

PEER REVIEW TEAM REPORT

Contra Costa College
2600 Mission Bell Dr
San Pablo, CA 94806

This report represents the findings of the Peer Review Team that conducted a virtual visit to Contra Costa College from October 5, 2020 to October 8, 2020. The Commission acted on the accredited status of the institution during its January 2021 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Claudia Habib
Team Chair

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**Contra Costa College
Comprehensive Peer Review Visit**

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Summary of Peer Review Team Report

INSTITUTION: Contra Costa College

DATES OF VISIT: October 5-8, 2020

TEAM CHAIR: Dr. Claudia Habib

A 13-member accreditation team conducted a virtual visit to Contra Costa College October 5, to 8, 2020 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations.

ACCJC's decision to conduct virtual visits for the Fall 2020 comprehensive reviews was based upon the Commission's authority to implement flexibilities to accreditation processes and practices afforded by the federal government in response to the COVID-19 pandemic. Specifically, the U.S. Department of Education's March 17, 2020 guidance, as well as all updates, permits accreditors to perform virtual site visits for institutions as long as the accreditor follows up with an onsite visit in a reasonable amount of time to meet the statutory and regulatory requirements (though not necessarily a full peer-review site visit).

Consistent with on-site visits practices, ACCJC provided team chairs, peer reviewers, and colleges being reviewed with: the *Guide for Conducting Virtual Visits*, an *Addendum for Peer Review Team Chairs, Team Members, and Colleges*. The virtual peer review team's visit to Contra Costa College relied on an engaged and interactive format, conducting multiple interviews with college representatives, participating in team meetings to discuss findings, and conducting the required campus forums. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement.

In preparation for the visit, the team chair attended a training workshop via Zoom on August 4, 2020 and held a virtual pre-visit meeting with the college CEO on September 18, 2020. During this virtual pre-visit, the team chair met with campus leadership and key personnel involved in the self-evaluation preparation process. The entire peer review team received team training provided by staff from ACCJC via Zoom on September 2, 2020.

The peer review team received the college's self-evaluation document (ISER) and related evidence several weeks prior to the virtual college visit. Team members found the ISER to be a comprehensive, well written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

Prior to the virtual visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. Also prior to the visit, on October 2, 2020 team members spent the afternoon discussing their initial observations and their preliminary review of the written materials and evidence provided by the College. The college kicked off the virtual visit by meeting with the leadership of the college and the accreditation team leads. During the visit, team members met with approximately 28 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held two open forums, which were well-attended, and provided the college community and others an opportunity to share their thoughts with members of the evaluation team. Listening to participants in these forums helped us bridge the distance created by the virtual format. The Team Chair and Chair of Chairs met with each of the five trustees from the District.

The team reviewed pieces of evidence supporting the Self-Evaluation Report that were provided in electronic form as well as made available on a shared drive upon request. The evidence was highly organized and it clearly identified how it supported the Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE Regulations. Examples of evidence reviewed by the team included institutional master plans, technology plan, audit reports, program review procedures and sample reports, distance education course outlines, student learning outcomes assessments, college policies and administrative regulations, enrollment data, student demographic information, employee evaluation procedures and samples of completed evaluations, resource allocation reports, and the college governance structure. In addition, the team reviewed agendas and minutes from meetings of the Board of Trustees, College governance committees, and student government meetings.

The team found the College to be in-compliance with the vast majority of the Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE Regulations. Overall The team found many effective practices and programs that support the mission of the College. In addition, the team identified areas where the College met the Standard, but could increase its effectiveness. One area the college should pay attention to is to ensure that its definition of Regular and Substantive Interaction is being consistently implemented and applied. The team also encourages the college to continue working on the self-improvement plans as outlined in the ISER and other documents. In order to meet some of the Standards, District Recommendations were offered by the evaluation team.

The members of the Peer Review team took notice of the enthusiasm of the College faculty, staff, and students throughout the visit. The manner in which Contra Costa employees responded to our requests for additional interviews and pieces of evidence, was very professional and accommodating. The College responded in a timely manner to all requests made by the evaluation team. The team thanks the College staff for coordinating and hosting the virtual visit meetings and interviews, and ensuring a smooth process which held high standards for the integrity of the peer review process.

