5-1 | Board Policy 3013 |
| III.C.5-2 | Board Policy 4006 |
| III.C.5-3 | Board Policy 5030 |
| III.C.5-4 | Business Procedure 10.06 |
| III.C.5-5 | Business Procedure 10.54 |
| III.C.5-6 | Implementation Guideline 2012.01 |
| III.C.5-7 | Acceptable Use Policy |



III.D Financial Resources Planning

- 01.** *Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.*

Evidence of Meeting the Standard

Financial resources at the College are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. Contra Costa Community College District distributes the vast majority of its unrestricted revenues to its sites through an internal revenue allocation model. Based largely on the framework of SB-361, this internal revenue allocation model is codified in Business Procedure 18.01(III.D.1-1) – General Fund Budget. Essentially, revenues and certain off-the-top expenses are allocated based upon each college's percentage of total budgeted FTES. A total operating allocation is then distributed to each college from which it builds its own local budget.

Since the inception of the internal revenue allocation model, the College has been able to provide program offerings and services that have created financial stability for itself and the District. Not only has the revenue allocation model allowed for consistent course offerings, but it has also enabled the College and District to maintain adequate reserves and strong fiscal viability. The decentralization of the model and the inherent responsibility of each site to monitor and control its expenditures have incentivized responsible behavior and led to positive outcomes. As shown in the table below, the finances of the District are strong and stable, with the fund balance over the past three years ranging from approximately 17 to 20 percent of the total expenditure budget. Further, as a testament to the commitment of the colleges to put funds into the classroom, the District's 50% law calculation is significantly higher than the minimum compliance standard.

Unrestricted General Fund

| | FY 15-16 | FY 16-17 | FY 17-18 |
|--------------------------------------|--------------|--------------|--------------|
| Ending Fund Balance | \$41,631,084 | \$36,416,455 | \$37,068,053 |
| Fund Balance % of Total Expenditures | 20.50% | 16.85% | 18.06% |
| 50% Law | 54.40% | 54.04% | 53.36% |

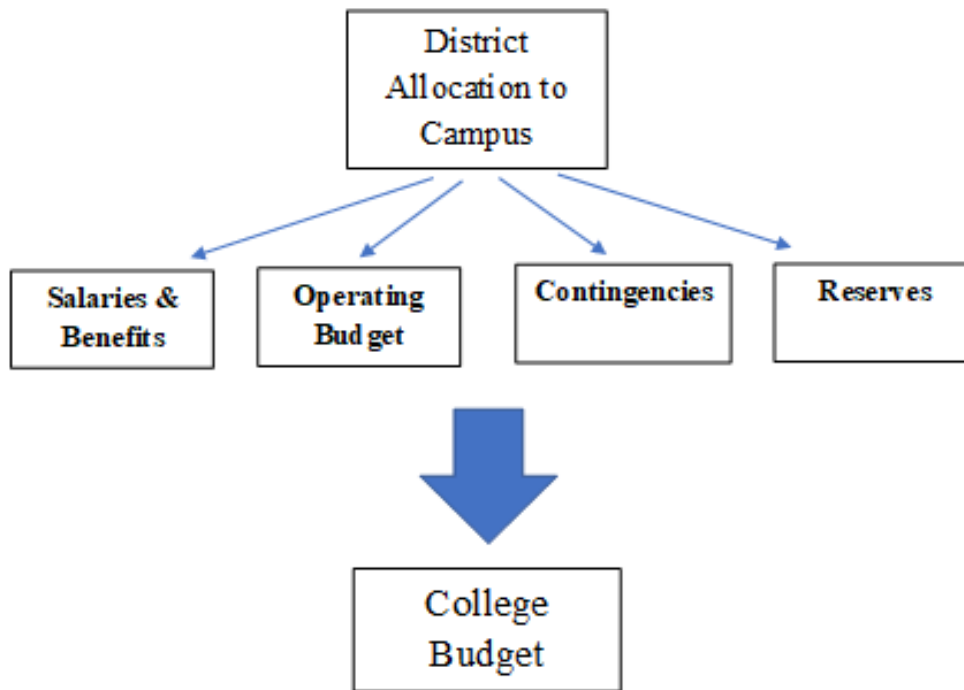


Finance functions within the District are largely decentralized with each college responsible for allocating its resources in an efficient manner, with the primary objective being achievement of its FTES target. Each college has its own local resource allocation process tied to program review. Other college considerations include maintaining a minimum 1 percent site reserve, funding liabilities, ensuring adequate faculty and staff, and adhering to the institution's mission. At the District level, significant administrative support is provided to the College particularly in the areas of state and federal compliance, adherence to Governing Board policies and procedures, and communicating and modeling potential impacts of regulatory or legislative changes.

The District and colleges also manage their financial affairs with integrity. Since 2013, under two separate external audit firms, the District has received clean audits with no findings. Financial audits are archived and can be accessed through the District Audit Report ([III.D.1-3](#)) website. Moreover, external rating agencies Standard & Poor's and Moody's rate the District's credit as AA+ and AA1, respectively, only one notch below the highest rating available which is primarily reserved for Basic Aid districts ([III.D.1-4](#)).

In addition to the general fund allocation, the College receives restricted categorical funds and seeks competitive grants. Categorical and other grant funds are allocated based upon the respective program plans and aligned with institutional and program review goals. Applications for grants are reviewed internally to ensure the grant aligns with the College mission and strategic goals. Business Procedure 3.30 Grants ([III.D.1-5](#)) describes this process.

The Budget Development Process ([III.D.1-2](#)) helps the College determine the overall budget and account for key expenditures over the course of the academic year. The Budget Committee, a subcommittee of College Council, is also responsible for reviewing, developing processes, and providing recommendations about the College budget.



Contra Costa College Budget Development Process

Budget Development Process

1. Using Business Procedure 18.01 ([III.D.1-1](#)), District Finance Services calculates and vets the College allocations.
2. Contra Costa College develops its budget by accounting for the following components:
 - a. Salaries and Benefits—Position Budget generates all salaries and benefits for permanent positions, and the hourly teaching/non-teaching budget is calculated based on FTES goals, FTEF, and productivity ratio assumptions.
 - b. Operating Budget for Departments—Cost of supplies, travel, classified hourly, student employment, professional development, and other operating costs. The Budget Committee uses College Procedure C3030 ([III.D.1-6](#)) as the basis for this allocation. In the past few years, allocations to the departments were rolled over from year to year.
 - c. Contingencies—Costs to cover unforeseen, unbudgeted items, cost of equipment maintenance or replacement, etc.
 - d. Reserves—Deficit funding reserve to cover reductions in revenue, minimum 1% reserve as required by Business Procedure 18.01, reserve for anticipated salary increases, etc.

3. The Director of Business Services works with District Finance Services to verify budget calculations, to validate allocation, and to balance the budget.
4. A Budget presentation and “traveling road show” to share budget information typically happens in September. The Director of Business Services presents the budget at Division meetings to give faculty and staff the opportunity to review the budget in an interactive manner. The presentation also includes year-end actuals for the prior year.
5. The District-wide budget, including College budgets, is posted on the District website.
6. District-wide budget forums are conducted at each College and at the District Office in April. This gives the campus and District communities the opportunity to preview the projected budget, with assumptions and information about the State budget, for the upcoming year.

Budget requests from program reviews are evaluated and funded, if approved, through the Resource Allocation Process under College Procedures Handbook Section C3030. Salaries and benefits of permanent employees (classified, faculty, management), including vacancies, are automatically budgeted. The part-time faculty budget is then calculated and budgeted based on FTES goals, FTEF, and productivity targets. For the last few years, the operating budgets have been rolled over. Also included in the budget are other obligations such as the 1% required college reserve, deficit funding reserve, college contingencies, Foundation support, etc.

Analysis and Evaluation

Business Procedure 18.06 - Budget Preparation ([III.D.1-2](#)) details the timeline for the development of the District and college budgets. Through a collegial process, beginning with the Governor’s January budget proposal, budget assumptions for the tentative budget are agreed upon through a shared governance structure. These assumptions are vetted through the monthly Chief Business Officer’s meeting, Chancellor’s Advisory Team, Cabinet, and District Governance Council (DGC). DGC convenes monthly, serves as the District Budget Committee, and is comprised of leaders from all constituency groups, including faculty, classified professionals, managers, and students. This collegial process has reaped enormous goodwill and has allowed the District and colleges to have widespread agreement on the financial aspects of the organization.

Upon finalizing the assumptions, the District Office populates budget templates for the colleges to begin working on the tentative budget. Concurrently, during the month of April the Governing Board receives a “Budget Study Session” report at its open meeting, and District Office staff conduct “Budget Forums” at all locations. These venues provide feedback opportunities for Governing Board members and District employees as well as the chance to ask questions or receive clarifications.

Other information, including audited financial statements, state mandated financial reports, budget presentations, and actuarial reports, are brought to the Governing Board for information or action as necessary. These reports are accessible on the [District Finance Annual Financial and Budget Reports homepage \(III.D.1-7\)](#) and the contents of these reports are incorporated into presentations given to employees.

There are several initiatives and programs that the College is moving forward with, that will affect program review and budgeting. The program review platform will be migrated to eLumen Districtwide. Guided Pathways will continue to be a priority. Starting in 2021-2022, the hold harmless provision of the Student Centered Funding Formula will end. These and other developments have to be incorporated in the College's comprehensive review of its programs and services. The outcome of this review, and with the College's Strategic Plan for guidance, the College will establish its priorities. This prioritization will then inform budget development.

Evidence:

| | |
|---------------------------|--|
| III.D.1-1 | Business Procedure 18.01 |
| III.D.1-2 | Business Procedure 18.06 Budget Preparation |
| III.D.1-3 | Audit Reports |
| III.D.1-4 | Press Release: Exemplary Stewardship of Bond Measure Funds |
| III.D.1-5 | Business Procedures 3.30 Grants |
| III.D.1-6 | College Procedures Handbook Section C3030 |
| III.D.1-7 | Annual Financial and Budget Reports website |

- 02.** *The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

Evidence of Meeting the Standard

The mission and goals of the District and its colleges set the foundation for financial planning, and financial planning is heavily integrated with and supports all institutional planning. This is demonstrated through highly transparent processes at both the District and College level.

Several board policies and business procedures govern how budget parameters and processes are determined:

- Board Policy 5031 - Fiscal Management ([III.D.2-1](#))
- Board Policy 5033 - Budget Development ([III.D.2-2](#))
- Business Procedure 18.02 - Parameters for Budget Development ([III.D.2-3](#))
- Business Procedure 18.06 - Budget Preparation ([III.D.2-4](#))

Notably, within Business Procedure 18.06, a timeline is provided that prescribes the participatory governance process of the District's budget. This transparent process provides for all constituency groups to weigh in on budget parameters and the assumptions being used, to report to their respective members on areas of interest or concern, and to ask questions or make suggestions on potential modifications. This three-month vetting process concludes with District staff visiting all sites and conducting open Budget Forums to report on the status of the current year as well as the outlook for the upcoming year; this allows for maximum information dissemination.

In addition, Business Procedure 18.02 prescribes minimum reserve levels, adequate staffing levels, a commitment to paying down the District's long-term liabilities, and general fiscal constraint. All discussions throughout the budget development process are guided by adherence to the values and criteria within Business Procedure 18.02. At each Governing Board meeting, financial information is presented to the Board. This information comes in the form of reports or presentations that include financial statements, budget transfers, investment reports, a tentative budget presentation, and an adoption budget presentation, as well as periodic reports on pertinent budget and financial issues. In April every year, the Governing Board has a study-session on the budget that includes assumptions and goals for achieving the priorities of the District. These presentations and reports are available in electronic format.

Additionally on campus, resource allocation follows the College Procedures Handbook Section C3030 ([III.D.2-5](#)). The Business Services Supervisor reviews the operating and categorical/grant budgets and spending with the appropriate managers. Grant and other funds pursued by the College are aligned with the College mission. Their goals and funding typically describe activities and initiatives to increase student enrollment and/or success. The alignment of grant funds with the general mission and planning for the College are sometimes implied instead of being expressly stated. The Business Services Supervisor and the Director of Business Services review the campus budget throughout the year-end closing process, keeping the College President updated. These year-end expenditures are likewise reviewed with the District Chief Financial Officer.

Analysis and Evaluation

The District and College integrate financial planning with institutional planning. This is demonstrated through wide dissemination of information through multiple mediums, well-developed policies and procedures that clearly map out processes, and college-level resource allocation decisions that identify and ultimately evaluate the allocation of resources in order to meet strategic goals and objectives.

Evidence:

| | |
|---------------------------|-----------------------------|
| III.D.2-1 | Board Policy 5031 |
| III.D.2-2 | Board Policy 5033 |
| III.D.2-3 | Business Procedure 18.02 |
| III.D.2-4 | Business Procedure 18.06 |
| III.D.2-5 | College Procedures Handbook |

- 03.** *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.*

Evidence of Meeting the Standard

The District clearly defines and follows its guidelines for financial planning and budget development. Further, all constituencies have appropriate and ample opportunities to participate in the development of institutional plans and budgets. This is also true at the College, where a clearly defined resource allocation process has been institutionalized.

At the District level, financial planning and budget development is governed by Business Procedures 18.02 - Parameters for Budget Development and Preparation ([III.D.3-1](#)), and 18.06 -Budget Preparation ([III.D.3-2](#)). These procedures detail the budget development process and timeline as well as indicate the various stakeholders and constituency groups that are involved. Budget development kicks off after the January budget proposal by the Governor. That preliminary proposal is reviewed with College Chief Business Officers (CBO's), Chancellor's Cabinet, and District Governance Council (DGC). DGC serves as the districtwide budget committee and is comprised of faculty, classified professionals, managers, and students.

All constituency groups have a voice in the budget development process. Further, in April of each year the Governing Board is given a "Budget Study Session and Forum" ([III.D.3-3](#)) where budget assumptions are also vetted and discussed. These finalized assumptions are used in the Tentative Budget presented to the Governing Board in June and then modified for known changes for the Adoption Budget presented in September. Once overall assumptions are agreed upon, the District populates a budget template for

each College. Contra Costa College makes its own modifications based upon their local resource allocation process as described in Standard III.D.1 ([III.D.3-4](#)) and communicates ([III.D.3-5](#)) the budget on campus.

Analysis and Evaluation

Clear policies and procedures exist at the District level that guide planning and budget development. This process is rigorously followed and has been in place for nearly a decade. Further, once the District process is complete, the College engages its constituencies in its own budget development process in an open and transparent manner.

Evidence:

| | |
|---------------------------|---|
| III.D.3-1 | Business Procedures 18.02 |
| III.D.3-2 | Business Procedures 18.06 |
| III.D.3-3 | District Budget Study Session and Forum |
| III.D.3-4 | Standard III.D.1 |
| III.D.3-5 | Budget Presentation/Roadshow |

- 04.** *Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

Evidence of Meeting the Standard

Institutional planning does reflect a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The District's budget allocation model clearly outlines the available, ongoing revenue for the District based on agreed upon assumptions. In addition, the budget allocation model accounts for significant expenditure requirements of the District and colleges. These expenditure requirements, called assessments, include contractual obligations to employee groups, regulatory expenses such as insurance, utilities, and retiree health benefits, and other fixed obligations. These are all paid "off-the-top" from available revenues before distributing the revenue allocations to each site.

This expenditure information is distributed and shared broadly with constituency groups, including at District Governance Council, which acts as the districtwide budget committee. As these assessments reduce each college's overall operating allocation, much attention is paid to ensure accuracy and integrity in the figures. After the allocation model is fully populated, a budget template ([III.D.4](#)) is sent to each college to make local adjustments in consideration of its own expenditures and external commitments. Once the template is fully populated, a clear picture emerges as to the amount of available ongoing dollars each location has for resource allocation. Often, other one-time funds can be identified to help supplement the resource allocation process if the request is one-time in nature.

Analysis and Evaluation

As the vast majority of the expenditures within the District and each college are employee-related, it is essential to have reliable position control. This is achieved through multiple levels of District-level approval needed for the hiring of permanent employees. The budget template that is provided to each location pre-populates every permanent employee and their annual total compensation. The College staff is then responsible for inputting any vacancies they expect to be filled. Further, all previous year non-personnel allocations are also pre-populated for the colleges. This allows College staff to only make changes based upon their local resource allocation process and, more importantly, minimizes the capacity for error and the spread between budget and actuals.

Evidence:

| | |
|---------|------------------------|
| III.D.4 | Budget Template Sample |
|---------|------------------------|

- 05.** *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. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.*

Evidence of Meeting the Standard

The Contra Costa Community College District has sufficient internal control mechanisms and clearly identifies individuals responsible for the preparation of financial documents that are dependable, accurate, and timely. These documents allow for sound financial decision-making.

The District utilizes the Ellucian Colleague enterprise resource planning (ERP) system for its financial and purchasing transactions. This ERP system has built-in internal controls that, depending upon specific dollar thresholds, require multiple levels of approval before requisitions are turned into purchase orders. Further, all journal entries and budget transfers initiated by the College are routed to the District Office for review, approval, and entry into the ERP system.

Financial documents are produced from the information within Ellucian Colleague and widely disseminated. This information is accessible to College staff either through running reports through the ERP system or through a web-based portal where administrators and other program managers can view their department budgets and expenses. Other high-level tools for the respective college Chief Business Officers, such as forecasting and other ad-hoc reports, are available upon request. Further, multiple financial presentations are made annually for College staff and all necessary financial information is presented to the Governing Board for information or action.

District and College staff regularly discuss ways to improve efficiencies in the reporting and internal controls. As an example, amendments were recently made to Business Procedure 11.15 Vouchers ([III.D.5-1](#)) to increase the direct voucher limit for repairs and goods and services. This procedural modification was vetted through the governance process and has proven to be a value-added change to the purchasing experience for the College.

In terms of spending Student Fees, any request to spend Associated Student Union (ASUCCC) funds has to go through the ASUCCC Board for approval followed by the Student Life Coordinator and the Dean of Students. Then the Student Life Disbursement Request form is brought to the Business Office for review, approval, and processing. The checks are then signed off by two signatories who are College administrators. Student fees are governed by the following policies and procedures

- Business Procedure 7.00 Student Fees ([III.D.5-2](#))
- Business Procedure 3.41 Student Body Funds and Club Accounting ([III.D.5-3](#))

Two of the indicators of fiscal health are the college reserves and funding of long-term liabilities. The College has maintained a reserve of over \$1M in the last several years, which ranges from 3.5% to 5% of the total College General Fund budget. The College has also set aside over \$1M for load bank and vacation liabilities, which is almost 50% of the total liability.

Analysis and Evaluation

The Ellucian Colleague ERP system enables managers to track financial activity such as purchase orders, budget transfers, and expenditure transfers. Further ad-hoc reports and tools are produced and maintained as needed. The District and College monitors financial transactions regularly to ensure compliance with regulations and policies. The District and College financial management practices provide an adequate internal control structure.

Evidence:

| | |
|---------------------------|---------------------------|
| III.D.5-1 | Business Procedures 11.15 |
| III.D.5-2 | Business Procedures 7.00 |
| III.D.5-3 | Business Procedures 3.41 |

- 06.** *Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

Evidence of Meeting the Standard

The District's and College's budget processes accurately reflect allocations and use of financial resources that have been approved through the planning process to improve student learning and support the mission and strategic goals. The District's resource allocation model provides the basis for the College's operating allocation. Upon receiving this allocation, the College's primary objective, as stated in Business Procedure 18.01 ([III.D.6-1](#)), is to reach the FTES target that its revenue allocation is based upon. This ensures that the College is not only offering the appropriate instructional courses for its students but is also offering the wraparound services so desperately needed for retention and success. The audits ([III.D.6-2](#)) conducted at the District also provide objective assessment and are performed by the District's audit firm; audits also recognize the accuracy and appropriate allocation of resources. With clean audits for multiple years running, the District has demonstrated the integrity of its financial management practices. The District maintains an archive of annual audit reports on its website, which is accessible to the public. The District also maintains audit reports ([III.D.6-3](#)) for bond funds.

Analysis and Evaluation

Financial management is sound and credible as seen in the fiscal financial audits of the Contra Costa Community College District. The Ellucian Colleague ERP financial management system functions well in documenting appropriate transactions for financial allocations and resources utilized to support student learning programs and services. The College follows policies and procedures set by the District to ensure that internal controls are effective and that various levels of budget and spending authority are established to provide multiple reviews of financial transactions.

The financial documents that compare budgets to actuals maintain a high degree of accuracy. Moreover, the resource distribution at the College allows for an appropriate level of student learning programs and services.

Evidence:

| | |
|---------------------------|---|
| III.D.6-1 | Business Procedure 18.01 |
| III.D.6-2 | District Annual Financial/Audit Reports |
| III.D.6-3 | District Measures and Bonds Audit Reports |

- 07.** *Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

Evidence of Meeting the Standard

The District has not had an external financial audit finding since 2012 and has had unmodified financials going back at least a decade. The District's most recent compliance finding was in fiscal year 2014-15 and involved one student from the Disabled Students Programs and Services (DSPS) not having a signed application in the file. This was communicated to the DSPS program at all three campuses, was remediated in the subsequent year, and has not occurred since.

Each January, the external auditors make a presentation to the District's Governing Board. This allows the Governing Board to hear directly from the external auditors, ask questions, and have the results explained. The District maintains an archive of annual audit reports ([III.D.7-1](#)) on its website, which is accessible to the public. The District also maintains audit reports ([III.D.7-2](#)) for bond funds.

Analysis and Evaluation

With multiple audit firms performing the external audits of the District for the past decade, the financials of the District have been thoroughly reviewed and scrutinized. The results of the audit reports provide ample evidence of the financial integrity of the institution.

Evidence:

| | |
|---------------------------|---|
| III.D.7-1 | District Annual Financial/Audit Reports |
| III.D.7-2 | District Measures and Bonds Audit Reports |

- 08.** *The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

Evidence of Meeting the Standard

Each month the College Chief Business Officers meet with District leadership to discuss issues and topics of relevance. These monthly meetings provide an opportunity to address potential internal control issues and make modifications as necessary. In addition, these meetings are utilized to review existing policies and procedures and to make modifications as necessary.

Annual audits serve as the primary external source for evaluating the financial management processes of the College and the District. The District and the College use any findings and feedback from these audits to improve financial management systems or to adjust internal controls. As previously stated, no internal control issues have

been noted in the District's annual audits. The District maintains an archive of annual audit reports ([III.D.8-1](#)) on its website, which is accessible to the public. The District also maintains audit reports ([III.D.8-2](#)) for bond funds.

Analysis and Evaluation

With the annual external audit consistently coming back with no significant deficiencies or material weaknesses, the District's internal controls are routinely evaluated. Further, with clear separation of duties and Ellucian Colleague financial input restricted to District personnel, the College and District have a demonstrated history of strong internal control systems.

Evidence:

| | |
|---------------------------|---|
| III.D.8-1 | District Annual Financial/Audit Reports |
| III.D.8-2 | District Measures and Bonds Audit Reports |

- 09.** *The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

Evidence of Meeting the Standard

Annual budget information ([III.D.9](#)) is posted and archived online for public review. The District has sufficient cash flow and reserves to maintain stability and respond to unforeseen circumstances or economic downturns. Business Procedure 18.01 stipulates that a districtwide 5 percent general fund reserve will be kept as well as an additional districtwide 5 percent contingency reserve. Each college also keeps its own reserves, capped at no more than 7 percent of its respective expenditure budget. In total, at the end of FY 2018-19, the District had total unrestricted general fund reserves of \$41.6 million. This is approximately 20 percent of the total expenditure budget of the District. This level of reserves has been consistent for many years. Moreover, cash is ample as well with greater than \$50 million in cash available as of June 30, 2019, within the unrestricted general fund. The large reserves and overall conservative financial approach of the District allows for flexibility and ensures that the District can respond to financial emergencies or unforeseen circumstances.

The District participates in the Bay Area Community College Districts Joint Powers Authority (JPA) for property and liability coverage. It is self-insured for the first \$10,000 on each claim after which the insurance coverage of the JPA takes over. The District's self-insurance fund had a balance of approximately \$870,000 at the end of FY 2018-19, more than sufficient to meet the needs of potential claims. Lastly, the District participates in another risk pool for its worker's compensation coverage and has one of the best experience modifications in that pool.

Analysis and Evaluation

With large unrestricted general fund reserves of 20 percent and a large property tax base, the District is financially sound and can readily meet all its obligations. Further, the District is the largest member of the Bay Area CCD JPA, one of the largest members of its worker's compensation pool and has a two-decade history of prudent risk management with these organizations.

Evidence:

| | |
|-------------------------|------------------------------|
| III.D.9 | Financial and Budget Reports |
|-------------------------|------------------------------|

- 10.** *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.*

Evidence of Meeting the Standard

Budget managers continually monitor allocations, income, and expenditures from all internal and external funding sources. The vice presidents, deans, directors, and the District Accounting Office provide additional oversight. The District coordinates with appropriate College personnel in overseeing the institutions' various financial reporting and management obligations.

The College has a Financial Aid Supervisor who oversees the financial aid programs of the College. As required by law, federal financial aid programs are annually audited for compliance. The District is responsible for drawing down, distributing, and reconciling financial aid funds. Ultimately, District and College staff collaborate in preparing and certifying the Fiscal Operations Report and Application to Participate (PPA Approval) ([III.D.10-1](#)) report.

Grants and other externally funded programs are governed by Business Procedure 3.30 ([III.D.10-2](#)) Grants which details the approval process for grant applications as well as a grant application review form. This formalized process ensures that the purpose of the grant aligns with the mission and strategic plan of the College; the process also brings in the Purchasing Department for contract review.

While each of the colleges has a foundation, these are independent, separate legal entities that are not auxiliary organizations. As such, the District has minimal oversight of the financial affairs of these entities. Institutional investments and assets are handled prudently and in accordance with applicable laws and regulations governing investment of public funds. Board Policy 5027 Investment Policy ([III.D.10-3](#)) provides the framework by which District investments are handled.

Analysis and Evaluation

The College works diligently to ensure all funds—financial aid, grants, and investments—are used to ultimately support and sustain student learning and programs. Appropriate approval processes are in place to protect the College’s integrity and maintain fiduciary responsibility. College budget managers, program coordinators, directors, deans, and vice presidents oversee and manage funding sources to make sure funds are utilized to support the institution’s mission and goals. Evidence of proper fiscal management and internal controls may be found in the annual fiscal audit for the District as well as external reports given by outside rating agencies who consistently provide positive feedback on the District’s financial operations.

Evidence:

| | |
|----------------------------|---|
| III.D.10-1 | Participation Agreement Approval Letter |
| III.D.10-2 | Business Procedure 3.30 Grants |
| III.D.10-3 | Board Policy 5027 |

Liabilities

- 11.** *The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. 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.*

Evidence of Meeting the Standard

Business Procedure 18.02 Budget Parameters ([III.D.11-1](#)) lists 13 separate guidelines to which financial planning and development of the Adoption Budget adhere. Within the District’s funding model, contractual, legal, and regulatory obligations are paid prior to distributing revenue to any site. Moreover, the District annually sets aside an additional \$1 million minimally for other post-employment benefits for eventual transfer into its irrevocable trust. This practice of paying for known liabilities and obligations prior to distributing revenue amongst the colleges has resulted in exceptional stability within the District and is a key component in sustaining short-term and maintaining long-term financial solvency. Investment statements ([III.D.11-2](#)) are available online.

The District has a long-standing financial formula with its bargaining groups for allocation of additional funds towards total compensation. This formula takes into account all health benefit cost increases, pension obligation increases, any contractual salary step increments, and other costs and offsets those against any new revenues. Essentially, this formula largely determines increases in salary within a multi-year agreement. It has worked well over time with the formula generating salary increases in some years and in other years generating no increases.

The District has also set aside funds to cover the entirety of its compensated absence liability and is now dedicating funds to help offset future pension cost increases. In addition, over \$130 million resides either in the irrevocable trust or in an account for future transfers into the irrevocable trust, putting the District at over 50 percent funding for its Other Post-Employment Benefits (OPEB) liability for retiree health benefits. This level of commitment to funding its liabilities is a major reason for the District's recent credit rating ([III.D.11-3](#)) of AA1 with Moody's and AA+ with Standard & Poor's. Both those ratings are just one grade below AAA.

Analysis and Evaluation

The District and College follow stringent guidelines for budget development and have a demonstrated commitment to funding liabilities to offset future increases. This is clear through the remarkable growth in the irrevocable trust, the full funding of the compensated absence liability, and the additional funds earmarked for future pension cost increases. All of these achievements are indicative of an institution that looks to the future in its financial planning. Thus rating agencies continually call out the solvency and well-managed finances of the District.

Evidence:

| | |
|----------------------------|--|
| III.D.11-1 | Business Procedure 18.02 |
| III.D.11-2 | Investment Trust Statement |
| III.D.11-3 | Press Release: Exemplary Stewardship of Bond Measure Funds |

- 12.** *The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including OPEB, compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits OPEB is current and prepared as required by appropriate accounting standards.*

Evidence of Meeting the Standard

The District has fully funded its compensated absence liability with greater than \$13 million set aside to pay for the vacation and load bank associated with its employees. Other known expenditure increases such as health care and pension obligations are taken into account in a total compensation formula the District utilizes with its bargaining groups. These known increases are built into the Adoption Budget ([III.D.12-1](#)).

Perhaps most impressive for the District has been the growth in its irrevocable trust for retiree health benefits. As of June 30, 2019, the District's irrevocable trust had assets of greater than \$118 million with an additional \$17 million in earmarked funds for future transfers into the trust. These dollars represent a funding level of greater than 50 percent of the approximately \$250 million total liability. Five years ago, the irrevocable

trust had \$66.9 million in assets. Since June 2014, between investment returns and additional contributions, the value of this trust has increased \$51 million or 76 percent.

The irrevocable trust's actuarial report ([III.D.12-2](#)) is current as of June 30, 2019. This trust is managed by a Retirement Board of Authority which consists of members of all constituency groups within the District as well as a retiree of the District. The trust is fully in compliance with applicable laws and regulations, and a plan is in place for continued funding of the liability.

Analysis and Evaluation

The District and the College have a demonstrated history of funding long term obligations and have designed the funding model to ensure that this practice continues. It is current in its actuarial report, and its irrevocable trust is audited ([III.D.12-3](#)) annually.

Evidence:

| | |
|----------------------------|---------------------------------------|
| III.D.12-1 | Adopted Budget 2019-2020 |
| III.D.12-2 | Financial Statement June 30, 2019 |
| III.D.12-3 | Investment Trust Financial Statements |

- 13.** *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.*

Evidence of Meeting the Standard

The District has passed three general obligation bond measures since 2002 totaling \$856.5 million. These bond measures have revitalized the buildings at all three campuses, and continued construction is anticipated for the next several years. The debt incurred on these bond measures is paid by the taxpayers of Contra Costa County through ad valorem taxes collected by the County Treasurer. The payment to the bondholders is made through these collections and has no impact on the financial condition of the District. [Bond Audits \(III.D.13\)](#) for Measure A 2002 and 2006 and audits for Measure E 2014 are available online and maintained by an oversight committee. No other locally incurred debt exists.

Analysis and Evaluation

The District's general obligation bond debt service is paid through ad valorem taxes collected by the County Treasurer. The District has no other locally incurred debt instruments.

Evidence:

| | |
|--------------------------|--------------------------------------|
| III.D.13 | Bond Audits and Financial Statements |
|--------------------------|--------------------------------------|

- 14.** *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.*

Evidence of Meeting the Standard

The District and College utilize their funds in a manner consistent with their intended purpose. Business Procedure 3.30 Grants ([III.D.14-1](#)) guides the application, review, and acceptance of external funding sources. This formalized process ensures a plan is in place to utilize these funds in a manner consistent with the stated purpose. In addition to the annual external audits in which no findings have been noted, the District has been audited by other outside agencies on its federal grants and has had no issue with the spending of the funds.

The District's bond funds undergo performance and financial audits ([III.D.14-2](#)) in addition to the District's overall financial audit. The District also has a [Bond Oversight Committee](#) ([III.D.14-3](#)), a requirement of Proposition 30, that reviews the bond programs for compliance with the ballot language. The bond programs have had no audit findings. The bookstore auxiliary operations are a component of the District's annual external audit, and there have been no audit findings. The costs associated with the bookstore are reviewed and the bookstores are self-sustaining operations. As previously stated, the District has no locally incurred debt instruments, and its general obligation bonds are paid through ad valorem taxes assessed by the County Treasurer.

Analysis and Evaluation

The College and its program managers diligently monitor the use of restricted and auxiliary funds. These restricted funds are then annually audited for compliance. External auditors review bond expenditures, and a Bond Oversight Committee monitors projects to ensure that construction is consistent with the ballot language.

Evidence:

| | |
|----------------------------|--------------------------------------|
| III.D.14-1 | Business Procedure 3.30 Grants |
| III.D.14-2 | Bond Audits and Financial Statements |
| III.D.14-3 | Bond Oversight Committee |

- 15.** *The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

Evidence of Meeting the Standard

Contra Costa College is in good standing with Title IV, complies with Department of Education regulations related to student loans and default rates, and has the administrative capacity to administer Title IV programs, including loans, as evident in its Program Participation Agreement application ([III.D.15-1](#)) and approval ([III.D.15-2](#)) from the Department of Education.

According to the official default rates ([III.D.15-3](#)) from the Department of Education, the default rates for Contra Costa College for the last reported cohort years are as follows:

Last Reported Contra Costa College Cohort Years

| Cohort Year | Default Rate |
|-------------|--------------|
| 2016 | 14.6% |
| 2015 | 13.3% |
| 2014 | 20.4% |
| 2013 | 22.2% |

Contra Costa College's three-year default rate is within federal guidelines. Schools may face federal sanctions when the default rate exceeds 30%. Contra Costa College's most recent default rate for 2016 is 14.6%. Not only is this well below the federal guidelines, but the college's rate is also below the California Community College system-wide default rate for the same year (14.8%) and the national default rate for all public two-year schools (15.9%).

Contra Costa College's default rate has been significantly reduced due in large part to its partnership with third-party default prevention services. In 2017, the College began an agreement with Educational Credit Management Corporation (ECMC) ([III.D.15-4](#)) to provide outreach services to students at risk of loan default. In July 2019, the College changed providers to Borrower Connect ([III.D.15-5](#)) to provide default management services. These outreach efforts have proven to be effective in reducing cohort default rates, as well as being cost effective.

Analysis and Evaluation

Contra Costa College is in compliance with all Title IV regulations and partners with outside organizations to strengthen compliance.

Evidence:

| | |
|----------------------------|---|
| III.D.15-1 | Program Participation Agreement Application |
| III.D.15-2 | Program Participation Approved Agreement |
| III.D.15-3 | Department of Education Federal Student Aid Official Loan Default Rates |
| III.D.15-4 | Educational Credit Management Corporation |
| III.D.15-5 | Student Connections Borrower Connect |

- 16.** *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 and the quality of its programs, services, and operations.*

Evidence of Meeting the Standard

There are substantial controls in place for the District entering into contractual agreements. Business Procedure 9.45 Request to Place Contract on Governing Board Agenda ([III.D.16-1](#)) includes a form to attach to potential contracts. After campus review for consistency with mission and strategic goals, the documents are routed to the Director of Purchasing and Contracts for review. Two other procedures specific to contracts for personal and professional services, Business Procedures 9.40 ([III.D.16-2](#)) and 9.42 ([III.D.16-3](#)), are also in place. All contracts include appropriate clauses for amendments, termination, and indemnity. Federal contracts are also reviewed for specific requirements.

Analysis and Evaluation

The College, in coordination with the District, ensures that all contractual agreements with external entities are consistent with the institution's mission and goals. The District requires that contracts contain termination language that allows for maximum flexibility for the District and College to ensure continued quality of its programs, services, and operations. All contracts are managed to ensure that Public Contract Code requirements and compliance with federal guidelines occur.

Evidence:

| | |
|----------------------------|-------------------------|
| III.D.16-1 | Business Procedure 9.45 |
| III.D.16-2 | Business Procedure 9.40 |
| III.D.16-3 | Business Procedure 9.42 |

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A Decision-Making Roles and Processes

- 01.** *Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.*

Evidence of Meeting the Standard

Shared Governance Structure: Participatory Governance at the Contra Costa Community College District is made up of 5 different components: Institutional Governance, Academic and Professional Matters, Administrative Matters, Labor Relations Matters, and Public Interest.

The Participatory Governance structure and processes are governed by several District and campus policies and procedures. These policies ensure that key groups have the ability to play a role in decision-making, implementation of initiatives and innovations, continuous program improvement, and other charges to ensure that college operations are informed by a variety of voices, perspectives, and expertise. Here are the District and campus policies and organizations that make up participatory governance:

District Policies and Procedures:

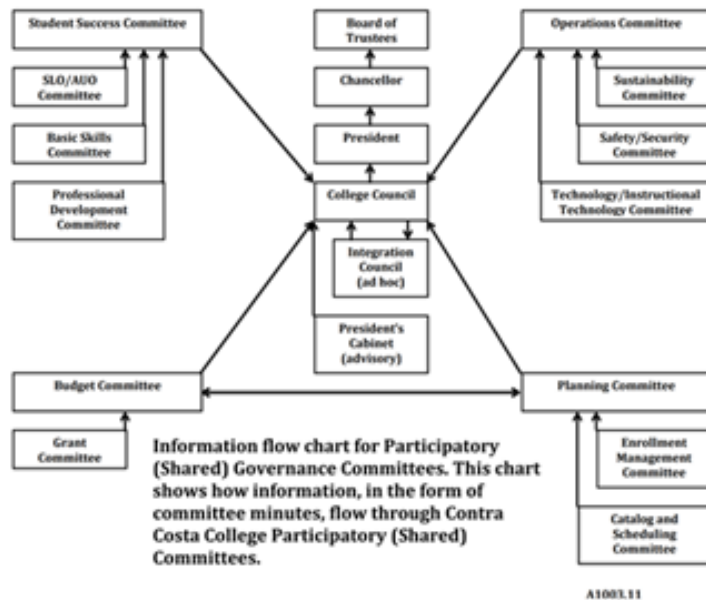
- Board Policy 1009 Institutional Leadership, Governance, and Decision Making ([IV.A.1-1](#)) – Cites California Education Code and Administrative Procedure 1009.01 in ensuring that the four campus constituency groups have the opportunity to effectively participate in District and College governance.
- Administrative Procedure 1009.01 Participatory Governance ([IV.A.1-2](#)) – Identifies and delineates the role of the management, faculty, staff, and students and their value in governance.

- Administrative Procedure 1009.02 Process to Reach Agreement Between Governing Board and Faculty Senates ([IV.A.1-3](#)) – Identifies the process of consultation in matters that impact academic and professional topics.

College Policies and Procedures (Found in College Procedures Handbook) ([IV.A.1-4](#)):

- College Procedures Handbook A1002.0 – Statements of the role of each constituency group at Contra Costa College and how each is organized in relation to participatory governance.
- College Procedures Handbook A1003.0 – Organization of college committees, their composition, and their charge in relation to participatory governance and the Brown Act. Several of these committees have been updated to reflect a changing scope of responsibility.
- College Procedures Handbook A1005 Contra Costa College Governance and Decision-Making Processes – Diagrams the flow of decisions, based on problem, area of responsibility, and protocols used to address issues.

Here is a diagram of how participatory governance is conceptualized and operationalized at Contra Costa College:



How Participatory Governance Conceptualizes and Operationalizes at Contra Costa College

Examples of Systemic Participative Processes:

Program Review: At Contra Costa College, program review is initiated by faculty and staff of their respective disciplines and units. Utilizing the analysis of data to develop recommendations and requests, program reviews are validated by a team under the charge of the Planning Committee. Any requests that have impact on budget are reviewed by the Budget Committee. These committees are sub-committees of the College Council, which has the final recommending purview. Through this process, there is ample participation of constituency groups in the review of college operations, and recommendations also stem from feedback from the campus community. The participatory process of program review is also described in Standard I.B.

Development of Budget: Similarly, budget development at Contra Costa College, which starts at the District, follows a process that enables communication of information campus-wide and allows constituency groups to provide feedback. Budget is analyzed at the district-level and developed based on College information. A budget study session/presentation is held for district-wide feedback. A tentative budget is then approved by the board. An allocation is then given to the College, and the campus budget development process is initiated. This process creates a detailed campus budget that considers recurring costs and requested allocations from program reviews. This budget is then shared on campus for campus information. The budget development process is further detailed in Standard III.D.3 ([IV.A.1-5](#)).

Implementation of Categorically Funded Program: Several major initiatives in the last few years have received a lot of attention in California. AB 705 aims to shorten the timeframe in which students complete college level courses; Guided Pathways intends to create a culture of student success on campus through the adoption of principles of best practices; and the Student Equity and Achievement Program combines previous efforts on student equity and matriculation into one to ensure access and success.