Major Findings and Recommendations of the Peer Review Team Report

Team College Commendations

None

Team College Recommendations

None

District Commendations

None

District Recommendations to Meet Standards:

District Recommendation 1:

In order to meet the standard, the team recommends that the District develop a process by which all classified employees are regularly and systematically evaluated (III.A.5)

District Recommendation 2:

In order to meet the standard, the Team recommends the Governing Board should follow its Board policy related to the Chancellor's evaluation process. (IV.C.3)

District Recommendation 3:

In order to meet the standard, the Team recommends the Governing Board act consistently with its adopted policies and bylaws, and regularly assesses these policies and bylaws. (IV.C.7)

District Recommendation 4:

In order to meet the standard, the Team recommends the Governing Board uphold and adhere to their adopted code of ethics policy-BP 1010. (IV.C.11)

District Recommendation 5:

In order to meet the standard, the Team recommends the Governing Board delegate full responsibility and authority to the Chancellor to implement and administer board policies without board interference and hold the Chancellor accountable for the operation of the District and colleges. (IV.C.12)

Introduction

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, CCCCDCD 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 CCCCDCD 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.

Impact of COVID on Enrollment and Student Outcomes

The college collective response to the COVID emergency, with robust wraparound services to students. Such as the Library taking the lead in providing resources to bridge the digital divide by providing technology to students. The instrumental partnership with the foundation in expanding access to WiFi and emergency funds. The creation by Student Services of an Online-Hub to effectively provide information and resources to students. Every single employee at Contra Costa made direct contact with a student to ensure students felt connected to the campus. Also, worth mentioning is the extensive faculty engagement, training and mentoring that continued through the summer to ensure academic excellence.

CCC reported they experienced an 18% decrease in enrollment Fall 2020 compared to Fall 2019. There is a 12% drop in headcount and 14% drop in seat count. The district has established a strong focus on increasing productivity. To that end, low enrolled courses resulted in a decrease of 9% in active sections and a reduction of 11.5% in FTEF. College-wide course completion fell by 11% from 85.8% in Spring 2019 (Pre-COVID Semester) to 74.7% in Spring 2020. Course success dropped by 5.2% from 72.1% in Spring 2019 (Pre-COVID Semester) to 66.9% in Spring 2020. The College has begun to look at disaggregated data to determine whether disproportionate impacts exist between our ethnic groups. While there was a significant decrease in completion rates, it is worth noting that 11% of all drops with a code of “cannot participate online” (CO) occurred on May 15th (N= 97) which suggests that many of the students tried to hang on until the very end.

The district deployed several surveys to try and understand what students and staff were experiencing and their needs during the shift to remote learning platforms due to the pandemic. The summary of those surveys and their results were provided in a file titled “COVID-19 Research Update & Spring 2020 Surveys”. This document was presented at our Student Success Committee on Aug. 6, 2020.

Eligibility Requirements

1. Authority

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

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

Conclusion: The College meets Eligibility Requirement.

2. Operational Status

The evaluation team confirmed that Contra Costa College has operated continuously since 1949 and currently serves approximately 7,263 students who are actively pursuing certificate and degree completion. In spring 2020, the college awarded 802 degrees and 581 certificates.

Conclusion: The College meets Eligibility Requirement.

3. Degrees

The evaluation team confirmed that Contra Costa College offers a total of 125 degree and certificate options Associate in Arts and Associate in Science degrees. This includes nine AAT/AST degrees, 46 Certificates of Achievement, and 16 Certificates of Accomplishment. A majority of the College's academic programs lead to a degree, and the degrees and requirements are identified in the college catalog.

Conclusion: The College meets Eligibility Requirement.

4. Chief Executive Officer

The evaluation team confirmed that the Contra Costa College interim president is appointed by the Governing Board and serves as the chief executive officer who has primary authority and

responsibility for leadership and management of all programs and services provided by the College.

Conclusion: The College meets Eligibility Requirement.

5. Financial Accountability

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

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

Conclusion: The College meets Eligibility Requirement.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Peer Review Team Visit and Third Party Comment

Evaluation Items:

x	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
x	The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.
x	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College posted a link to the third-party comment form maintained by ACCJC on its accreditation webpage. The College presented the Institutional Self Evaluation Report (ISER) to the Board of Trustees in a public meeting and on the campus website. ACCJC did not receive third-party comment in advance of the site visit. The College demonstrates compliance with the *Commission Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

x	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
x	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
x	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
x	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College has defined and established Institutional Set Standards (ISSs) for student achievement that include: course success rates, degree and certificate completion, transfers, job placement rates, and licensure pass rates in career technical education. The College also has a methodology to examine measures when performance is not at the expected level and set stretch

goals when ISSs have been met. The ISSs are incorporated into the College’s goals and are regularly reviewed by committees and reported to the Board of Trustees (Board).