The implementation of these initiatives involved management, faculty, staff, and students in developing plans with strategies and goals, which were vetted through various committees. For AB 705, previous work by faculty in math, English, and ESL provided the foundation for new course design. In collaboration with staff in student services, new placement information and strategies were put in place. Review of relevant data and strategies happen at various committees. Likewise, the implementation of Guided Pathways is facilitated by a committee with campus wide representation. Faculty led discussion on curricular and academic components while student services professionals spearheaded areas that affect onboarding and enrollment; however, campus integration is the underlying philosophy in ensuring that student success is the focus and result. Finally, the Student Equity and Achievement Program is the latest initiative that was developed and vetted on campus. Activities were developed and presented to College Council and the Associated Student Union before being submitted to the state. Metrics identified will be measured when data is collected and will be presented to various participatory governance committees for their information before state submission.

Adopted Improvements: While many new initiatives are underway, many have not yet had broad campus impact. The institutionalization of equity and planning practices through the creation of the Dean of Equity and Institutional Effectiveness position is evidence that the college is moving to broaden effective innovative practices in a systematic manner.

Another example of the college's commitment to supporting campus-wide innovation through systematic participatory process is the structuring of the work related to the coordination of the implementation of Guided Pathways. The tri-chair model of the Guided Pathways Steering Committee includes individuals from the classified, management, and faculty positions. The working groups also follow a tri-chair model.

Analysis and Evaluation

Contra Costa College follows established policies and organizational structures in ensuring that different constituency groups can effectively participate in actions and decisions that impact the operation of the College. Within the College, this participation is evident in many ways, including program evaluation, development of budget, and implementation of initiatives. As work continues on campus, connecting and aligning work groups to participatory governance committees will provide much needed oversight, reporting, information sharing, and decision making for initiatives to have broader campus impact.

Evidence:

| | |
|--------------------------|----------------------------------|
| IV.A.1-1 | Board Policy 1009 |
| IV.A.1-2 | Administrative Procedure 1009.01 |
| IV.A.1-3 | Administrative Procedure 1009.02 |
| IV.A.1-4 | College Procedures Handbook |
| IV.A.1-5 | Standard III.D.3 |

- 02.** *The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

Evidence of Meeting the Standard

In addition to the response to Standard IV.A.1([IV.A.2-1](#)) above that describes the policies, procedures, and structures that establish and ensure participatory governance and opportunity for the effective participation of the College community, decision making processes are determined by a variety of factors, including the scope of impact an issue or situation has on the campus. This helps determine whether decision-making and action are taken at a departmental or College-wide level and which committees or groups may be involved. Here is the current diagram of the decision-making flow at Contra Costa College:

Contra Costa College Governance and Decision-Making Process

| Protocol who or what is affected: | → Who initiates Discussion; forwards Recommendations or Problems for consideration (forms must be used): | → Group that makes the final decision on issue (has authority and is accountable) | → Decision-making committee requests formal input from: | → Distribution of decision: |
|--|--|---|---|---|
| College-wide Interest or Effect | → Anyone or Any Group | → College Council | → General college community through email all representative groups | → Minutes are distributed college-wide |
| Day to Day Operations | → Anyone or Any Group | → Operations Council College sector Committees Organizational Units | → Whoever is appropriate, given the issue or problem | → Minutes are distributed to Management Council and College Council |
| Administration; operational policies/procedures; personnel; resource development | → College Council Operations Council Management Council Committees | → President's Cabinet | → College Council Operations Council Management Council | → Minutes are distributed college-wide |

The protocol determines if the decision is local to a department or campus wide. Items that impact day-to-day operations and college-wide interests can be initiated by anyone on campus. The table identifies the decision-making committees, who is consulted, and how information is distributed.

Administrative Procedure 1009.01 Participatory Governance ([IV.A.2-2](#)) and College Procedures Handbook A1002.0 ([IV.A.2-3](#)) codify the role of students in the participatory process, and participatory committees include student leadership in their membership to ensure that students have a voice in issues that directly impact them. A major activity where this is evident is in the current development of the strategic plan: While there have been many campus discussions that welcome students, a specific feedback session was scheduled to make sure that the focus of the presentation was geared towards students.

Analysis and Evaluation

Contra Costa College and the district follow policies and procedures that delineate roles and responsibilities in participatory governance. While the College has an adopted decision-making tree to identify the process of initiating discussions, making recommendations, decision or approval authority, and dissemination of information, discussions about updating and adopting a new decision-making process to reflect current practices on campus have started in Fall 2019 and have continued through Spring 2020 through College Council. Several meetings have addressed this project, and the College anticipates adopting a new policy tentatively by next year. There have been previous efforts to ensure that policies and procedural changes are reflected in the College policy handbook in a timely manner. However, turnover in leadership has caused delays in implementing these efforts to completion. One such effort was to invite the assistance of Institutional Effectiveness Partnership Initiative (IEPI) ([IV.A.2-4](#)) to address this issue. The IEPI Project 2020 was started by the previous president but will be restarted in Fall 2020 with new leadership.

Evidence:

| | |
|--------------------------|--|
| IV.A.2-1 | Standard IV.A.1 |
| IV.A.2-2 | Administrative Procedure 1009.01 |
| IV.A.2-3 | College Procedures Handbook |
| IV.A.2-4 | Institutional Effectiveness Partnership Initiative Fall 2020 Collaboration |

- 03.** *Administrators and faculty, through policy and procedures, 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.*

Evidence of Meeting the Standard

As defined in Standard IV.A.2 above, Contra Costa College and the Contra Costa College District have defined policies, roles, and structures to facilitate Participatory Governance. To reiterate, the Participatory Governance structure and processes are governed by several District and campus policies and procedures. Contra Costa College Participatory Governance Committees have voting positions to represent all campus constituencies. Faculty and Management expertise are utilized in decision-making related to budget, planning, and policy development. In addition, the presidents of Academic Senate Council, Associated Student Union, Classified Senate, and the vice president representing the Management Council serve as advisors to the president in the President's Cabinet.

Here are District and campus policies and organizations that define roles and responsibilities at the College and District:

District Policies and Procedures:

- Board Policy 1009 Institutional Leadership, Governance, and Decision Making – Cites California Education Code and Administrative Procedure 1009.01 in ensuring that the four campus constituency groups have the opportunity to effectively participate in District and College governance ([IV.A.3-1](#)).
- Administrative Procedure 1009.01 Participatory Governance – Delineates the role of the management, faculty, staff, and students and their value in governance ([IV.A.3-2](#)).
- Administrative Procedure 1009.02 Process to Reach Agreement between Governing Board and Faculty Senates – Identifies the process of consultation in matters that impact academic and professional topics ([IV.A.3-3](#)).

College Policies and Procedure:

- College Procedures Handbook A1002.0 – Statements of the role of each constituency group at Contra Costa College and how they are organized in relation to participatory governance ([IV.A.3-4](#)).
- College Procedures Handbook A1003.0 – Organization of College committees, their composition, and their charge in relation to participatory governance and the Brown Act. Several of these committees have been updated to reflect a changing scope of responsibility ([IV.A.3-4](#)).
- College Procedures Handbook A1005 Contra Costa College Governance and Decision-Making Processes – Diagrams the flow of decision-making, based on problem, area of responsibility, and protocols used to address issues ([IV.A.3-4](#)).
- Academic Senate Council By-Laws – Identify the purpose, membership and election, rules and procedures, roles of council and officers, and committees that guide and enable the work of the faculty ([IV.A.3-5](#)).

In addition, the Contra Costa College Academic Senate is active and engaged in the development of policies and procedures that impact faculty, curriculum, and other academic and campus issues. Here are examples of minutes from Academic Senate meetings demonstrating their involvement in campus affairs:

- Minutes for October 7, 2019 – Discussion of 10+1 charge, participatory governance review, and executive hiring among other items ([IV.A.3-6](#)).
- Minutes for October 15, 2018 – Discussion of Academic Calendar changes, Program Review and SLO Assessment moving to eLumen, and restructuring of Council of Chairs meeting to include leadership and training ([IV.A.3-7](#)).

- Minutes for October 17, 2016 – Discussions of FTES for non-credit courses and ways to bridge non-credit to credit programs, College Promise Program for students, and equity projects ([IV.A.3-8](#)).

The Academic Senate's work is also supported by several important standing committees:

- Curriculum Committee – Makes recommendations to Academic Senate on proposals involving curriculum and is delegated to review and approve all new and revised courses ([IV.A.3-9](#)).
- Distance Education Committee – Assesses and assists in the coordination of how Distance Learning can enhance programming at the College by providing recommendation on policies and learning resources, strategic planning, and budget to improve and increase distance learning opportunities ([IV.A.3-10](#)).
- Equivalency Committee – Provides guidance to ensure discipline selection committees follow the equivalency process of reviewing faculty qualifications consistently and fairly ([IV.A.3-11](#)).

Analysis and Evaluation

All constituencies at Contra Costa College are guaranteed a voice in the participatory governance and have opportunities to provide feedback to processes and major decisions undertaken by the College and District. The recent challenges in retaining leadership have caused delays in updating policies and procedures, including updating the College handbook. Several processes have also suffered due to the lack of leadership and guidance. Despite these challenges, the collaborative work of the various participatory governance committees, their respective presidents, and campus managers have resulted in successful campus-wide initiatives including the hiring of the interim president ([IV.A.3-12](#)), continued dialogue on improving community cohesion and morale, and development of 2020-25 Strategic Plan.

Evidence:

| | |
|---------------------------|--|
| IV.A.3-1 | Board Policy 1009 |
| IV.A.3-2 | Administrative Procedure 1009.01 |
| IV.A.3-3 | Administrative Procedure 1009.02 |
| IV.A.3-4 | College Procedures Handbook |
| IV.A.3-5 | Academic Senate Bylaws |
| IV.A.3-6 | Academic Senate Meeting Minutes 10-07-2019 |
| IV.A.3-7 | Academic Senate Meeting Minutes 10-15-2018 |
| IV.A.3-8 | Academic Senate Meeting Minutes 10-17-2016 |
| IV.A.3-9 | Curriculum Instruction Committee |
| IV.A.3-10 | Distance Education |
| IV.A.3-11 | Equivalency Committee |
| IV.A.3-12 | President Hiring Process and Discussion |

- 04.** *Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

Evidence of Meeting the Standard

Recommendations about curriculum, programs, and services are the responsibility of faculty, staff, and administrators and are defined by policies and processes under the participatory governance structure that are well-defined and utilized. The Curriculum Instruction Committee (CIC) defines and administers processes for new curriculum proposals, new program proposals, Student Learning Outcome definition, and periodic content review.

Policies and procedures:

- Board Policy 1009 Institutional Leadership, Governance ([IV.A.4-1](#)), and Decision Making – Cites California Education Code and Administrative Procedure 1009.01 ([IV.A.4-3](#)) in ensuring that the four campus constituency groups have the opportunity to effectively participate in District and College governance.
- College Procedures Handbook A1002.0 – Statements of the role of each constituency group at Contra Costa College and how they are organized in relation to participatory governance ([IV.A.4-2](#)).
- Administrative Procedure 1009.01 – Participatory Governance – Identifies and delineates the role of the management, faculty, staff, and students and their value in governance ([IV.A.4-3](#)).

- Administrative Procedure 1009.02 – Process to Reach Agreement between Governing Board and Faculty Senates – Identifies the process of consultation in matters that impact academic and professional topics, including curriculum ([IV.A.4-4](#)).
- Curriculum and Instruction Procedure 4008 – Review, Establishment, Modification and Discontinuance of Courses and Programs – Identifies the roles and processes of curriculum development and changes, including the collaboration of faculty and managers ([IV.A.4-5](#)).

The Curriculum Instruction Committee is comprised of faculty from each of the academic divisions. The Chief Instructional Officer attends meetings as ex-officio. The Student Learning Outcomes committee, a sub-committee of the Student Success Committee, is tasked with managing assessments and analysis of course student learning outcomes, program learning outcomes, and institutional learning outcomes, and works with the CIC to assure that useful SLO's are defined/refined at the curriculum level.

Academic programs document SLO assessment activities during the program review process, which is administered through the Planning Committee. The 4-year Program Review process (every two years for CTE programs) and yearly Unit Plans define plans and activities for curricular and program changes, with multi-constituency input via the validation teams.

In addition:

- As noted in Standard I.B.1 ([IV.A.4-6](#)), continuous dialogue occurs at the College to support continuous improvement of student learning and achievement, including participation of faculty in the curriculum committee and faculty, staff, and administration in the program review process. The standard also describes the role of representative committees such as Student Success and the Academic Senate Council in ensuring that faculty and staff have a direct voice in defining curriculum, student learning, assessment, and services.
- In Standard I.B.2, the Continuous Cycle of Improvement demonstrates the inclusion of all constituencies of the College in ensuring quality curricula, programs, and services ([IV.A.4-7](#)).
- As noted in Standard II.A.2, faculty takes the lead in ensuring that content and methods of instruction meet standards and that faculty lead the process of continuous improvements on instructional courses, programs, and related services ([IV.A.4-8](#)).
- As noted in Standard III.A.2, faculty qualifications require knowledge of subject matter and skills in developing, reviewing, and assessing curriculum ([IV.A.4-9](#)).
- As noted in Standard III.A.3, administrators and staff must have the competence and skills to responsibly manage and evaluate services ([IV.A.4-10](#)).

Analysis and Evaluation

Though Contra Costa College has established a structure, employment expectations, and processes to ensure that faculty, staff, and administration work collaboratively to ensure that faculty-led curriculum and staff-led service recommendations lead to quality learning and services, further work in Guided Pathways will undoubtedly result in recommendations related to curriculum and student learning programs and services. Through the Planning Committee and tri-chair structure of the workgroups, responsibility is well-defined. Ensuring that this work is aligned and institutionalized within the College participatory governance structure is an ongoing endeavor. Also, First Year Experience, Hispanic Serving Institution Grant Initiatives, and Promise Program are well structured and contribute to instructional and outcome review and modifications. Campus programs like these would benefit from integration into the participatory governance processes described above.

Evidence:

| | |
|---------------------------|---|
| IV.A.4-1 | Board Policy 1009 |
| IV.A.4-2 | College Procedures Handbook A1002.0 |
| IV.A.4-3 | Administrative Procedure 1009.01 |
| IV.A.4-4 | Administrative Procedure 1009.02 |
| IV.A.4-5 | Curriculum & Instruction Procedure 4008 |
| IV.A.4-6 | Standard I.B.1 |
| IV.A.4-7 | Standard I.B.2 |
| IV.A.4-8 | Standard II.A.2 |
| IV.A.4-9 | Standard III.A.2 |
| IV.A.4-10 | Standard III.A.3 |

- 05.** *Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

Evidence of Meeting the Standard

The voice and expertise of College constituencies are critical and foundational in decision making, action-taking, and other campus activities. Standards IV.A.1 through IV.A.3 ([IV.A.5-1](#)) describe the structure, policies, roles, and different components of participatory governance that starts at the board level and is instituted at the College.

In addition, various constituency groups provide guidance, perspective, and expertise in the deliberation of policies and other key considerations that impact the operation of the District and College. Here are the three major representative bodies:

- Academic Senate – Established by Title 5 of the California Code of Regulations, Contra Costa College convenes an Academic Senate ([IV.A.5-2](#)) to function as the representative body of the faculty. The campus Academic Senate reviews and helps develop policies and procedures under the purview of the faculty and makes recommendations to administrators on campus and at the District level. Campus academic senate presidents lead the Faculty Senates Coordinating Council ([IV.A.5-3](#)) at the District, which furthers the curriculum and other professional work of the faculty.
- Classified Senate – Classified staff, through the Classified Senate ([IV.A.5-4](#)), are guaranteed the opportunity to be a part of the participatory processes and that their non-bargaining interests are represented to ensure that the College is meeting its goals and missions. Likewise, the College Classified Senate works collaboratively with the District Office Classified Senate to provide representation of the needs, concerns, and perspectives of classified staff, a means of communication and information sharing, and opportunities to develop leadership and advocacy skills among the classified staff.
- Associated Student Union, ([IV.A.5-5](#)) Student Trustee and Advisory Council ([IV.A.5-6](#)) – Students have campus- and District-level advocates, including a student trustee who sits on the board to advocate for student needs and represent students' voice. One of the critical tasks of the Student Trustee Advisory Council is to improve communication and disseminate deliberations and decisions made by the board to the campuses.

The work of the College Council ([IV.A.5-7](#)) and District Governance Council ([IV.A.5-8](#)) is central to facilitating the participation of representative groups to collaborate, discuss, and debate issues that impact the District and colleges. The College Council is the highest participatory governance body at Contra Costa College. Subcommittees such as Budget, Operations, Planning, and Student Success also report to College Council. District Governance Council looks upon the expertise of each constituent and utilizes the strength of the group as evident in the membership roster ([IV.A.5-9](#)) to make well-informed decisions to forward to the Board and the Chancellor. DGC also helps to ensure integrity and effectiveness, consistency in processes and policies, and clear communication. Agendas and minutes ([IV.A.5-10](#)) for DGC show the important discussions and work undertaken by the DGC on behalf of the District and campuses.

On campus, all initiatives move through College Council and the “Big Four Committees,” which are Operations Council, Budget Committee, Planning Committee, and Student Success Committee. Initiatives are also vetted by relevant constituency groups. An example of an important update that went through this process is the streamlining of the program review to include resource allocation, program review, and faculty/

staff prioritization. The proposed changes to the program review process began in the Planning Committee under the direction of President's Cabinet. Evidence of the work done by the Planning Committee can be found in the Planning Committee Agenda ([IV.A.5-11](#)) from October of 2017. This plan was vetted by the Academic Senate, who provided input into the plan during a first read ([IV.A.5-12](#)) in September 2016 and approved ([IV.A.5-13](#)) the plan in October 2016. The proposed changes were accepted by College Council at their October 2016 meeting ([IV.A.5-14](#)).

Analysis and Evaluation

Contra Costa College and the District value the tenets of participatory governance. Constituency groups are expected to play important roles in decision-making and information sharing. Constituency committees are present at the College and District level. District Governance Council facilitates the activity of these participatory groups in making recommendations. Though some plans like Student Equity and Achievement Program go through the participatory vetting process, the College can be more intentional in utilizing participatory governance in implementing initiatives like Guided Pathways, Perkins, Promise Program, First Year Experience, and IEPI Grants for planning purposes.

Evidence:

| | |
|---------------------------|--|
| IV.A.5-1 | Standard IV.A.1 to IV.A.3 |
| IV.A.5-2 | Academic Senate |
| IV.A.5-3 | Faculty Senates Coordinating Council |
| IV.A.5-4 | Contra Costa Classified Senate |
| IV.A.5-5 | Associated Student Union |
| IV.A.5-6 | Student Trustee Advisory Council |
| IV.A.5-7 | College Council |
| IV.A.5-8 | District Governance Council |
| IV.A.5-9 | District Governance Council Roster |
| IV.A.5-10 | District Governance Agenda and Minutes |
| IV.A.5-11 | Planning Committee Agenda 10-06-2017 |
| IV.A.5-12 | Academic Senate Council Minutes 09-19-2016 |
| IV.A.5-13 | Academic Senate Council Minutes 10-03-2016 |
| IV.A.5-14 | College Council Minutes 10-13-2016 |

- 06.** *The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

Evidence of Meeting the Standard

The process and structure for decision-making are detailed in Standards IV.A.1 to IV.A.3 ([IV.A.6-1](#)), including the flow of decision-making and the participatory governance committees that are part of the review and recommendation process. Communications of decisions on campus are generally shared by the committees and management. Since participatory governance works District- and campus-wide and has analogous structures and processes, many of the committees responsible for making recommendations maintain a repository of their agendas and minutes.

Samples of leadership communication:

- Email about Faculty Prioritization from the president ([IV.A.6-2](#)).
- Presentation about Budget Allocation of general funds ([IV.A.6-3](#)).
- Forum about Strategic Planning for various constituencies to learn about and provide feedback on the Strategic Education Master Plan ([IV.A.6-4](#)).

Agendas and minutes of participatory committees and groups who are charged with review of campus processes, decisions, and information relevant to the operation of the college and endorsements of relevant decisions:

- College Council ([IV.A.6-5](#))
- Budget Committee ([IV.A.6-6](#))
- Operations Committee ([IV.A.6-7](#))
- Planning Committee ([IV.A.6-8](#))
- Student Success Committee ([IV.A.6-9](#))

The processes for decision-making are documented in CCC College Handbook, available on the College website. For instance, the handbook details a decision flowchart that shows how some decisions are made at the department or unit level, while decisions that affect the broader campus flow through the Operations Committee and sometimes the President's Cabinet and College Council, depending on the topic. For example, a change in the program review process occurred in October 2016, with a number of discussions documented in Academic Senate Council minutes ([IV.A.6-10](#)) and in the Planning Committee, with final approval of this system at a College Council meeting. Other examples include a decision about a system for sharing minutes of Brown Act

committees via the “Q” drive which makes files immediately public on the College website. This decision ([IV.A.6-12](#)) was made at the College Council in May 2016, and then utilized by many committees in the following years. One final example is the decision ([IV.A.6.13](#)) by the Planning Committee in 2015 to assign stewards to each of the strategies detailed in the strategic plan. Progress on the plan was reviewed yearly, and a final documentation of progress on this plan was completed by the Planning Committee in spring 2019.

While the College organizational chart exists and is regularly shared via campus email when leadership transitions have occurred, it is not always clear which types of decisions fall under different campus roles and entities. At times, there is a less-than-ideal sense of transparency around decision-making at Contra Costa College. In spite of this, a number of steps have been taken to clarify roles and procedures. For instance, the College Council adopted ([IV.A.6-11](#)) a Class Cancellation Guidance document in November 2019, which had been developed collaboratively during the course of a year between faculty department chairs. This process went through a committee formed to tackle issues of scheduling and management. An attempt to improve decision-making was also documented in 2016 when the Budget and Planning Committees worked together to make resource allocation recommendations. In December 2019, College Policy C2011.0 was engaged and the Operations Committee ([IV.A.6-14](#)) was tasked with updating the College Handbook to clarify these issues, with a revised edition anticipated to be completed by Fall 2020. This edition includes an improved diagram of the decision-making tree for the College.

Analysis and Evaluation

The structure for decision-making that incorporates the perspective of all campus constituencies in the spirit of participatory governance is well established at Contra Costa College. Information can also be accessed through the various committees’ agendas and meeting minutes which are available online. As stated in previous standards, Contra Costa College has enlisted the assistance of IEPI for Fall 2020 to address issues on integrated planning, participatory governance, clarity in decision-making and roles, and improved communications.

Evidence:

| | |
|---------------------------|--|
| IV.A.6-1 | Standard IV.A.1 to IV.A.3 |
| IV.A.6-2 | Email about Faculty Prioritization |
| IV.A.6-3 | Presentation about Budget Allocation |
| IV.A.6-4 | Forum about Strategic Planning |
| IV.A.6-5 | College Council Agenda and Minutes |
| IV.A.6-6 | Budget Committee Agenda and Minutes |
| IV.A.6-7 | Operations Committee Agenda and Minutes |
| IV.A.6-8 | Planning Committee Agenda and Minutes |
| IV.A.6-9 | Student Success Committee Agenda and Minutes |
| IV.A.6-10 | Academic Senate Council Minutes 10-03-2016 |
| IV.A.6-11 | College Council Minutes 11-2019 |
| IV.A.6-12 | College Council Minutes 05-12-2016 |
| IV.A.6.13 | Planning Committee Minutes 09-04-2015 |
| IV.A.6-14 | Operations Committee Minutes 12-09-2019 |

- 07.** *Leadership roles and the institution's governance and decision-making policies, procedures, 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.*

Evidence of Meeting the Standard

Evaluation of policies, procedures, and governance are required by various policies and charged to different committees on campus and District wide. The ultimate participatory governance committee charged with policy review is the District Governance Council ([IV.A.7-1](#)). The District Governance Council serves:

- To provide a forum for strengthening the participation of representative groups to meet, discuss, and debate issues of District wide concern while acknowledging the autonomy of the individual colleges and respecting the role that training, education, and experience play in individual influence and participation.
- To influence District wide policies and procedures by making well-informed decisions and forwarding them as recommendations to the Chancellor and/or Governing Board in accordance with operational procedures.
- To regularly evaluate the District's governance and decision-making structures and processes in order to assure their integrity and effectiveness, communicating the results of the evaluation and using it as a basis for improvement.

District Governance Council's work specifically encompasses evaluation of decision-making processes, policies and procedures, and addresses issues of consistency among the three campuses. Their scope of work includes:

- Recommending a process for determining fiscal and personnel allocations and procedures.
- Participating in developing and promoting District wide goals, priorities, and long-term planning.
- Participating in making recommendations regarding proposed program development for which there are District wide fiscal implications.
- Reviewing and making recommendations regarding Board Policies, Administrative Procedures, and all other formal District wide procedures.
- Discussing topics in which equity or uniformity among the locations/colleges is an issue.
- Discussing any other District wide matters as deemed appropriate by the group except as excluded by defined scope.

Similarly, on campus the College Council is charged with:

- Deciding the process for resource allocation.
- Deciding policies and procedures that impact all constituent groups.
- Ensuring that accreditation standards and recommendations are addressed.
- Fostering improved communication among constituent groups.
- Reviewing the College's evaluation measures.

Pursuant to College Procedure A1008, a survey every five years in the spring must be completed to assess and gather data regarding the governance process in the College. In fall 2020, the Planning Committee, which is charged with gathering data to inform decisions, will conduct a survey of the campus regarding participatory governance. The results are shared in the "Governance Effectiveness Reports and Surveys," and College Council is tasked with making decisions based on this survey

In December 2019 ([IV.A.7-2](#)), the Operations Committee reviewed and updated the College Procedures Handbook to clarify committee charges and ensure that evaluation of policies and procedures are activities that the College undertook more deliberately. Examples of the committees' evaluation work is documented on their agenda and

minutes and available on their sites. Here is a District Governance Council example ([IV.A.7-3](#)) that shows their review of policies, discussions about an employee survey, and budget. Here is a College Council minutes ([IV.A.7-4](#)) that shows discussions and actions on updating committees, review of administrator-in-charge policy, project requests, strategic planning activities, and an accreditation update.

Analysis and Evaluation

The College is committed to the continuous improvement process and applies this concept to assessing policies, procedures, participatory governance, and other important components of College operation to ensure effectiveness and transparency. There are established policies and structures that support this standard requirement. Contra Costa College, through the College Council and Shared Governance Committees, has also initiated a lot of work to ensure that participatory governance committees and the handbook on procedures are also updated and that web repositories for agendas and minutes are easily accessible. While there is a survey tool deployed and responses are gathered, emphasis must be placed to ensure improvement plans are informed by responses from the survey.

Evidence:

| | |
|--------------------------|---|
| IV.A.7-1 | District Governance Council |
| IV.A.7-2 | Operations Council Minutes 12-09-2019 |
| IV.A.7-3 | District Governance Council Agenda and Minutes 01-15-2019 |
| IV.A.7-4 | College Council Minutes 12-12-2019 |



IV.B Chief Executive Officer

- 01.** *The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

Evidence of Meeting the Standard

Board Policy 1009 ([IV.B.1-1](#)) establishes the power of the Board, Chancellor and the college Presidents in providing leadership and direction to meet the mission of the District and College. The classification specification ([IV.B.1-2](#)) of the president position at Contra Costa College specifically holds the chief executive of the College responsible for the following major areas:

- Develops and maintains channels of communication with staff members regarding all aspects of College operations including curriculum, instruction, business administration, finance, planning, construction and maintenance of physical facilities, personnel, student services, and educational planning.
- Maintains the College as a community institution by serving as the chief interpreter of the needs of the students and service area of the College and promotes the development and implementation of needed programs and services.
- Provides leadership for the College as whole, including planning, development, implementation, and evaluation of educational and fiscal programs of the College.
- Assures compliance with College and District policies, state and federal regulations and requirements of accreditation agencies.
- Provides administrative direction in the development and initiation of College policies and procedures, as well as the organizational structure, which affect curriculum, instruction, student services and activities, and other College operations.
- Presides over the decision-making process and participates in the governance structure of the College to ensure that final decisions and College policies are in accord with the general District wide policies and decisions officially adopted by the Governing Board.
- Oversees the preparation of the annual College budget and directs operations of the College within the provisions of the budget once it is approved by the Governing Board.
- Supervises, coordinates, and evaluates the general activities of all College administrators, and delegates to them such authority and responsibility as is required to perform their assigned duties.

- Participates in hiring, training, and evaluation of diverse faculty and staff highly qualified to achieve College goals.
- Encourages professional excellence among faculty, staff, and administration to achieve the College's mission and goals.
- Maintains a highly visible leadership role in the communities served and develops strategic partnerships between educational institutions, corporations, businesses, civic and cultural organizations.
- Serves as an advocate for the College and articulates the mission and vision of the College and the California Community Colleges locally, statewide, and nationally.

While transitions have occurred in the presidency, Contra Costa College recently advertised for and hired Interim President Damon Bell, Ed.D. who will serve through December 2021. This is to give the district time to hire a new chancellor who will close the loop on hiring a permanent president. Despite the transitions, CCC has had continuous presence of leadership with support from the District. The president reports to the chancellor and is part of the Chancellor's Cabinet.

Analysis and Evaluation

The job classification specification of the president's job ensures that the CEO has the appropriate experience and competence and follows a comprehensive list of responsibilities to ensure the smooth operation and mission fulfillment of the College. The recent turnover has greatly affected morale on campus. There needs to be better collaboration between the District and the College to select, evaluate, and support the work of the president. There should also be consideration by the District to provide the College with a consultant/coach to support the transition of a new president.

Evidence:

| | |
|--------------------------|--|
| IV.B.1-1 | Board Policy 1009 |
| IV.B.1-2 | Classification Specification for President |

- 02.** *The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

Evidence of Meeting the Standard

As listed in the classification specification of the position of the president, it is the responsibility of the president to:

- Maintain the College as a community institution by serving as the chief interpreter of the needs of the students and service area of the College and promote the development and implementation of needed programs and services.
- Provide administrative direction in the development and initiation of College policies and procedures, as well as the organizational structure, which affect curriculum, instruction, student services and activities, and other College operations.
- Supervise, coordinate, and evaluate the general activities of all College administrators, and delegate to them such authority and responsibility as is required to perform their assigned duties.

The College's updated organizational structure reflects the changing operations of the College. The president's office and the various divisions updated their reporting structure due to changes in programming, personnel, and scope of responsibilities.

College Procedure Handbook Policy A1001.0 ([IV.B.2-1](#)) details the order of designation of who is in charge when the president is not on campus. First in line is the Vice President(s), then the Senior Dean of Instruction, followed by the Business Director and then the various Deans. The policy also clarifies the scope of responsibility a designee has in ensuring the welfare and safety of the College.

Evaluation of the president and other senior managers is completed annually as established in Board Policy 2026 ([IV.B.2-2](#)) and guided by the Management, Supervisory, and Confidential Employees Personnel Manual ([IV.B.2-3](#)).

Analysis and Evaluation

The president has comprehensive responsibility for the operation of the College and ensuring quality in programming and services. There is a process in ensuring leadership continuity, and evaluation of the president and other managers is completed annually to assess the effectiveness of the efforts of the president and managers.

Evidence:

| | |
|--------------------------|---|
| IV.B.2-1 | College Procedure Handbook Policy A1001.0 |
| IV.B.2-2 | Board Policy 2026 |
| IV.B.2-3 | Confidential Employees Personnel Manual |

03. *Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:*

- *Establishing a collegial process that sets values, goals, priorities, and sets institutional performance standards for student achievement.*
- *Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions.*
- *Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning.*
- *Ensuring that the allocation of resources supports and improves learning and achievement.*
- *Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

Under the president's leadership, Contra Costa College establishes and follows processes that support innovations in instruction and student services. The philosophy of a collaborative and collegial approach on campus is clearly established in various policies:

- **Administrative Procedure 1009.01:** Participatory Governance ([IV.B.3-1](#))
- **Board Policy 1009:** Leadership, Governance, and Decision-Making ([IV.B.3-2](#))
- **Board Policy 1013:** Statement of Cooperation ([IV.B.3-3](#))

These policies confirm the roles and responsibilities of faculty, classified staff, and students in working with administration. The president works with these groups for input in operational and critical decision-making.

The president leads the College in District wide discussions and alignment on goals, objectives, and performance standards, with consideration of new state mandates and the state chancellor's office's Vision for Success. While the College is currently adopting a new strategic plan, the previous strategic plan aligns with the Contra Costa Community College District goals and objectives and incorporates Governing Board priorities. These goals are:

- Enhance student learning and success
- Strengthen current and create new partnerships

- Create a culture of continuous improvement and tangible success
- Be good stewards of the district resources

These goals also inform assessment and evaluation. Contra Costa College has policies and procedures that guide the processes of assessments and how findings direct resource allocations, budgets, short and long-term planning, and evaluation of the mission of the College, which are ultimately under the purview and approval of the president.

The Contra Costa College President communicates to the campus community through the President's Weekly Campus Update via email. These communications update the campus on all aspects of campus life and operations. For example, these communications have included information on new Wi-Fi applications being deployed District wide, campus incidents that impact the welfare of faculty, staff, and students, and other important matters.

Analysis and Evaluation

The president's role in improving the academic and learning environment on campus is evident in the president's leadership and collaborative work in planning and establishing goals, promoting a culture that seeks continuous improvement, and leveraging the feedback and expertise of campus constituencies. For example, the current interim president has recommended reverting to the previous single vice-president structure and initiated the hiring process. Previous presidents have created positions such as the Dean of Equity and Institutional Effectiveness from recommendations from the campus community, Director of Marketing and Communications to enhance the media presence of the College, Development Officer for the Contra Costa College Foundation to provide leadership in advancement, and a counselor to support student athletes.

Evidence:

| | |
|--------------------------|----------------------------------|
| IV.B.3-1 | Administrative Procedure 1009.01 |
| IV.B.3-2 | Board Policy 1009 |
| IV.B.3-3 | Board Policy 1013 |

- 04.** *The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

Evidence of Meeting the Standard

The president is charged with the responsibility of compliance with accreditation and that the College meets or exceeds accreditation standards set forth by the ACCJC Commission. The president identifies an Accreditation Liaison Officer (ALO) on campus and supports that role in ensuring that mid-term, annual, and institutional self-evaluation reports are completed and submitted on time. To ensure the institution meets or exceeds the Eligibility Requirements, Accreditation Standards, and Commission policies, the President will regularly review all relevant material, and those will inform actions on the operations of the College. Under the President's leadership, the Accreditation Standards are incorporated in the shared governance processes, including student services, instructions, staffing, fiscal management and all other operations of the College. Critically, the President will work to support training of several College personnel from different constituency groups to go through the ACCJC trainings ([IV.B.4-1](#)) and workshops ([IV.B.4-2](#)). Lastly, the president ensures that requests and other communication from the commission are addressed on time.

As described in the process of developing this report, there is a collaborative effort in the preparation and review of the self-evaluation. The ALO identified an Accreditation Steering Committee comprised of faculty, staff, and managers from all aspects of the campus. The ALO also collaborated with the District to ensure that data requests were submitted and sub-standards that required input from the District were completed. The president is also responsible for submitting the report to the Board for its review and endorsement. Previous submissions and communication to ACCJC are also archived on the Contra Costa Accreditation website, making evident the College's continuous compliance to eligibility requirements, accreditation standards, and policies set by the Commission.

Analysis and Evaluation

The president is responsible for ensuring that the College is consistently eligible and meets the accreditation requirements. The president empowers the ALO and ad hoc committees to make sure that the timely submission of reports or responses to requests are met. The College has been responsive to the recommendations and communication from the Commission. To report the progressive work happening on campus and reflect effective functioning systems more easily for the purpose of accreditation, the College must be more deliberate in building the processes and evaluation of institutional effectiveness into the campus practices.

Evidence:

| | |
|--------------------------|---------------------|
| IV.B.4-1 | ACCJC ISER Training |
| IV.B.4-2 | All College Agenda |

- 05.** *The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

Evidence of Meeting the Standard

As defined in the Classification Specification, the president is responsible for providing leadership in the development and initiation of College policies and procedures that affect operation and for complying with federal, state, and District policies and procedures. Ultimately the president oversees the preparation and implementation of the annual budget. The following are examples of compliance: Internal and external finance audit finding, Financial Aid Eligibility, and Annual Campus Safety Report.

The president ensures that College practices are consistent with the mission. In order to accomplish this, the president works with the appropriate committees on campus. These committees' description, charges, and meeting information are found on the College committees website ([IV.B.5](#)).



Committee's Charges and Responsibilities Related to Compliance, Policy, and Budget

| Committee | Charge and Responsibility Related to Compliance, Policies, and Budget |
|---------------------------|---|
| President's Cabinet | <ul style="list-style-type: none"> • Take action on proposals regarding planning and evaluation • Procedure development/codification on College-wide budget issues • Develop a system for planning, implementing, maintaining and evaluating all programs and services • Provide final recommendations for all program review departments/units |
| College Council | <ul style="list-style-type: none"> • Approve the annual College plans, goals, and objectives • Review the College philosophy/mission goals • Decide the process for resource allocation • Decide policies and procedures that impact all constituent groups • Ensure that accreditation standards and recommendations are addressed |
| Budget Committee | <ul style="list-style-type: none"> • Evaluate procedures for the allocation and use of revenue • Make recommendations on budget augmentation • Review new grant proposals • Maintain a comprehensive record of college-wide grant budgets in order to help facilitate funding of relevant projects • Develop the process for allocation of and allocate special funds (e.g. instructional equipment funds) • Make funding recommendations jointly with Student Success, Planning, and/or Operations Committees to College Council |
| Operations Committee | <ul style="list-style-type: none"> • Make recommendations for the prioritization of maintenance and upgrade of existing facilities. |
| Planning Committee | <ul style="list-style-type: none"> • Monitor the College's progress on meeting District and College strategic initiatives |
| Student Success Committee | <ul style="list-style-type: none"> • Based on an analysis of student outcome data, make recommendations to College governance committees regarding student success and equity priorities. When appropriate, provide suggestions for how these priorities might be incorporated into unit plans in order to improve student outcomes while simultaneously meeting state mandates. |

In addition, the president is responsible for the College's fiscal management. The budget development process is completed with the assistance of the District and with the additional leadership of the Director of Business Services. The budget development process includes a District wide budget study, feedback from the College community, and when approved, a presentation to all College departments. The president and the Director of Business Services strive to ensure that the campus budget is balanced, covers major expenditures, and maintains a reserve.

Analysis and Evaluation

The president ensures that the College follows statutes, regulations, and required policies. The president also works with the District, shared governance committees, and other leadership to ensure that practices support the mission and effective budget controls.

Evidence:

[IV.B.5](#)

College Committees

- 06.** *The CEO works and communicates effectively with the communities served by the institution.*

Evidence of Meeting the Standard

The Contra Costa President represents the College in the community and develops relationships to benefit the College and the students in terms of services, work opportunities, resources, and scholarships. In addition to community partnerships, the president, his leadership team, and the College host community events on campus to ensure that the community is in every fiber of the college. The president also invites community leaders to sit on the Contra Costa College Foundation Board and other advisory boards to bring the community's voice and expertise into the operation of the College and success of students.

On February 2020 and prior to campus closure due to the pandemic, the president has put out a call for the community to join the College at a forum ([IV.B.6-1](#)) to discuss the upcoming Strategic Plan. In addition, here are some of the examples of the visibility of the president in the community and events hosted by the College on behalf of the community:

Community Partnerships:

- National Association for the Advancement of Colored People (NAACP) Richmond and Contra Costa College Foundation ([IV.B.6-2](#))
- Contra Costa College EOPS and SparkPoint Contra Costa-West/United Way Bay Area ([IV.B.6-3](#))

- External Scholarships ([IV.B.6-4](#)) from the Assistance League of Diablo Valley, California Strawberry, Golden Gate Restaurant Association, Kaiser Permanente Latinx Scholarship Program, and NOBLE SF Bay Area Scholarship to name a few.
- Richmond Promise ([IV.B.6-5](#))

Contra Costa College Foundation Board Membership ([IV.B.6-6](#)) Community and Industry Representation:

- El Cerrito City Council
- New Resource Bank
- Petsas & Hill CPA, Inc.
- Hilltop District Homeowners & Stakeholders Association
- Chevron
- Levin Terminal
- Sun Deep Cosmetic
- Zell & Associates

Campus Hosted Events:

- **A Conversation with Cheech Marin** ([IV.B.6-7](#)) – An interview with the actor, comedian, director, and writer as part of the Latino Thought Makers series and in collaboration with Chevron, Latino Thought Makers, CCC Equity Office, and the Contra Costa College Foundation.
- **West Contra Costa Breakfast Business Gathering** ([IV.B.6-8](#)) - Richmond Chamber of Commerce, Chevron, and Contra Costa College collaboration on business and entrepreneurship conversation.

Analysis and Evaluation

The Contra Costa Community is valued by the College, and the president engages with the community, businesses, and civic leaders to ensure that their voices are heard and that they are aware of the status, programs, and activities on campus. The president also engages the community and utilizes their expertise and resources to enhance the programming of the College.