Credits, Program Length, and Tuition

Evaluation Items:

x	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
x	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
x	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
x	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
x	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

AP 4001 and AP 4004 are current and complete. Contra Costa College follows compliance and provides accurate and current information to students.

Transfer Policies

Evaluation Items:

x	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
x	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
x	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Student-facing transfer options, events, and information are current, available, and accessible.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
x	The institution demonstrates regular and substantive interaction between students and the instructor.
x	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
x	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
x	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
x	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

Narrative:

The college does not offer any correspondence courses. The college has established a clear policy for regular and effective contact for distance education courses and a checklist of best practices for effective online instruction. The college trains faculty on this policy. After

reviewing a sampling of 15 courses offered in the fully online format in spring 2020, the team determined the courses met the College’s definition of regular and effective contact. The College meets the regulation.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Contra Costa College has policies and procedures for students to submit formal and informal complaints against departments, offices, staff, faculty, managers and to submit grade appeals. The College meets the regulation. <https://www.contracosta.edu/about/administration/college-policies-procedures/>

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

x	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
x	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
x	The institution provides required information concerning its accredited status. (Standard I.C.12)

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College demonstrates institutional integrity to provide students, prospective students, staff, and the community with publications that accurately and comprehensively describe degrees, certificates, programs, and courses offered. Additionally, the College publishes its accredited status and relevant accreditation information on its website, and this information is available within one click from the home page. The College gives accurate information to students and the public about its accreditation status with all of its accreditors. The College website and Catalog are primary vehicles to furnish information about degrees and programs, courses, student services, and accreditation.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
<input type="checkbox"/>	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
<input type="checkbox"/>	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[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.]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Contra Costa College complies with all Title IV requirements and is in good standing to offer Federal Financial Aid (Pell and Federal Student Loan).

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

The Contra Costa College's (CCC) commitment to student learning and achievement is expressed in its mission, vision, and goals. The College's alignment between its mission, programs, and services, alongside regular, comprehensive, and democratic reviews of its mission and outcomes, ensure it is best positioned to support students in learning and achievement.

Findings and Evidence:

Contra Costa College (CCC) has clearly expressed its vision, mission, and goals. CCC acknowledges the diversity present across the student demographics. Through its ISER, supporting evidence, and during the site visit, CCC demonstrates awareness of foundational social principles like diversity, responsiveness, effectiveness, inclusion, and equity. The CCC mission, vision, and value statements broadly encompass the institution's overall purpose to provide quality education and transformational experiences to its nearly 7,000 students. CCC is dedicated to student achievement of degrees, employment, and transfer. A CCC education ensures that students meet high expectations for critical thinking, effective communication, and self/community awareness. Course and degree offerings are supported by programming aligned to the guiding principles, as evidenced in the college's catalog or on their webpages. (I.A.1).

The institution uses student achievement, program, and unit data to determine how effectively it is accomplishing its mission and to direct institutional priorities in meeting students' educational needs. The college has positioned itself to measure learning and achievement from the ground up through using eLumen management software. The college uses knowledge of students' SLOs and students' achievement within the program review process and in relation to success data located in the California Community College Chancellor's Office, to inform the planning and resource allocation process. The processes used for planning are shepherded by the collaborative efforts of core campus committees such as College Council, planning, budgeting, and student success. The College's actions are situated in alignment to the broader District Strategic Plan and the State Chancellor's Vision for Success. Effective planning processes, goals, and alignment are evidenced in the "Comprehensive Alignment of Goals" crosswalk as the lynchpin to assess goal achievement and direct resources to strengthen capacity for supporting students. (I.A.2)

CCC uses its Mission, Vision, and Values to initiate and maintain effective and quality assured programs and services, thereby shaping students' opportunities for learning and success. As the mission articulates, this is a collective effort. The College shares a broad range of duties from across various constituent bodies within a consistent cycle of evaluation. This work is supported by various campus groups, such as the College Council, its budgeting and planning committee, among other participatory governance groups responsible for outlining goals, organizing and

aligning operations, reviewing effectiveness, and communicating review and evaluation results. CCC uses policy to guide these democratized decision-making structures and clear procedures for an effective communications structure among those responsible for academic decision making. (I.A.3)