Evidence:

| | |
|--------------------------|---|
| IV.B.6-1 | Contra Costa Strategic Plan Community Forum |
| IV.B.6-2 | National Association for the Advancement of Colored People (NAACP) Richmond |
| IV.B.6-3 | SparkPoint |
| IV.B.6-4 | Contra Costa College Foundation External Scholarship |
| IV.B.6-5 | Richmond Promise |
| IV.B.6-6 | Contra Costa College Foundation Board |
| IV.B.6-7 | Conversations with Cheech Marin |
| IV.B.6-8 | West Contra Costa Breakfast Business Gathering |



IV.C Governing Board

- 01.** *The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.*

Evidence of Meeting the Standard

The Contra Costa Community College District is comprised of 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, staggered, 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 ([IV.C.1-1](#)). 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 Governing Board has full legislative authority for the operation of the Contra Costa Community College District, in accordance with State of California Education Code, rules of the Board of Governors of the California Community Colleges, and Statutes of the State of California as described in Board Policy 1009 ([IV.C.1-2](#)). The Board has overall authority and final responsibility for all policies necessary to carry out their legislative responsibilities. The Board receives regular reports on student success, achievement, and completion as part of their oversight role to assure academic quality and integrity of the student learning programs and services. In addition, the Board receives regular reports on the financial stability of the District and each of the colleges in the District. The Board is also directly involved in the preparation of the District budget with at least one study session devoted to that process every year. The Board's agenda and minutes ([IV.C.1-3](#)) detailing their work are available to the public and are archived and accessible online.

Analysis and Evaluation

The Governing Board of the Contra Costa Community College District has full authority over and responsibility for all policies related to academic quality, integrity, and the financial stability of the District and all colleges within the District. The Board maintains its focus on the effectiveness of student learning programs and services in pursuit of educational excellence.

Evidence:

| | |
|--------------------------|--------------------------|
| IV.C.1-1 | Board Policy 1010 |
| IV.C.1-2 | Board Policy 1009 |
| IV.C.1-3 | Board Agenda and Minutes |

- 02.** *The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

Evidence of Meeting the Standard

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 in compliance with the Rules and Regulations of the Governing Board. In addition, Board members agree to uphold standards of good practice that contribute to Board effectiveness, ensure the notion of the Governing Board as a team/unit, guide ethical behavior, ensure the reliability of information to be communicated, and comply with accreditation standards as noted in Board Policy 1022, Governing Board Communication Protocols ([IV.C.2-1](#)), and Board Policy 1010, Code of Ethics of the Governing Board ([IV.C.2-2](#)).

Analysis and Evaluation

The Board is united and majority decisions are supported and respected.

Evidence:

| | |
|--------------------------|-------------------|
| IV.C.2-1 | Board Policy 1022 |
| IV.C.2-2 | Board Policy 1010 |

- 03.** *The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.*

Evidence of Meeting the Standard

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, and students), as well as members of the community, are selected to serve on the hiring committees. Open forums are held for finalists, giving the entire District community the opportunity to interact and give feedback on the candidates.

Governing Board Policy 2057 ([IV.C.3-1](#)) and Human Resources Procedure 1010.06, Hiring of Contract Administrators ([IV.C.3-2](#)), clearly delineate all the steps involved in hiring contract administrators, including college presidents. These steps were followed by the Governing Board in 2016 when the most recent permanent chancellor was hired.

Human Resources Procedure 2030.13, Evaluation of Academic Contract Administrators ([IV.C.3-3](#)), and Human Resources Procedure 3080.05, Evaluation of Classified Contract Administrators ([IV.C.3-4](#)), clearly establish the process for the evaluation of college presidents and the chancellor. The evaluation process identifies those management/

supervisory positions to be included in the evaluation interview/survey. College presidents and the chancellor are evaluated annually.

Dr. Helen Benjamin, the long-time Chancellor (2005-2016) was evaluated annually, with the exception of her final year, per an agreement with the Board. Dr. Fred Wood was hired effective January 1, 2017, and, rather than do an evaluation for less than six months (most evaluations are completed in June), he and the Board agreed to wait and complete his first evaluation in June 2018. At that time, as a result of undocumented conversations in closed session, both Chancellor Wood and the Board President were both under the impression the Board preferred a written narrative to the forms and survey as prescribed in HR 2030.13 and that all future evaluations by the chancellor would include only a narrative report.

In 2019, the chancellor prepared a narrative report without the standardized forms. When the Board attempted to take action based on this submitted information, an anonymous complaint was filed. At their meeting of November 19, 2019, the Board established ([IV.C.3-5](#)) a subcommittee of two members to complete Chancellor Wood's evaluation prior to his departure on December 31, 2019. The subcommittee ([IV.C.3-6](#)) conducted a full evaluation per HR 2030.13 and a report was made at the December 11, 2019 regularly scheduled Board meeting.

Analysis and Evaluation

An inclusive and effective process has been developed and implemented for the selection and evaluation of a chancellor for the District and the 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 Governing 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.

Evidence:

| | |
|--------------------------|--|
| IV.C.3-1 | Board Policy 2057 |
| IV.C.3-2 | Human Resource Procedure 1010.06 |
| IV.C.3-3 | Human Resource Procedure 2030.13 |
| IV.C.3-4 | Human Resource Procedure 3080.05 |
| IV.C.3-5 | Board Special Meeting Minutes 11-19-2019 |
| IV.C.3-6 | Board Meeting Minutes 12-11-2019 |

- 04.** *The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.*

Evidence of Meeting the Standard

The Contra Costa Community College District is comprised of 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 ([IV.C.4-1](#)) and Rules and Regulations of the Governing Board. 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 Code of Ethics for the Governing Board (Board Policy 1010) articulates the following principles under which the Board operates: Board members represent all residents of the District and act in the best interests of the students as they support the mission of the colleges. They represent the District as a whole but recognize the unique needs of the individual colleges and local communities. Board members agree that they are not advocates for special interest groups.

All members will conduct meetings in an atmosphere of mutual trust and respect, acknowledging the values and opinions of fellow trustees and maintaining a forum within which controversial issues are debated respectfully. Board members recognize that they have a fiduciary responsibility to the taxpayers of the District and, as such, will approve budgets that maintain the fiscal integrity and stability of the District. The Board recognizes that the public deserves responsive colleges, and they will ensure that all services and programs meet the needs of District students and communities.

Board members agree to devote adequate time to Board work, take the needs of the many communities seriously, and thoughtfully examine data and trends to ensure well prepared students to meet those needs. The Board agrees to adhere to the highest standards of responsibility, integrity, and honesty, and will not engage in activities that could be considered a conflict of interest or impair fair judgment. Board members will not use the position of trustee for personal benefit.

A case in point occurred in 2017 when one Board member began to advocate for one of the colleges to name a facility in honor of a previous Board member. After the matter was brought up at multiple meetings, the Board directed the chancellor and two members of the Board (acting as a subcommittee) to prepare a Board policy to address this matter for presentation to the full Board. This action resulted in Board Policy 1026 - Honorary Naming of Facilities, Properties and Memorials ([IV.C.4-2](#)). This policy was adopted by the Board on June 27, 2018. The Chancellor's Cabinet subsequently developed Administrative Procedure 1026 ([IV.C.4-3](#)) to implement the policy.

Finally, Board Policy 1020, Conflict of Interest ([IV.C.4-4](#)), specifically prohibits Board members from engaging in any activities that could be considered a conflict of interest. Board members operate under principles outlined in Board Policy 1010, Code of Ethics of the Governing Board, which states in part, "...we will not engage in activities that could be considered a conflict of interest or impair our fair judgement."

Analysis and Evaluation

Governing 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 as an independent policy-making body. Throughout the year, Governing 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. Governing 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 Governing Board takes corrective action.

Evidence:

| | |
|--------------------------|----------------------------|
| IV.C.4-1 | Board Policy 1010 |
| IV.C.4-2 | Board Policy 1026 |
| IV.C.4-3 | Administrative Policy 1026 |
| IV.C.4-4 | Board Policy 1020 |

- 05.** *The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.*

Evidence of Meeting the Standard

The Governing Board reviewed, revised, and approved the District's purpose, mission statement, vision statement and values statement as part of its development and subsequent approval of the District Strategic Plan 2020-2025 ([IV.C.5-1](#)) on June 26, 2019 ([IV.C.5-2](#)). Board Policy 1012 ([IV.C.5-3](#)) and Administrative Procedure 1012.01 - Institutional Effectiveness: Planning, Assessment and Continuous Improvement ([IV.C.5-4](#)), 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 is in place 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. 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 ([IV.C.5-5](#)) and the Curriculum and Instruction Procedures Manual ([IV.C.5-6](#)), the Governing Board exercises oversight of College educational programs through policies and procedures that establish standards and processes in accordance with the District's stated mission to provide educational opportunities for students and communities.

The Governing Board ensures that educational programs are of high quality through the execution of Board Policy 4008 ([IV.C.5-7](#)) and Curriculum and Instruction Procedure 4008 - Review, Establishment, Modification and Discontinuance of Courses and Programs ([IV.C.5-8](#)). 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. Further, Board Policy 4001 ([IV.C.5-9](#)) and Curriculum and Instruction Procedure 4001 - Standards of Scholarship ([IV.C.5-10](#)), evidence the Governing Board's mission to provide quality education, as do Board Policy 4011 - Philosophy and Requirements for Associate Degree and General Education ([IV.C.5-11](#)), and Curriculum and Instruction Procedure 4007 - Philosophy and Criteria for Associate Degree and General Education ([IV.C.5-12](#)).

Strategic Directions 1 and 2 in the District's Strategic Plan ([IV.C.5-13](#)) focus 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 that it understands its role in ensuring educational quality and the support required.

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 Governing Board annually. 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. Governing Board Policy 5007 - External Audit of District Funds ([IV.C.5-14](#)), provides for an external audit of all District funds. In addition, Board Policy 5034, Internal Audit Services (IAS) – Charter ([IV.C.5-15](#)), and Business Procedure 21.01, When to Contact Audit Services (IAS) ([IV.C.5-16](#)), provide internal auditing procedures. The implementation of sound fiscal practices is, in part, also addressed through the Governing 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.

Final approval and responsibility for the educational programs, all legal matters, and the fiscal integrity and stability of the District rest with the Governing Board, as evidenced by the Governing 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 it 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.

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 and program offerings, educational and facility master plans, the five-year construction plan, and other activities related to the maintenance of educational quality. Board members participate in the development of and approve the District Strategic Plan.

Board Policy 5031 - Fiscal Management ([IV.C.5-17](#)), 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 Governing 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 ([IV.C.5-18](#)) 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 regular 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 ([IV.C.5-19](#)). 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.

The Governing Board also receives regular fiscal trends reports in which the status of spending in several areas, as well as enrollment information, is given. Annually, the Governing Board participates in a study session ([IV.C.5-20](#)) focused only on the budget 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.



Analysis and Evaluation

The Governing Board is very serious about, and takes an active role in, ensuring educational quality, overseeing legal matters, and ensuring financial integrity. 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 Governing 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 Governing Board also annually reviews the findings of the Student Success Scorecard, recently replaced by the California Community Colleges Student Success Metrics and discusses the findings for each college. The Governing Board ensures that systems are in place that guarantee that members are aware of their roles and participate accordingly by receiving and reviewing information and/or participating directly in final review and decisions regarding educational quality, legal matters, and financial integrity.

The Governing Board has based its annual goals and objectives on the strategic goals established by the District. Governing Board members rate the Governing 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 Governing Board's activities. The Governing 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.

Evidence:

| | |
|---------------------------|--|
| IV.C.5-1 | District Strategic Plan |
| IV.C.5-2 | Board Minutes 6-26-2019 |
| IV.C.5-3 | Board Policy 1012 |
| IV.C.5-4 | Administrative Procedure 1012.01 |
| IV.C.5-5 | Governing Board Policies and Administrative Procedures |
| IV.C.5-6 | Curriculum and Instruction Procedures |
| IV.C.5-7 | Board Policy 4008 |
| IV.C.5-8 | Curriculum and Instruction Procedures 4008 |
| IV.C.5-9 | Board Policy 4001 |
| IV.C.5-10 | Curriculum and Instruction Procedures 4001 |
| IV.C.5-11 | Board Policy 4011 |
| IV.C.5-12 | Curriculum and Instruction Procedures 4007 |
| IV.C.5-13 | District Strategic Plan |
| IV.C.5-14 | Board Policy 5007 |
| IV.C.5-15 | Board Policy 5034 |
| IV.C.5-16 | Business Procedure 21.01 |
| IV.C.5-17 | Board Policy 5031 |
| IV.C.5-18 | Board Agenda Master Planning Calendar |
| IV.C.5-19 | Financial Statement |
| IV.C.5-20 | Board Minutes 4-24-2019 |

- 06.** *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

Evidence of Meeting the Standard

The Rules and Regulations of the Governing Board ([IV.C.6-1](#)), approved by the Governing Board and published in the Governing Board Policy Manual, describe the size, duties, responsibilities, structure, and operating procedures of the Governing Board. The regulations provide for an election procedure for Governing Board officers, a process for replacing Governing Board officers who leave office prior to the end of their term, and a process for removing any appointed officer, and stipulate the role and responsibilities of the student trustee. Board Policy 1010 - Code of Ethics of the Governing Board ([IV.C.6-2](#)) addresses responsibilities as adopted by the Governing Board as does Board Policy 1009 - Institutional Leadership, Governance and Decision-Making ([IV.C.6-3](#)) and Board Policy 1012 ([IV.C.6-4](#)) and Administrative Procedure 1012.01 - Institutional Effectiveness: Planning, Assessment and Continuous Improvement ([IV.C.6-5](#)). In 2013, the Governing Board conducted a facilitated discussion on communication protocols and created

a policy on same to ensure behavior on the part of Governing Board members that supports the code of ethics.

Board Policy 1021 ([IV.C.6-6](#)) and Administrative Policy 1021.01 ([IV.C.6-7](#)) specify the process for filling a vacancy on the Governing Board. This appointment process ([IV.C.6-8](#)) was effectively used when a member of the Governing Board resigned, and when another member passed away while in office.

Analysis and Evaluation

The Governing 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 publicly available on the District website.

Evidence:

| | |
|--------------------------|---------------------------------------|
| IV.C.6-1 | Governing Board Rules and Regulations |
| IV.C.6-2 | Board Policy 1010 |
| IV.C.6-3 | Board Policy 1009 |
| IV.C.6-4 | Board Policy 1012 |
| IV.C.6-5 | Administrative Procedure 1012.01 |
| IV.C.6-6 | Board Policy 1021 |
| IV.C.6-7 | Administrative Procedure 1021.01 |
| IV.C.6-8 | Provisional Appointment |

- 07.** *The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/ district/system mission and revises them as necessary.*

Evidence of Meeting the Standard

Outlined in California Education Code Section 70902 ([IV.C.7-1](#)), 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 Governing Board is subject to the provisions of the Constitution of the State of California, the Rules and Regulations ([IV.C.7-2](#)) 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. 18, stipulate that the Governing Board shall delegate to the chancellor the executive responsibility for administering the policies and execute all decisions of the Governing Board

which 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 Governing Board policies and procedures is reflective of the participatory process, as noted in Administrative Procedure 1009.01 - Participatory Governance ([IV.C.7-3](#)). 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, depending 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. A recent example of the Board using its policies (or lack thereof) to address a concern raised by a member of the Board occurred in 2017-18. One member of the Board was advocating for one of the colleges to name a facility in honor of a previous Board member. With no existing policy to address this situation, and after the matter was brought up at multiple meetings, the Board decided not to take action on an ad hoc basis. Rather the Board directed the Chancellor and two members of the Board (acting as a subcommittee of the full Board) to prepare a draft Board policy to address this matter for presentation to the full Board. This action resulted in Board Policy 1026 - Honorary Naming of Facilities, Properties, and Memorials ([IV.C.7-4](#)). This policy was adopted by the Board on June 27, 2018. The Chancellor's Cabinet subsequently developed Administrative Procedure 1026 ([IV.C.7-5](#)) to implement the policy.

Analysis and Evaluation

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.

Evidence:

| | |
|--------------------------|--|
| IV.C.7-1 | State of California Education Code Section 70902 |
| IV.C.7-2 | Governing Board Rules & Regulations |
| IV.C.7-3 | Administrative Procedure 1009.01 |
| IV.C.7-4 | Board Policy 1026 |
| IV.C.7-5 | Administrative Procedure 1026 |

- 08.** *To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

Evidence of Meeting the Standard

Typically, the Governing Board receives regularly scheduled reports on key indicators of student learning and achievement as scheduled in the board agenda calendar ([IV.C.8-1](#)). These reports include:

- Study session on Student Success Metrics
- Information report on the Vision for Success Goals
- Information report on Economic and Workforce Development
- Study session on Distance Education
- Study session on High School Graduation and Outreach
- Information report on the colleges' Annual Report to the ACCJC including Institution-Set Standards

In addition, the Governing Board receives an annual report from the Educational Planning Committee on new programs of study being developed and any programs that will be discontinued. At regular meetings ([IV.C.8-2](#)) of the Governing Board, members review and approve any new courses, degrees and/or certificates prior to their being offered at the colleges.

The Governing Board reviewed, revised, and approved the District's purpose, mission statement, vision statement, and values statement as part of its development and subsequent approval of the District Strategic Plan 2020-2025 at the June 26, 2019 board meeting ([IV.C.8-3](#)).

Analysis and Evaluation

The Governing Board receives regular reports on multiple indicators measuring student learning and achievement. The Board also receives reports on College and District plans for improving academic quality.

Evidence:

| | |
|--------------------------|--|
| IV.C.8-1 | Board Agenda Planning Calendar 2019-2020 |
| IV.C.8-2 | Board Meeting Minutes 12-11-2019 |
| IV.C.8-3 | Board Meeting Minutes 06-26-2019 |

- 09.** *The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

Evidence of Meeting the Standard

The District Board places a high value on Governing Board development. Three times each year, the Governing Board conducts study session as part of its regular meeting. The April ([IV.C.9-1](#)) and November ([IV.C.9-2](#)) meetings cover budget and accomplishments toward strategic directions, respectively. The July meeting topic varies. In addition, the Governing Board conducts its retreat in June of each year in which it conducts its self-assessment. It identifies areas of future interest for Governing Board development and develops coming-year goals ([IV.C.9-3](#)) for the Governing Board, in addition to reviewing and assessing the achievement status of prior-year goals.

All Governing Board members are provided training in areas of importance, i.e., Brown Act, ethics, conflict of interest, and accreditation ([IV.C.9-4](#)). Governing 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 Governing Board meetings to convey the results of these individual efforts. The Governing Board also holds special meetings in which it focuses on new initiatives.

The chancellor and the Governing Board president plan ([IV.C.9-5](#)) the new Governing Board member orientation, 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 Governing Board held three elections in 2014, 2016 and 2018. Three members have been present since the last visit. Two seats are currently occupied by members elected in 2018. Processes to fill a Governing Board vacancy, either through special election or provisional appointment, were codified in Board Policy 1021 ([IV.C.9-6](#)) and Administrative Procedure 1021.01 ([IV.C.9-7](#)). Since the last visit, the Board has used this policy twice to address the death of one sitting Board Member and the resignation of another ([IV.C.9-8](#)).

All new Governing Board members selected/elected since the last accreditation visit have been provided an orientation in which they received copies of all essential documents regarding Governing 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. Individual sessions are provided to new Governing Board members on specific topics as requested. Further, Governing Board members are encouraged to participate in the Community College League of California statewide meetings. New Governing Board members also attend the workshop for new trustees sponsored by CCLC.

Provisions for Governing Board elections are in Board Policy 1008 - Governing Board Term of Office, Wards, and Election Regulations ([IV.C.9-9](#)). Each member serves a four-year term. The 2020 Governing Board is made up of one member in his third term; two members in their second term; and two members in the second year of their first term. Governing 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 Governing Board President and the chancellor provide an orientation ([IV.C.9-10](#)) for the student trustee. The student trustee meets individually with the chancellor to review the student trustee information packet, in addition to discussing the role of the Governing 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 ([IV.C.9-11](#)), stipulate the role and responsibilities of the student trustee. The trustee also participates in all Governing Board training activities and participates at the regional and state level in professional development activities that improve performance.

Analysis and Evaluation

Governing Board member development is a high priority for the Governing Board. Governing Board members participate in a variety of professional development activities to improve their performance and use mechanisms (study sessions, retreats, and special meetings) to increase their knowledge and awareness of issues that have an impact on their decision-making. The Governing Board has a long-standing, effective, and flexible orientation program for new members.

Evidence:

| | |
|---------------------------|--|
| IV.C.9-1 | Board Meeting-Study Session Agenda 4-24-2019 |
| IV.C.9-2 | Board Meeting-Study Session Agenda 11-13-2019 |
| IV.C.9-3 | Board Meeting Agenda Planning Calendar 2019-2020 |
| IV.C.9-4 | Board Retreat Minutes-September 2019 Accreditation |
| IV.C.9-5 | Board Special Meeting Minutes 11-26-2018 |
| IV.C.9-6 | Board Policy 1021 |
| IV.C.9-7 | Administrative Procedure 1021.01 |
| IV.C.9-8 | Board Special Meeting Agenda 10-18-2016 |
| IV.C.9-9 | Board Policy 1008 |
| IV.C.9-10 | Student Trustee Orientation |
| IV.C.9-11 | Governing Board Rules & Regulations |

- 10.** *Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

Evidence of Meeting the Standard

The Governing Board's Code of Ethics (Board Policy 1010) ([IV.C.10-1](#)) 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 Governing Board revised its evaluation policy and procedure to include not only a self-evaluation but also input from others who interact with the Board on a regular basis.

Governing Board Policy 1015 - Governing Board Evaluation Policy ([IV.C.10-2](#)), notes the self-evaluation and the comprehensive components of the Board's evaluation policy. Administrative Procedure 1015.01 - Process to Conduct Governing Board Evaluation ([IV.C.10-3](#)), delineates the steps in the Governing Board's evaluation process. The self-evaluation is conducted each year in a Governing Board retreat during June-July. Prior to the retreat, each Governing 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 Governing Board behavior. Every two years, the Governing Board conducts a 360-degree evaluation in which individuals who regularly attend Governing 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 Governing Board evaluation which is conducted in an open meeting annually in June. Each individual selected to participate in the evaluation completes the Governing Board-approved survey prior to the retreat. The results of the surveys of the Governing Board members and others who participate in the evaluation are provided to the Governing Board and discussed in open session, with future Governing Board goals developed as a result. The most recent 360-degree evaluation was conducted in the Governing Board's special meeting ([IV.C.10-4](#)) on July 20, 2019.

Analysis and 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.

Evidence:

| | |
|---------------------------|----------------------------------|
| IV.C.10-1 | Board Policy 1010 |
| IV.C.10-2 | Board Policy 1015 |
| IV.C.10-3 | Administrative Procedure 1015.01 |
| IV.C.10-4 | Board Special Meeting 7-20-2019 |

- 11.** *The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)*

Evidence of Meeting the Standard

Governing Board Policy 1010, Code of Ethics of the Governing Board ([IV.C.11-1](#)), adopted in 1992, was last revised in April 2015. In the policy, the Governing 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.

To strengthen the code of ethics policy, the Governing Board adopted Governing Board Policy 1020 - Conflict of Interest ([IV.C.11-2](#)), on July 24, 2013. This policy and Administrative Procedure 1020.01 ([IV.C.11-3](#)) clarify, per government code, areas of conflict, in addition to providing a Conflict of Interest Declaration to be completed and signed by Governing Board members upon appointment or election to the Governing Board and annually thereafter. This policy was reviewed and amended on July 26, 2017, to broaden coverage from 'District officials' to Governing Board Members and all District employees. In addition, a section was added to address possible conflict of interest on Federal Government contracts.

Analysis and Evaluation

The Governing Board adheres to its ethics code. Each year in December, when a new Governing Board president is elected (at the Governing Board Organization Meeting), the code of ethics is reviewed as a reminder to the Board. When conflicts are reported, the Governing Board policy is followed. In approving the signing of the Conflict of Interest Declaration, each Governing Board member commits him/herself to resist engaging in activities that could be considered a conflict of interest, that impair his/her fair judgment, or of using the Governing Board member position for personal benefit.

Evidence:

| | |
|---------------------------|----------------------------------|
| IV.C.11-1 | Board Policy 1010 |
| IV.C.11-2 | Board Policy 1020 |
| IV.C.11-3 | Administrative Procedure 1020.01 |

- 12.** *The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

Evidence of Meeting the Standard

Pursuant to the Rules and Regulations of the Governing Board Number 17 ([IV.C.12](#)): The Governing Board shall employ a full-time chancellor to serve as chief administrative and executive officer of the Contra Costa Community College District. The Governing Board of the Contra Costa Community College District shall delegate to the chancellor of the District the executive responsibility for administering the policies adopted by the Governing Board and executing all decisions of the Governing Board requiring administrative action. In the initiation and formulation of District policies, the chancellor shall act as the professional advisor to the Governing Board. The chancellor may delegate to authorized personnel of the District any powers and duties entrusted to the chancellor by the Governing Board, but the responsibility to the Governing Board for the execution of such delegated powers and duties shall remain with the chancellor.

Analysis and Evaluation

The Board relies on the chancellor to implement and administer all Board policies and holds the chancellor accountable for the operation of the District.

Evidence:

| | |
|-------------------------|-------------------------------------|
| IV.C.12 | Governing Board Rules & Regulations |
|-------------------------|-------------------------------------|

- 13.** *The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

Evidence of Meeting the Standard

The Governing Board is informed about and involved in the accreditation process. In preparation for the 2020 visit, Accrediting Commission for Community and Junior College Commission Vice-President Dr. Stephanie Droker facilitated a Board study

session ([IV.C.13-1](#)) on the accreditation process on September 12, 2019. Each Governing Board member participated in the session. Additionally, the chancellor advises the Governing Board of the accreditation process and status.

The College's Institutional Self Evaluation Reports are on the Governing Board agenda for review and approval prior to the deadline for submission to the Commission. The Governing 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 Governing Board. The Governing Board ensures that recommendations resulting from any special mid-term and/or final accreditation reports are implemented.

Board Policy 1017 ([IV.C.13-2](#)) requires that the chancellor ensure that the Board is involved in any accreditation process in which Board participation is required, including the review and approval of all College reports to the Commission, including Annual Reports and any Special Reports, as needed.

Analysis and Evaluation

Governing Board members are aware of the purpose of the accreditation process in giving quality assurance and credibility and stimulating improvement in the colleges. Further, they have demonstrated that they understand their role and responsibility as Governing Board members in the accreditation process by participating in training sessions, taking an active role in the development, review, and implementation of matters related to the accreditation process, and completing basic certification ([IV.C.13-3](#)).

Evidence:

| | |
|---------------------------|-----------------------------------|
| IV.C.13-1 | Board Meeting Minutes 9-12-2019 |
| IV.C.13-2 | Board Policy 1017 |
| IV.C.13-3 | Accreditation Basics Certificates |

IV.D Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority, and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

At the beginning of the fall and spring academic terms, the chancellor attends the College president's pre-semester meeting (convocation) ([IV.D.1-1](#)) and speaks on key topics, issues, and opportunities facing the colleges and the District. In addition, as issues of District wide importance arise, the chancellor will send an email to all District employees to convey her/his message ([IV.D.1-2](#)). The chancellor also attends regular meetings of the District Governance Council (DGC). DGC is a standing governance committee with representation from all constituencies and all locations. At these meetings, the chancellor has a standing agenda ([IV.D.1-3](#)) item in which s/he reports to the committee members on matters of importance to the District and college communities.

The chancellor exhibits leadership in the regular Chancellor's Cabinet meetings held twice per month. Cabinet is comprised of the college presidents, vice chancellors, and the Director of Communications and Community Relations. The mission statement for the Chancellor's Cabinet states the following: "The Chancellor's Cabinet is to serve as the leadership team insuring the capacity of our District to effectively educate students and meet the needs of our communities in partnership with classified staff, faculty, and other managers."

Operational responsibilities and functions of the District Office and the colleges in the District are delineated in the document titled Functional Map ([IV.D.1-4](#)). The document reflects accurately the roles and responsibilities of the colleges and the District Office and is followed in practice. This document was most recently reviewed and updated by the Governing Board at their meeting ([IV.D.1-5](#)) of November 13, 2019.

Analysis and Evaluation

The chancellor provides leadership for the operation of the District and in cooperation with the executive leadership team, assures support for the effective operation of the colleges, centers and District Office. The chancellor ensures that the roles, authority, and responsibilities as described in the Functional Map are followed.

Evidence:

| | |
|--------------------------|--|
| IV.D.1-1 | Convocation Fall 2019 |
| IV.D.1-2 | Chancellor District Communications |
| IV.D.1-3 | District Governance Committee Agenda 1-15-2019 |
| IV.D.1-4 | District and College Functional Map 2019 |
| IV.D.1-5 | Board Meeting Minutes-11-13-2019 |

- 02.** *The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.*

Evidence of Meeting the Standard

Operational responsibilities and functions of the District office and the colleges are delineated in the document titled Functional Map ([IV.D.2-1](#)). The document was reviewed and updated in November 2019 ([IV.D.2-2](#)) by going through the governance process. The document accurately reflects the roles and responsibilities of the colleges and the District Office and is followed in practice.

The chancellor, acting through managers and staff at the District Office, provides support for the colleges in several areas including purchasing, human resources, facilities planning, and research (among others). Through the application of existing policies and administrative procedures, the chancellor, in conjunction with the college presidents and executive staff at the District Office, agree on acceptable levels of service in these areas. Fiscal resources are distributed according to the financial allocation model as stipulated in Board Policy 5033 - Budget Development ([IV.D.2-3](#)).

Analysis and Evaluation

The District has a system in place that satisfies the elements of this Standard. The Functional Map is on the District website and known to those who use it on a regular basis. It was distributed districtwide in spring 2014 and most recently reviewed and updated by the Governing Board in November 2019.

Evidence:

| | |
|--------------------------|--|
| IV.D.2-1 | District and College Functional Map 2019 |
| IV.D.2-2 | Board Meeting Minutes 11-13-2019 |
| IV.D.2-3 | Board Policy 5033 |

- 03.** *The district/system has a policy for allocation and reallocation of resources that is adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.*

Evidence of Meeting the Standard

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 CCCC General Fund Budget ([IV.D.3-1](#)). Implemented in 2010-2011 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 districtwide 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 colleges 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.

Board Policy 5033 - Budget Development ([IV.D.3-2](#)) provides development criteria and values in the preparation of the budget. The District has systems in place to control its expenditures. Business Procedure 11.00 – Purchasing ([IV.D.3-3](#)), and Business Procedure 11.01 - Purchasing Procedure ([IV.D.3-4](#)) 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, and Business Procedure 18.01 - The CCCC General Fund Budget.

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, quarterly financial statements ([IV.D.3-5](#)), and an annual budget study session ([IV.D.3-6](#)).

Analysis and 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.

The District has made a substantial and successful effort to effectively control its expenditures. As a result, District wide 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. The District has also set aside funds to cover the entirety of its compensated absence liability and is now dedicating funds to help offset future pension cost increases. In addition, over \$130 million resides either in the irrevocable trust or in an account for future transfers into the irrevocable trust, putting the District at over 50 percent funding for its OPEB liability for retiree health benefits. The Governing Board has consistently promoted a very conservative approach to spending as supported in Board Policy 5033, Budget Development, and Business Procedure 18.01 - CCCC General Fund Budget.

Evidence:

| | |
|--------------------------|--------------------------------|
| IV.D.3-1 | Business Procedure 18.01 |
| IV.D.3-2 | Board Policy 5033 |
| IV.D.3-3 | Business Procedure 11.00 |
| IV.D.3-4 | Business Procedure 11.01 |
| IV.D.3-5 | Financial Statements |
| IV.D.3-6 | Board Study Session 04-24-2019 |

- 04.** *The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.*

Evidence of Meeting the Standard

The Rules and Regulations of the Governing Board ([IV.D.4-1](#)), Administrative Officers, No. 27, dictate that the college presidents have full responsibility and authority in implementing District policies.

The Governing Board is committed to the philosophy that each campus can best serve by having a uniqueness which 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 their 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 programs 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 works 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. 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 ([IV.D.4-2](#)), which includes the college presidents. The mission ([IV.D.4-3](#)) of the Chancellor's Cabinet is to serve as the leadership team ensuring 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.

Analysis and Evaluation

The chancellor supports the college presidents in their efforts to implement District policies without undue interference. Further, as part of their annual evaluation, the chancellor holds each college president accountable for the operation of the college.

Evidence:

| | |
|--------------------------|---|
| IV.D.4-1 | Governing Board Rules and Regulations |
| IV.D.4-2 | Chancellor's Cabinet Agenda |
| IV.D.4-3 | Chancellor's Cabinet Highlights Mission |

- 05.** *District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.*

Evidence of Meeting the Standard

District planning is integrated with college planning in accordance with Board Policy 1012 ([IV.D.5-1](#)) and Administrative Procedure 1012.01 ([IV.D.5-2](#)). As the Governing Board's designee, the chancellor ensures that each college has an integrated planning process that maintains current strategic and operational plans that are linked to resource allocation decisions. Each college plan is based on the college's mission, vision, and values, and defines the institution's priorities as well as carrying out the strategic directions established by the Governing Board through the District Strategic Plan. This alignment is described further and illustrated in the new Contra Costa Community College District Strategic Plan 2020-2025 ([IV.D.5-3](#)). Managers, faculty, classified staff, and students are involved in formulating, reviewing, and implementing the plans. Current copies of each college's strategic plan ([IV.D.5-4](#)) are maintained at the District Office.

Each college and the District Office has a planning committee ([IV.D.5-5](#)) charged with the responsibility of developing, implementing, and assessing a strategic plan as set forth in District policy. The committees oversee the development of a strategic plan every five years and annual operational plans.

The chancellor establishes and implements regular cycles of review ([IV.D.5-6](#)) for assessing the effectiveness of (1) the District's administrative organization, and (2) the delineation of roles and responsibilities of the District and the colleges, and (3) the District governance and decision-making processes. In addition, s/he ensures that all cabinet members establish annual goals that further the College and/or District strategic plan and evaluates performance of members against related goals. The results of these assessments are used to achieve continuous improvement.

Budget allocations and other major academic and administrative decisions must be linked to planning and assessment processes to improve institutional effectiveness per Business Procedure 18.01 ([IV.D.5-7](#)). Institutional planning, assessment, and continuous improvement processes must contribute to the realization of the District vision, values, mission, and strategic plans.

Analysis and Evaluation

Planning, both at the District and College level is highly integrated and is focused on improving student learning and achievement for all students. Institutional effectiveness is regularly evaluated with the results used to make improvements.

Evidence:

| | |
|--------------------------|---|
| IV.D.5-1 | Board Policy 1012 |
| IV.D.5-2 | Administrative Procedure 1012.01 |
| IV.D.5-3 | District Strategic Plan 2020-2025 |
| IV.D.5-4 | Contra Costa College Strategic Plan 2015-2020 |
| IV.D.5-5 | Planning Committee |
| IV.D.5-6 | Governance and Decision-Making Survey Results |
| IV.D.5-7 | Business Procedure 18.01 |

- 06.** *Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.*

Evidence of Meeting the Standard

As is to be expected, communication across a large, physically separated organization with thousands of employees and tens of thousands of students can be challenging. Merely making information available suffices for some while others want the information pushed out to them and still others don't want the information at all. In an effort to improve efficiency and reduce the use of paper, the District has moved to electronic media as the primary means of communication (unless otherwise required by law, policy, procedure, or contract). These media include email, a shared District portal site ([IV.D.6-1](#)), the District and/or college website ([IV.D.6-2](#)), social media channels, standard telephone connections, two-way video conferencing capabilities, and group text capabilities (used primarily for emergency notifications).

It should also be noted that there is a communication function (both messaging and texting) within the course management system (Canvas) used districtwide. This capability exists to facilitate communication by and between faculty and students currently enrolled in their class(es). With limited exceptions, such as emergency circumstances, the District has moved away from sending blanket emails to all employees. Emergency circumstances, such as closing the colleges due to poor air quality ([IV.D.6-3](#)) or notices of power outages are examples of exceptions. In addition, the District continues to email all employees 'The News,' the 4CD Employee Newsletter ([IV.D.6-4](#)).

Communication between the District and the colleges occurs in multiple ways. Approximately twice monthly, the Chancellor's Cabinet meets to address districtwide matters. These meetings are attended by the chancellor, executive vice-chancellors, vice-chancellors, associate vice chancellors, executive-level department heads and college presidents. Information is conveyed from the District to the colleges and vice-versa. Summaries ([IV.D.6-5](#)) of these meetings are posted for review on an internal website. A link to this site is included in the monthly 4CD Employee Newsletter, emailed to all District employees. The District Governance Council (DGC) also meets monthly. DGC provides a forum for constituent groups to meet, discuss and debate issues of districtwide concern. Agendas and minutes ([IV.D.6-6](#)) are posted to a public web site, a link to which is also included in the monthly employee newsletter. Frequently, information discussed at DGC is shared by representatives at both the colleges and the District Office.

Analysis and Evaluation

Communication between the District and colleges continues to evolve as new communication modalities emerge. Matters of safety and security are conveyed using multiple modes to ensure receipt and review.

Evidence:

| | |
|--------------------------|--|
| IV.D.6-1 | InSite |
| IV.D.6-2 | District Website |
| IV.D.6-3 | Emergency Notification Sample |
| IV.D.6-4 | 4CD Employee Newsletter |
| IV.D.6-5 | Chancellor's Cabinet Summary |
| IV.D.6-6 | District Governance Committee Meeting Agenda and Minutes |

- 07.** *The district/system CEO regularly evaluates District/system and College role delineations, governance, and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The District/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

Evidence of Meeting the Standard

Pursuant to Board Policy 1012 ([IV.D.7-1](#)), the chancellor establishes and implements regular cycles of review for assessing the effectiveness of the District's administrative organization, the delineation of roles and responsibilities of the District and the colleges, and the District governance and decision-making processes.

In its role of supporting the mission and functions of the colleges, the District Office maintains a Functional Map ([IV.D.7-2](#)) delineating the roles, responsibilities and service outcomes of the colleges and the District Office in departments shared by each entity. The contents of the document are evaluated every four years and the results used as a basis for continuous improvement of the operations including the District's administrative organizations. Most recently the Functional Map was reviewed by both the Chancellor's Cabinet and the District Governance Council in spring 2019 and by the Governing Board at its meeting ([IV.D.7-3](#)) of November 13, 2019.

District governance and decision-making processes are evaluated every three years and the results used as a basis for improving the processes. The Governance and Decision Making Survey ([IV.D.7-4](#)) was disseminated in spring 2019 and outcomes discussed for the purposes of continuous improvement at the April 16, 2019, District Governance Committee meeting ([IV.D.7-5](#)). At a minimum, all persons who serve in leadership positions at the District level and all who serve on District committees shall participate in the evaluation process.

Analysis and Evaluation

Communication between the District and colleges continues to evolve as new communication modalities emerge. Matters of safety and security are conveyed using multiple modes to ensure receipt and review.

Evidence:

| | |
|--------------------------|---|
| IV.D.7-1 | Board Policy 1012 |
| IV.D.7-2 | District and College Functional Map 2019 |
| IV.D.7-3 | Board Meeting Minutes 11-13-2019 |
| IV.D.7-4 | Governance and Decision-Making Survey Results |
| IV.D.7-5 | District Governance Committee Minutes 4-16-2019 |

H. QUALITY FOCUSED ESSAY

Proposed Action Projects: Contra Costa College's priority is the success of the learners who depend on the College to meet their academic and career aspirations. The College continues its commitment to equitable access and completion for all students. While the overall goal of increasing student success is reiterated in various College plans, the action projects being adopted in this Quality Focused Essay aim to integrate Guided Pathways principles, Student Equity strategies, and AB 705 mandates to increase the credits completed by full-time and part-time learners towards their education goals.

Proposed Action Projects

| Action Projects | Standards |
|---|--|
| <ul style="list-style-type: none"> • Increase the number of full-time students who complete 24 units in an academic year. • Increase the number of part-time students who complete 15 units in an academic year. • Increase the number of students who complete Math and English in their first year | I.A.2, I.B.1-9, II.A.2, II.A.6-7, II.B.1, II.C.2-3, II.C.5-6 |

Target Student Population: First time, incoming students who are degree, certificate, and/or transfer seeking (Fall 2018 = 969 students).

To meet students where they are, these action projects will focus on restructuring our institutional practices based on the unique needs and goals of our full-time and part-time students by :

- Identifying and supporting full-time degree, certificate, and/or transfer seeking students who attempt 24 credits or more in an academic year but do not complete 24 units.
- Identifying and supporting part-time degree, certificate, and/or transfer seeking students who are able to earn 15 credits or more.
- Differentiate part-time degree, certificate, and/or transfer seeking students who are limited in their capacity to complete 15 credits a year and support these students in completing their goals at their pace.

Proposed Frameworks: Initiatives critical to the project:

- Guided Pathways framework – Structured experience to help students navigate the educational experience:
 - *1st Pillar Clarify the path*
 - *2nd Pillar Enter the Path*
 - *3rd Pillar Stay on the Path*
 - *4th Pillar Ensure Learning on the Path*
- Equity framework – Restructure institutional practices to meet students where they are and to help them meet their individual needs and goals.
- AB705 framework – Timely completion of Math and English Transfer Level Completion through Multiple Measures, Self-Guided Placement, and Corequisite Courses.

Proposed Strategies: Contra Costa College's on-going initiatives and strategies aimed at supporting equitable student completion are embedded in various plans. These include:

- **Credit Completion:** First Year Experience, Promise Program, FT3
- **Math and English:** Instructional support, Tutoring, STEM Success Coaches (some expansion into English), English Boot Camp and Math Jam Curriculum

For these action projects, Contra Costa College will also strengthen the following:

- **Comprehensive Educational Planning:** Ensuring that students have a clear path from beginning to end.
 - *Academic and Student Services professionals collaborate to develop academic pathways that show course sequences.*
 - *Develop pathways based on full-time and part-time status.*
 - *Develop customizable pathways for students who complete courses at less than 15 units per year.*
 - *Clarify educational goals with students and connect students who are unsure about their goals to services to identify or update their goals for the purpose of planning.*
 - *Assure that units are degree, certificate, or transfer applicable.*

- **Integration of wrap-around support services, instruction, and education plans into a case management model, with special focus on maximizing Pell Grant participation:**
 - *More than 1021 of Pell Recipients in Spring 2020 could have maximized their financial aid by taking 12 credits.*
 - *176 of these students took 9.2 to 11.5 credits.*
- **Data collection and analysis:**
 - *Adopt a Data Coaching Model.*
 - *Set and revise measurable outcomes annually to increase our impact.*
 - *Identify opportunities and gaps.*
 - *Focus on detecting and reporting equity gaps.*
 - *Provide accessibility of data through comprehensive communication plan and reports.*
 - *Humanize the data by gathering qualitative input from focus groups.*
- **Professional Development:** Support faculty and staff to better serve the needs of students:
 - *Opportunities for faculty, staff, and administrators to increase campus understanding of how to support part-time student behaviors and needs.*
 - *Support faculty in aligning instruction and pedagogy to part-time students.*
- **Adopt technology to assist in planning, collecting, and connecting information:**
 - *Guided self-placement results display program and degree options based on Math and English placement.*
 - *Results are readily available for planning and enrollment.*

Background: Reports by EdSource ([QFE-1](#)) and the Public Policy Institute of California ([QFE-2](#)) point to low rates of degree completion and transfer. In addition, the length of time students take to complete their degrees added strong rationale to take a closer look at course completion. The Public Policy Institute of California suggests that adopting strategies that encourage students to earn more credits annually is needed to meet completion goals. Degree and transfer-seeking students who complete Math and English during their first year were more successful at completing their degrees and transferring.

In a CCRC Research Brief ([QFE-3](#)), first year indicators like completion of gateway courses, higher credit completion, and persistence are critical to the long-term success of students. Community College Daily recently also hosted an article ([QFE-4](#)) by the educational research group EAB describing how part-time student success maybe the key to equity in education indicating that “data shows that closing the achievement gap may depend on how focused we are on success initiatives for part-time students.” The article described the challenging picture in students’ enrollment and success, especially among minority populations who are more likely to enroll part-time. Moreover, data below on Contra Costa College students’ performance and trends suggest there is an opportunity to improve credit completion rates.

These action projects are supported by the mission and strategic goals of the College that directly address equitable improvement of student access and learning, adoption of innovation, a culture of institutional effectiveness, and optimization of resources to support students from the beginning of their educational career to completion and point of transfer. These action projects are also aligned with various goals in the State Chancellor’s Vision for Success. For example, these action projects contribute to degree and certificate completion. These projects also contribute to Career Education and career readiness by aligning with the state’s goal of ensuring students who are interested in completing programs that lead to careers or certificates and degrees in Career Education complete the 9 credits. These action projects will approach full-time and part-time students with interventions based on their unique needs and goals.

Identification/ Selection Process of Target Population

The data inquiry process that informed the selection of the target population developed from an understanding of the current initiatives the College already had in place (i.e., Guided Pathways, SEAP and AB705) together with high-level indicators that serve as yearly metrics (Degree Completion, Graduation Rates, and Transfer) and identification of milestone metrics that serve to move the larger indicators. This perspective serves as the focal point for contextualizing our institutional data in order to identify our target population by describing who the College is serving, what outcomes students want to achieve by attending our College, and how to support students and gauge if students are “on track” to meeting their educational goal.

Contra Costa College has seen an increasing trend in students served [[Table 1](#)]. These students vary widely in terms of how long they have been attending our College [[Table 2](#)], their enrollment status [[Table 3](#)], and demographics [[Table 4](#)]. Moreover, these students come with a variety of educational goals ranging from long-term objectives of earning a certificate/degree/transfer or a vast array of other short-term objectives. Thus, to be intentional with the action projects, a more refined and focused population of students was identified. Figure 1. examines the educational goals of students within the Guided Pathways context of being first-time, incoming students.

This population of first-time students is further refined to observe the enrollment status among the first-time students whose educational goals align with the high-level indicators [Table 7]. As a result of this analysis which combines a Guided Pathways and yearly metrics framework, the target population is first-time, incoming students who are degree, certificate and/or transfer seeking students.

Data Supporting Target Population and Action Projects (For more information, see data tables.)

Description of Target Population

- **Tables 1 & 2:** New students make up over 25% of Student Head Count.
- **Tables 5 & 6:** New students mirror the general head count trend of FT/PT status (30/70 split) for Fall 2018.
- **Figure 1 & Table 6:** In terms of educational goal, more than half of new students have a “long-term educational goal” and/or degree/certificate/transfer –seeking students.
- **Table 7:** In terms of both long-term educational goal and attendance status, there is a more balanced distribution of students that are full-time (44%) and part-time (56%).

Description of Unit completion

- **Table 11:** In Fall 2018, 28% of full-time students who are degree, certificate, and/or transfer-seeking complete 24 credits or more in one year.
- **Table 12:** In Fall 2018, 11% of part-time students who are degree, certificate, and/or transfer-seeking complete at least 15 credits in one year.

Description of Math and English completion

- **Table 15:** In Fall 2018, which is the year prior to AB705 implementation, only 9.5% of all new students who are degree, certificate, and/or transfer-seeking completed Math and English during their first academic year.
- **Table 15:** In Fall 2018, 71.9% of all new students did not complete transfer level math OR English during their first academic year. However, we do not know if these students attempted a math/English course during the academic year. We will further explore this data in year 1.

Description of Educational Planning

- **Table 17:** In Fall 2018, 70.4% of new students who are degree, certificate, and/or transfer-seeking have educational plans (either comprehensive or abbreviated).
- **Table 19:** In Fall 2018, 87.1% of full-time students who are degree, certificate, and/or transfer-seeking have educational plans (either comprehensive or abbreviated).
- **Table 20:** In Fall 2018, less than 58% of part-time students who are degree, certificate, and/or transfer-seeking have educational plans (either comprehensive or abbreviated).

Description of Degree Completion and Graduation Rate and Transfer

- **Table 21:** Contra Costa College Graduation rate for 2014 cohort after 3 years is 25%.
- **Table 21:** Only 8% of part-time students earn a certificate or an associate degree even after 8 years.
- **Table 22:** In 2019-2020, almost 2100 students received Pell Grant.
- Reviewed data sets are too low for equity analysis and conclusion. The low completion across these metrics makes the total population of completers too small a subset to perform equity analysis.

Data for Future Exploration

- **Table 4:** Headcount by Race/Ethnicity
- **Table 8:** New FTPT Students (Degree/Certificate/Transfer-Seeking) by Race/Ethnicity
- **Table 9:** New Full-Time Students (Degree/Certificate/Transfer-Seeking) by Race/Ethnicity (Student Count)
- **Table 10:** New Part-Time Students (Degree/Certificate/Transfer-Seeking) by Race/Ethnicity (Student Count)
- **Table 13:** New Full-Time Students (Degree/Certificate/Transfer-Seeking) 24-Credit Completers by Race/Ethnicity
- **Table 14:** New Part-Time Students (Degree/Certificate/Transfer-Seeking) 15-Credit Completers by Race/Ethnicity
- **Table 16:** Degree/certificate/transfer-seeking NEW students Math and English Completers by Race/Ethnicity

- **Table 18:** Degree/certificate/transfer-seeking NEW students that have ed plan by Race/Ethnicity
- **Table 23:** Head Count by Unit Load (NOTE: Head count excludes non-credit, which is why the smallest unit load is 0.1 units.)

These trends point to a subset of students with educational goals of completing degrees, certificates, and/or transfer. These new students will eventually join the larger subset of continuing students. Both Guided Pathways and AB705 efforts aim to provide support at the inception of students' college experience and onboarding. Meeting early momentum milestones such as credit completion and Math and English completion can provide a strong first year foundation and momentum towards earning a degree or certificate and transferring. The data also shows that the large number of part-time students and low success rates require two separate approaches that distinguish full-time from part-time in order to create targeted intervention that are appropriate and relevant.

State Mandates

Contra Costa College is committed to creating systems and an environment that enhance student experiences and success. Contra Costa College has been a leader in the implementation of initiatives and course redesign to increase the number of students completing college level Math and English on time through early Multiple Measures Initiative work and now with AB 705. The College has strategies and goals that target access and success gaps through its Student Equity and Achievement plan. The College is also committed to shifting the way it is addressing student needs by evaluating its processes and approaches, and by leveraging resources and collaboration through Guided Pathways. The strategies in these plans and initiatives, when integrated with resources and promising practices on campus and aligned to common goals, will produce systemic changes and positive student results.

Anticipated Impact on Student Learning and Achievement

Contra Costa College anticipates that commitment to increasing the number of students completing credits will require changes in how the College approaches supporting students. First, adoption of Guided Pathways and the Student Equity framework and principles will decrease the achievement gaps for under-represented students. Second, the College will continue focus on campus-wide activities that contribute to Math and English enrollment and completion under AB 705. Third, the College will strengthen initiatives such as educational planning, increasing the number of students on Pell Grant, and initiatives identified in the Proposed Strategies section above.

Lastly, a fresh take on data-tracking and analysis will further support the culture of effectiveness and transparency. Adopting the Collective Impact approach, grounded in a shared measurement system and continuous improvement, that is focused in strategic and integrated collaboration will provide a new framework where inquiry is approached through equity and a humanizing lenses, inquiry groups are spaces for shared understanding, discussion, and sharing, and the discussion of data is reframed and prioritizes the importance of what data means in daily practice and their interrelatedness to the work on campus and impact on students.

All of these steps will increase the number of full-time students completing 24 credits, the number of part-time students completing 15 credits, and number of students who complete Math and English their first year. Meeting these early momentum points will increase the number of students moving towards degree and certificate completion and transfer.



Outcome Measures: Contra Costa College will report on the following measures:

- Number of full-time students who complete 24 units, with emphasis on completion of Math and English in their first year and gateway courses in their major of study.
- Number of part-time students who complete 15 units, with emphasis on completion of Math and English (if applicable) and gateway courses in their major of study.
- Number of students who complete Math and English in their first year.
- Projected annual increase at 5%

Projected Increase through 2025

| Number of Full-Time Students Who Complete 24 Credits in Their First Year at 5% Increase | | | | | |
|---|------|------|------|------|------|
| Baseline (2018) | 2021 | 2022 | 2023 | 2024 | 2025 |
| 118 | 123 | 130 | 136 | 143 | 150 |

| Number of Part-Time Students Who Complete 15 Credits in Their First Year at 5% Increase | | | | | |
|---|------|------|------|------|------|
| Baseline (2018) | 2021 | 2022 | 2023 | 2024 | 2025 |
| 60 | 63 | 66 | 69 | 73 | 76 |

| Number of Students Who Complete Math and English in Their First Year | | | | | |
|--|------|------|------|------|------|
| Baseline (2018) | 2021 | 2022 | 2023 | 2024 | 2025 |
| 92 | 96 | 101 | 106 | 111 | 117 |

Goal-setting research and target setting practices hold 2-3% as the standard target and 5% as ambitious target.

Note: COVID-19 and the Stay-in-Place order's impact on Early Momentum Milestones for Academic Year 2019-20 has yet to be determined, especially for Spring 2020.

By integrating Guided Pathways, Student Equity and Achievement Program, AB 705, updating data practices, utilizing technology, and providing professional development, Contra Costa College looks forward to further supporting the success of all its learners. Besides anticipating higher successes across all student demographics, the college also looks forward to the systemic changes to campus structures, processes, policies, and procedures as a result of adopting these action projects.



Action Plan

| Implementation Year | Tasks | Plan Alignment* | Timeline | Responsible Parties |
|-------------------------|--|------------------|-------------------|---|
| Year 0 (Spring 2020) | Review, Research, and Organize | SE | Spring and Summer | Campus leadership, researchers, participatory governance committees, department chairs, student services managers, students |
| | <ul style="list-style-type: none"> Collect, review, and organize data of key student demographic information. Collect and organize identified activities from Student Equity Plan, Guided Pathways, AB 705, and SCFF, and align them to outcome. Review data in various plans and collect new data for 2019 to analyze measures currently being implemented. Solidify baselines and targets with a strong emphasis on addressing equity gaps. Review and revise target of 5% based on 2019 data to increase impact. Align percentage goal with sufficient population size to address equity analysis. | SE, SCFF | | |
| | Implement | | | |
| | <ul style="list-style-type: none"> Data template for tracking and sharing progress. | GP-1.D, SE, SCFF | | |

| | | | | |
|-----------------------|---|---|-----------------|---|
| Year 1 (2020-2021) | <p>Taking Inventory</p> <ul style="list-style-type: none"> Needs assessment (Student forum/focus groups). | GP-4.V, SE | Fall and Spring | Researchers |
| | <p>Review and Research</p> <ul style="list-style-type: none"> Review capacity of educational planning and identify a baseline definition and content of an educational plan that aligns with pathways specific to the goals of full-time and part-time students, including completion of Math and English as appropriate. Reassess Financial Aid outreach and strategies to complement Educational Planning. Develop strategy and timeline for the completion of redesigned program advising/sequence templates specific to degree-seeking/transfer full-time and part-time students. Review results of forum/focus group and identify strategies. Review and report data on how high school graduates and other non-traditional students contribute to the enrollment trends in this project. Separate and review student data on: <ul style="list-style-type: none"> <i>Non-credit</i> <i>ESL</i> <i>International Students</i> <i>Returning Student Status</i> <i>Continuing</i> <i>Undecided/Undeclared</i> Review budget and resources to determine available funds. | <p>GP-3.K, SE</p> <p>GP-3.O, SE</p> <p>GP-1.A, 3.O SCFF</p> | Fall and Spring | Campus leadership, researchers, participatory governance committees, department chairs, student services managers, students |

Evaluation and Comprehensive Communication Plan

- Communicate progress and status of activities.
- Share data template and other relevant information.
- Determine the need for revisions or new strategies.
- Align activities and goals with program review.
- Build into College calendar and set into Participatory Governance Committees agenda to review, share and inform resource alignment.

Spring
and
Summer

Campus leadership, researchers, participatory governance committees, department chairs, student services managers, students

Year 2, 3, 4, 5
(2021-2025)

Implementation

- Implement short term strategies or changes from focus group, including scaling up current strategies and activities that support enrollment, education planning, Pell outreach, and credit completion.

GP-3.L, SE

Fall

Vice-President, Deans, Admissions and Records, Outreach

**GP = Guided Pathways, SE= Student Equity, SCFF=Student Centered Funding Formula*



I. DATA TABLES & FIGURES

Table 1. Unduplicated Student Headcount

| Metric | Year | | |
|---------------------------------------|--------------|--------------|--------------|
| Enrollment | Fall 2016 | Fall 2017 | Fall 2018 |
| Unduplicated Student Headcount | 6,463 | 6,853 | 7,262 |

Data Source: 4CD Internal query

Table 2. Headcount by Enrollment Type

| Metric | Year | | | | | |
|-------------------------------------|--------------|-----|--------------|-----|--------------|-----|
| Enrollment | Fall 2016 | | Fall 2017 | | Fall 2018 | |
| | # | % | # | % | # | % |
| Headcount by Enrollment Type | 6,463 | | 6,853 | | 7,262 | |
| <i>New Students</i> | 1,464 | 23% | 1,465 | 21% | 1,869 | 26% |
| <i>Continuing Students</i> | 3,818 | 59% | 4,109 | 60% | 3,997 | 55% |
| <i>Returning Students</i> | 1,181 | 18% | 1,279 | 19% | 1,396 | 19% |

Data Source: 4CD Internal query

Table 3. Headcount by Full-Time/Part-Time Status

| Metric | Year | | | | | |
|----------------------------------|--------------|-----|--------------|-----|--------------|-----|
| Enrollment | Fall 2016 | | Fall 2017 | | Fall 2018 | |
| | # | % | # | % | # | % |
| Headcount by FT-PT Status | 6,463 | | 6,853 | | 7,262 | |
| <i>Full-Time Students</i> | 2,105 | 33% | 2,120 | 31% | 2,260 | 31% |
| <i>Part-Time Students</i> | 4,358 | 67% | 4,733 | 69% | 5,002 | 69% |

Data Source: 4CD Internal query

Table 4. Headcount by Race/Ethnicity

| Metric | Year | | |
|-------------------------------------|--------------|--------------|--------------|
| | Fall 2016 | Fall 2017 | Fall 2018 |
| Enrollment | | | |
| Headcount by Race/Ethnicity | 6,463 | 6,853 | 7,262 |
| <i>Black or African American</i> | 19.0% | 17.5% | 16.7% |
| <i>American Indian/Alaskan</i> | 0.2% | 0.2% | 0.2% |
| <i>Asian</i> | 13.4% | 13.3% | 13.2% |
| <i>Filipino</i> | 5.6% | 5.9% | 6.2% |
| <i>Hispanic or Latino</i> | 43.5% | 43.5% | 45.5% |
| <i>More than one Race/Ethnicity</i> | 7.1% | 7.1% | 6.6% |
| <i>Other/Undeclared</i> | 1.3% | 1.2% | 1.3% |
| <i>Pacific Islander</i> | 0.5% | 0.4% | 0.4% |
| <i>White</i> | 9.4% | 10.8% | 10.0% |

Data Source: 4CD Internal query

Table 5. NEW Students by FT-PT Status. (Note: This is any end goal.)

| Metric | Year | | | | | |
|--|--------------|-----|--------------|-----|--------------|-----|
| | Fall 2016 | | Fall 2017 | | Fall 2018 | |
| Enrollment | # | % | # | % | # | % |
| NEW Students by FT-PT (Student Count) | 1,464 | | 1,465 | | 1,869 | |
| <i>Full-Time Students</i> | 413 | 28% | 360 | 25% | 534 | 29% |
| <i>Part-Time Students</i> | 1,051 | 72% | 1,105 | 75% | 1,335 | 71% |

Data Source: 4CD Internal query

Educational Goals: Contra Costa College students come with a variety of educational goals ranging from long-term objectives of earning a certificate/degree/transfer or a vast array of other short-term objectives.

- | | |
|---|---|
| A = Obtain an associate degree and transfer to a 4-year institution | I = Maintain certificate or license |
| B = Transfer to a 4-year institution without an associate degree | J = Educational development |
| C = Obtain a 2-year associate degree without transfer | K = Improve basic skills |
| D = Obtain a 2-year technical degree without transfer | L = Complete credits for high school diploma or GED |
| E = Earn a career technical certificate without transfer | M = Undecided on goal |
| F = Discover/Formulate career interests, plans, goals | N = To move from noncredit coursework to credit coursework |
| G = Prepare for a new career (acquire job skills) | O = 4-year college student taking courses to meet 4-year college requirements |
| H = Advance in current job/career (update job skills) | |

The following list shows the goals students can choose from when completing their application.

Long-Term Educational Goals include student declared goals to transfer with/without an Associate degree or earn a vocational degree, general education degree, or certificate.

Short-Term Educational Goals include student declared goals to earn/update job skills, maintain certificate/license, improve basic skills, pursue personal/career interests, or complete high school/college credits.

The aggregated chart below shows the breakdown of educational goals in Fall 2018.

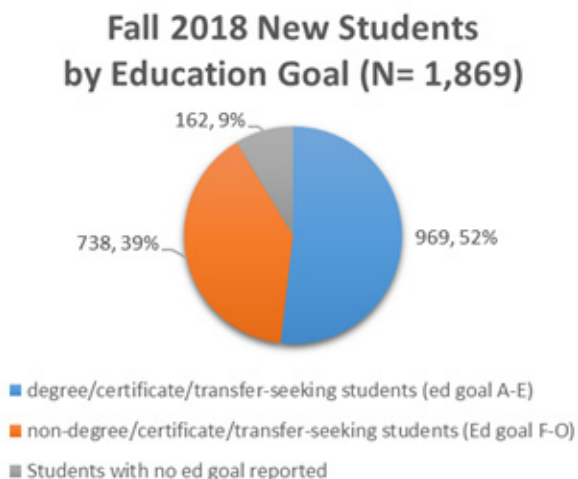


Figure 1. Fall 2018 New Students by Education Goal Type

Table 6. NEW Students by Degree/Certificate/Transfer-Seeking Ed Goal Status

| Metric | Year | | | | | |
|---|--------------|-----|--------------|-----|--------------|-----|
| | Fall 2016 | | Fall 2017 | | Fall 2018 | |
| Enrollment | # | % | # | % | # | % |
| NEW Students by Degree/Certificate/Transfer-Seeking Status (Student Count) | 1,464 | | 1,465 | | 1,869 | |
| <i>Degree/Certificate/Transfer-Seeking Students (ed goal A-E)</i> | 801 | 55% | 759 | 52% | 969 | 52% |
| <i>Non-Degree/Certificate/Transfer-Seeking Students (ed goal F-O)</i> | 520 | 36% | 539 | 37% | 738 | 39% |
| <i>Students with no ed goal reported</i> | 143 | 10% | 167 | 11% | 162 | 9% |

Data Source: 4CD Internal query

Table 7. NEW Degree/Certificate/Transfer-Seeking Students by FT-PT Status (Note: this is the target population and subset data for our Early Milestone Metrics).

| Metric | Year | | | | | |
|--|------------|-----|------------|-----|------------|-----|
| | Fall 2016 | | Fall 2017 | | Fall 2018 | |
| | # | % | # | % | # | % |
| Enrollment | | | | | | |
| Degree/Certificate/Transfer-Seeking NEW Students by FT-PT (Student Count) | 801 | | 759 | | 969 | |
| <i>Full-Time Students</i> | 319 | 40% | 281 | 37% | 425 | 44% |
| <i>Part-Time Students</i> | 482 | 60% | 478 | 63% | 544 | 56% |

Data Source: 4CD Internal query

Table 8. New FTPT Students (Degree/Certificate/Transfer-Seeking) by Race/Ethnicity

| Metric | Year | | | | | |
|--|------------|-------|------------|-------|------------|-------|
| | Fall 2016 | | Fall 2017 | | Fall 2018 | |
| | # | % | # | % | # | % |
| Enrollment | | | | | | |
| NEW FTPT Students (Degree/Certificate/Transfer-Seeking) by Race/Ethnicity (Student Count) | 801 | | 759 | | 969 | |
| <i>Black or African American</i> | 182 | 22.7% | 161 | 21.2% | 200 | 20.6% |
| <i>American Indian/Alaskan</i> | 3 | 0.4% | 0 | 0.0% | 1 | 0.1% |
| <i>Asian</i> | 106 | 13.2% | 105 | 13.8% | 104 | 10.7% |
| <i>Filipino</i> | 47 | 5.9% | 43 | 5.7% | 62 | 6.4% |
| <i>Hispanic or Latino</i> | 311 | 38.8% | 293 | 38.6% | 424 | 43.8% |
| <i>More than one Race/Ethnicity</i> | 69 | 8.6% | 60 | 7.9% | 72 | 7.4% |
| <i>Other/Undeclared</i> | 3 | 0.4% | 15 | 2.0% | 12 | 1.2% |
| <i>Pacific Islander</i> | 7 | 0.9% | 2 | 0.3% | 5 | 0.5% |
| <i>White</i> | 73 | 9.1% | 80 | 10.5% | 89 | 9.2% |

Data Source: 4CD Internal query

Table 9. New Full-Time Students (Degree/Certificate/Transfer-Seeking) by Race/Ethnicity (Student Count)

| Metric | Year | | | | | |
|---|------------|-------|------------|-------|------------|-------|
| | Fall 2016 | | Fall 2017 | | Fall 2018 | |
| | # | % | # | % | # | % |
| NEW Full-Time Students (Degree/Certificate/Transfer-Seeking) by Race/Ethnicity (Student Count) | 319 | | 281 | | 425 | |
| <i>Black or African American</i> | 71 | 22.3% | 57 | 20.3% | 79 | 18.6% |
| <i>American Indian/Alaskan</i> | 2 | 0.6% | 0 | 0.0% | 0 | 0.0% |
| <i>Asian</i> | 56 | 17.6% | 39 | 13.9% | 46 | 10.8% |
| <i>Filipino</i> | 20 | 6.3% | 12 | 4.3% | 32 | 7.5% |
| <i>Hispanic or Latino</i> | 111 | 34.8% | 104 | 37.0% | 200 | 47.1% |
| <i>More than one Race/Ethnicity</i> | 32 | 10.0% | 28 | 10.0% | 28 | 6.6% |
| <i>Other/Undeclared</i> | 1 | 0.3% | 8 | 2.8% | 9 | 2.1% |
| <i>Pacific Islander</i> | 3 | 0.9% | 1 | 0.4% | 2 | 0.5% |
| <i>White</i> | 23 | 7.2% | 32 | 11.4% | 29 | 6.8% |

Data Source: 4CD Internal query

Table 10. New Part-Time Students (Degree/Certificate/Transfer-Seeking) by Race/Ethnicity (Student Count)

| Metric | Year | | | | | |
|---|------------|-------|------------|-------|------------|-------|
| | Fall 2016 | | Fall 2017 | | Fall 2018 | |
| | # | % | # | % | # | % |
| NEW Part-Time Students (Degree/Certificate/Transfer-Seeking) by Race/Ethnicity (Student Count) | 482 | | 478 | | 544 | |
| <i>Black or African American</i> | 111 | 23.0% | 104 | 21.8% | 121 | 22.2% |
| <i>American Indian/Alaskan</i> | 1 | 0.2% | 0 | 0.0% | 1 | 0.2% |
| <i>Asian</i> | 50 | 10.4% | 66 | 13.8% | 58 | 10.7% |
| <i>Filipino</i> | 27 | 5.6% | 31 | 6.5% | 30 | 5.5% |
| <i>Hispanic or Latino</i> | 200 | 41.5% | 189 | 39.5% | 224 | 41.2% |
| <i>More than one Race/Ethnicity</i> | 37 | 7.7% | 32 | 6.7% | 44 | 8.1% |
| <i>Other/Undeclared</i> | 2 | 0.4% | 7 | 1.5% | 3 | 0.6% |
| <i>Pacific Islander</i> | 4 | 0.8% | 1 | 0.2% | 3 | 0.6% |
| <i>White</i> | 50 | 10.4% | 48 | 10.0% | 60 | 11.0% |

Data Source: 4CD Internal query

Degree/certificate/transfer seeking student ed goal = A, B, C, D, or E

Table 11. New Full-Time Students (Degree/Certificate/Transfer-Seeking) by Credit Completion Status

| Metric | Year | | | | | |
|--|------------|-----|------------|-----|------------|-----|
| | Fall 2016 | | Fall 2017 | | Fall 2018 | |
| | # | % | # | % | # | % |
| NEW Full-Time Students (Degree/Certificate/Transfer-Seeking) by Credit Completion Status <i>(Student Count)</i> | 319 | | 281 | | 425 | |
| <i>Completed 24 credits or more in one year</i> | 88 | 28% | 58 | 21% | 118 | 28% |
| <i>Completed 24 credits or less in one year</i> | 231 | 72% | 223 | 79% | 307 | 72% |

Data Source: 4CD Internal query

Table 12. New Part-Time Students (Degree/Certificate/Transfer-Seeking) by Credit Completion Status

| Metric | Year | | | | | |
|--|------------|-----|------------|-----|------------|-----|
| | Fall 2016 | | Fall 2017 | | Fall 2018 | |
| | # | % | # | % | # | % |
| NEW Part-Time Students (Degree/Certificate/Transfer-Seeking) by Credit Completion Status <i>(Student Count)</i> | 482 | | 478 | | 544 | |
| <i>Completed 24 credits or more in one year</i> | 58 | 12% | 54 | 11% | 60 | 11% |
| <i>Completed 24 credits or less in one year</i> | 424 | 88% | 424 | 89% | 484 | 89% |

Data Source: 4CD Internal query

Table 13. New Full-Time Students (Degree/Certificate/Transfer-Seeking) 24-Credit Completers by Race/Ethnicity

| Metric | Year | | | | | |
|--|-----------|-------|-----------|-------|------------|-------|
| | Fall 2016 | | Fall 2017 | | Fall 2018 | |
| | # | % | # | % | # | % |
| Credit Completion | | | | | | |
| # of Full-Time degree/certificate/transfer-seeking NEW students that completed 24 credits or more in the first year by Race/Ethnicity (Student Count) | 88 | | 58 | | 118 | |
| <i>Black or African American</i> | 12 | 13.6% | 10 | 17.2% | 15 | 12.7% |
| <i>American Indian/Alaskan</i> | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| <i>Asian</i> | 29 | 33.0% | 16 | 27.6% | 19 | 16.1% |
| <i>Filipino</i> | 5 | 5.7% | 3 | 5.2% | 13 | 11.0% |
| <i>Hispanic or Latino</i> | 30 | 34.1% | 17 | 29.3% | 53 | 44.9% |
| <i>More than one Race/Ethnicity</i> | 6 | 6.8% | 4 | 6.9% | 7 | 5.9% |
| <i>Other/Undeclared</i> | 0 | 0.0% | 2 | 3.4% | 3 | 2.5% |
| <i>Pacific Islander</i> | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| <i>White</i> | 6 | 6.8% | 6 | 10.3% | 8 | 3.8% |

Data Source: 4CD Internal query

Table 14. New Part-Time Students (Degree/Certificate/Transfer-Seeking) 15-Credit Completers by Race/Ethnicity

| Metric | Year | | | | | |
|--|-----------|-------|-----------|-------|-----------|-------|
| | Fall 2016 | | Fall 2017 | | Fall 2018 | |
| | # | % | # | % | # | % |
| Credit Completion | | | | | | |
| # of Part-Time Degree/Certificate/Transfer-Seeking NEW Students that completed 15 credits or more in the first year by Race/Ethnicity (Student Count) | 58 | | 54 | | 60 | |
| <i>Black or African American</i> | 11 | 19.0% | 6 | 11.1% | 6 | 10.0% |
| <i>American Indian/Alaskan</i> | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| <i>Asian</i> | 5 | 8.6% | 11 | 20.4% | 12 | 20.0% |
| <i>Filipino</i> | 7 | 12.1% | 8 | 14.8% | 3 | 5.0% |
| <i>Hispanic or Latino</i> | 26 | 44.8% | 21 | 38.9% | 24 | 40.0% |
| <i>More than one Race/Ethnicity</i> | 3 | 5.2% | 3 | 5.6% | 6 | 10.0% |
| <i>Other/Undeclared</i> | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| <i>Pacific Islander</i> | 0 | 0.0% | 0 | 0.0% | 1 | 1.7% |
| <i>White</i> | 6 | 10.3% | 5 | 9.3% | 8 | 13.3% |

Data Source: 4CD Internal query

Degree/certificate/transfer seeking student ed goal = A, B, C, D, or E

Table 15. Degree/Certificate/Transfer-Seeking FTPT NEW Students by math/English Completion Type

| Metric | Year | | | | | |
|---|------------|-------|------------|-------|------------|-------|
| | Fall 2016 | | Fall 2017 | | Fall 2018 | |
| | # | % | # | % | # | % |
| Math & English Completion | | | | | | |
| Degree/Certificate/Transfer-Seeking FTPT NEW Students by Completion Type (Student Count) | 801 | | 759 | | 969 | |
| <i>None</i> | 619 | 77.3% | 572 | 75.4% | 697 | 71.9% |
| <i>Took and Completed BOTH Transfer-level Math and English</i> | 56 | 7.0% | 59 | 7.8% | 92 | 9.5% |
| <i>Took and Completed Transfer-level ENGLISH Only</i> | 73 | 9.1% | 63 | 8.3% | 111 | 11.5% |
| <i>Took and Completed Transfer-level MATH Only</i> | 53 | 6.6% | 65 | 8.6% | 69 | 7.1% |

Data Source: 4CD Internal query

Degree/certificate/transfer seeking student ed goal = A, B, C, D, or E

Table 16. Degree/certificate/transfer-seeking NEW students Math and English Completers by Race/Ethnicity

| Metric | Year | | | | | |
|--|-----------|------|-----------|------|-----------|------|
| | Fall 2016 | | Fall 2017 | | Fall 2018 | |
| | # | % | # | % | # | % |
| Math & English Completion | | | | | | |
| # of Degree/Certificate/Transfer-Seeking NEW Students that took and completed Transfer-level Math and English in the first year by Race/Ethnicity (Student Count) | 56 | | 59 | | 92 | |
| <i>Black or African American</i> | 8 | 14.3 | 5 | 8.5 | 6 | 6.5 |
| <i>American Indian/Alaskan</i> | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| <i>Asian</i> | 17 | 30.4 | 10 | 16.9 | 13 | 14.1 |
| <i>Filipino</i> | 6 | 10.7 | 6 | 10.2 | 13 | 14.1 |
| <i>Hispanic or Latino</i> | 21 | 37.5 | 26 | 44.1 | 49 | 53.3 |
| <i>More than one Race/Ethnicity</i> | 3 | 5.4 | 6 | 10.2 | 6 | 6.5 |
| <i>Other/Undeclared</i> | 0 | 0.0 | 1 | 1.7 | 0 | 0.0 |
| <i>Pacific Islander</i> | 0 | 0.0 | 0 | 0.0 | 1 | 1.1 |
| <i>White</i> | 1 | 1.8 | 5 | 8.5 | 4 | 4.3 |

Data Source: 4CD Internal query

Degree/certificate/transfer seeking student ed goal = A, B, C, D, or E

Table 17. Degree/certificate/transfer-seeking NEW students by ed plan status

| Metric | Year | | | | | |
|---|------------|-------|------------|-------|------------|-------|
| | Fall 2016 | | Fall 2017 | | Fall 2018 | |
| | # | % | # | % | # | % |
| Ed Plan | | | | | | |
| Degree/Certificate/Transfer-Seeking NEW Students by ed plan status (Student Count) | 801 | | 759 | | 969 | |
| <i>Yes, student has an ed plan</i> | 397 | 49.6% | 440 | 58.0% | 682 | 70.4% |
| <i>No, student does not have an ed plan</i> | 404 | 50.4% | 319 | 42.0% | 287 | 29.6% |

Data Source: 4CD Internal query

Degree/certificate/transfer seeking student ed goal = A, B, C, D, or E

Table 18. Degree/certificate/transfer-seeking NEW students that have ed plan by Race/Ethnicity

| Metric | Year | | | | | |
|---|------------|-------|------------|-------|------------|-------|
| | Fall 2016 | | Fall 2017 | | Fall 2018 | |
| | # | % | # | % | # | % |
| Ed Plan | | | | | | |
| # of Degree/Certificate/Transfer-Seeking NEW Students that have an ed plan by Race/Ethnicity (Student Count) | 397 | | 440 | | 682 | |
| <i>Black or African American</i> | 92 | 23.2% | 96 | 21.8% | 146 | 21.4% |
| <i>American Indian/Alaskan</i> | 1 | 0.3% | 0 | 0.0% | 1 | 0.1% |
| <i>Asian</i> | 50 | 12.6% | 57 | 13.0% | 72 | 10.6% |
| <i>Filipino</i> | 23 | 5.8% | 27 | 6.1% | 43 | 6.3% |
| <i>Hispanic or Latino</i> | 158 | 39.8% | 173 | 39.3% | 314 | 46.0% |
| <i>More than one Race/Ethnicity</i> | 41 | 10.3% | 37 | 8.4% | 42 | 6.2% |
| <i>Other/Undeclared</i> | 0 | 0.0% | 10 | 2.3% | 9 | 1.3% |
| <i>Pacific Islander</i> | 4 | 1.0% | 2 | 0.5% | 5 | 0.7% |
| <i>White</i> | 28 | 7.1% | 38 | 8.6% | 50 | 7.3% |

Data Source: 4CD Internal query

Degree/certificate/transfer seeking student ed goal = A, B, C, D, or E

Table 19. Proportion of the Full-Time Degree/certificate/transfer-seeking NEW Students total enrollment with ed plans. (Student Counts and Percentage)

| Metric | Year | | |
|--|--------------------------|--------------------|--------------------------|
| Ed Plan | # Student Has an Ed Plan | # Total Enrollment | % Students with Ed Plans |
| Full-Time Degree/Certificate/Transfer-Seeking NEW Students by Term | # | # | % |
| Fall 2016 | 211 | 319 | 66.1% |
| Fall 2017 | 212 | 281 | 75.4% |
| Fall 2018 | 370 | 425 | 87.1% |

Data Source: 4CD Internal query

Degree/certificate/transfer seeking student ed goal = A, B, C, D, or E

Table 20. Proportion of the Part-Time Degree/certificate/transfer-seeking NEW Students total enrollment with ed plans. (Student Counts and Percentage)

| Metric | Year | | |
|--|--------------------------|--------------------|--------------------------|
| Ed Plan | # Student Has an Ed Plan | # Total Enrollment | % Students with Ed Plans |
| Part-Time Degree/Certificate/Transfer-Seeking NEW Students by Term | # | # | % |
| Fall 2016 | 186 | 482 | 38.6% |
| Fall 2017 | 228 | 478 | 47.7% |
| Fall 2018 | 312 | 544 | 57.4% |

Data Source: 4CD Internal query

Degree/certificate/transfer seeking student ed goal = A, B, C, D, or E

Table 21. Degree Completion, Graduation Rate (NCES Data) and Transfer (QFE-5)

| Metric | 2015 First Time-Full Time Cohort | | |
|-----------------|----------------------------------|----------------|----------------|
| Graduation Rate | Within 2 years | Within 3 years | Within 4 years |
| | 7% | 20% | Data Pending |

| Metric | 2014 First Time-Full Time Cohort | | |
|-----------------|----------------------------------|----------------|----------------|
| Graduation Rate | Within 2 years | Within 3 years | Within 4 years |
| | 7% | 25% | 32% |

| Metric | 2010-2011 Part-Time-First-Time Cohort | | |
|---|---------------------------------------|------|----------|
| Graduation Rate After 8 Years | All Students | Pell | Non-Pell |
| <i>Certificate</i> | 3 | 3 | 3 |
| <i>Associate Degree</i> | 10 | 17 | 8 |
| <i>Enrolled at Contra Costa College</i> | 2 | 3 | 2 |
| <i>Enrolled at Another Institution</i> | 20 | 22 | 21 |

| Metric | Year | | |
|---------------------------------------|--------------|--------------|--------------|
| # of Degrees and Certificates Awarded | 2017 | 2018 | 2019 |
| | 580/468 | 920/539 | 882/502 |
| Total | 1,048 | 1,459 | 1,384 |

| Metric | Year | | |
|-------------------------------|------|------|------|
| # of students who transferred | 2017 | 2018 | 2019 |
| | 465 | 424 | 409 |

Table 22. Financial Aid Pell Recipients

| Year | Pell Recipients |
|-----------|------------------|
| 2019-2020 | 2067 (Not Final) |
| 2018-2019 | 2105 |
| 2017-2018 | 2010 |
| 2016-2017 | 2043 |

Table 23. Headcount by Unit Load (NOTE: Headcount excludes non-credit, which is why the smallest unit load is 0.1units.)

| Metric | Year | | | | | |
|-------------------------------|--------------|-----|--------------|-----|--------------|-----|
| | Fall 2016 | | Fall 2017 | | Fall 2018 | |
| Enrollment | # | % | # | % | # | % |
| Headcount by Unit Load | 6,463 | | 6,853 | | 7,262 | |
| <i>0.1 - 2.9 units</i> | 395 | 6% | 483 | 7% | 375 | 5% |
| <i>3.0 - 5.9 units</i> | 1508 | 23% | 1596 | 23% | 1835 | 25% |
| <i>6.0 - 8.9 units</i> | 1304 | 20% | 1419 | 21% | 1615 | 22% |
| <i>9.0 - 11.9 units</i> | 1151 | 18% | 1235 | 18% | 1177 | 16% |
| <i>12.0 - 14.9 units</i> | 1528 | 24% | 1523 | 22% | 1683 | 23% |
| <i>15+ units</i> | 577 | 9% | 597 | 9% | 577 | 8% |

Data Source: 4CD Internal query

Evidence:

| | |
|-----------------------|---|
| QFE-1 | EdSource |
| QFE-2 | Public Policy Institute of California |
| QFE-3 | Community College Research Center Brief |
| QFE-4 | Community College Daily |
| QFE-5 | National Center for Education Statistics (NCES) |