CCC has distributed a recently approved Mission statement (May 2020) and values framework. As articulated in the ISER, CCC's mission appears across a range of the college's documentation, including the college's website, as well as headlining catalogs, schedules, various college reports, and Facebook. The team has learned that this evaluation and planning structure is monitored by the College Council, among other forms of participatory governance being led by the executive team, faculty, and students. (I.A.4)

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Based on evidence presented in the ISER, interviews, and additional documents reviewed during the site visit, the College has structures and organizations in place to facilitate ongoing dialog on student achievement, student outcomes, student equity, academic quality, and institutional effectiveness. The College is engaged in using data to define and assess student learning and achievement. The College demonstrates a sustained and recursive process for assuring academic quality and institutional effectiveness.

Findings and Evidence:

Contra Costa College (CCC) provides opportunities for meaningful dialogue in committees, departments, and campus-wide meetings. For student outcomes, the Planning Committee, a subcommittee of the College Council oversees the annual program review where each program reports on plans for continuous improvement and requests for resources. Through Guided Pathways and college sponsored conferences, student equity is discussed. In addition, the ISER presented evidence of student engagement with development of the Student Equity Plan. Evidence from IB1 and IB7 College Council minutes in 2018 and 2019 showed college discussion and dialog of student achievement and institutional effectiveness. During the site visit, the team met with the Dean of Institutional Effectiveness and Equity, a member of the Student Success Committee, and members of the College Council and confirmed the continuous review and dialog about student achievement and continuous improvement of student learning and achievement. Furthermore, meeting with the SLO Coordinator and additional evidence reviewed during the site visit indicated the use of student outcomes for program evaluation and accommodation. (I.B.1)

Through the program review process, CCC defines and assesses learning outcomes for all

instructional programs and student support services. A handbook of SLO is provided for instructional programs, service and administrative units. CCC provided examples of SLO assessments for Libraries and Student Services in Standards IIB and IIC. With additional evidence provided to the team during the site visit, the team confirmed that instructional programs at the College assess student learning outcomes. (I.B.2, ER 11)

CCC establishes institution-set standards using the ACCJC Annual Report and Student Equity Plan that are submitted annually to ACCJC and every three-years to the California Community College Chancellor's Office. The Dean of Institutional Effectiveness and Equity confirmed during the site visit that the institutional-set standards are established and reviewed by college committees, and the institution-set standards are published on the College's website. (I.B.3, ER 11)

CCC utilizes the program review process to organize and use assessment data to support student learning and student achievement. Evidence presented includes a diagram and description of SLO process. Interviews with the Planning Committee and key staff responsible for program review confirmed the use of student achievement and assessment data in program review. (I.B.4)

As evidenced by its continuous efforts to improve program review process in support of student learning and achievement, CCC assesses accomplishments of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Meetings with the Planning Committee and key stakeholders responsible for program review, and additional evidence provided on program review during the site visit confirmed that program or service area outcomes are disaggregated for analysis by modality where appropriate. As noted in the ISER and by CCC staff, the College is in transition to implement a more robust software application (eLumen) to improve the use of student learning outcomes in achieving its mission. (I.B.5)

Student learning outcomes and achievement are disaggregated for subpopulations of data via Student Equity Plan and program review process. Through interviews with the governance groups and additional evidence provided to the team, the team confirmed that when institutional performance gaps are identified via the Student Equity Plan, the Student Success Committee, one of the shared governance groups, addresses the need and makes recommendations to the Council. When performance gaps are identified in the program review, the programs will highlight the need and request for the needed resources through the College's resource allocation process. (I.B.6)

Policies and Procedures of the CCC are set by the District Governance Council where the College has representation. As evidenced by the College Council minutes provided in the ISER, the College Council regularly reviews the governance process. During the site visit, the team confirmed in interviews with and with additional evidence provided by members of the College Council, Student Success Committee, Planning Committee, Operations Committee and Budget Committee that regular evaluation of its governance process occurs. (I.B.7)

CCC communicates the results of all assessment and evaluation activities through the college governance process. The College provided evidence of discussions at the College Council where

the college has a shared understanding of its strengths and weaknesses, and is able to set priorities accordingly. (I.B.8)

CCC engages in continuous, broad based, systematic evaluation and planning through regular review of institutional goals and plans. Most recently, the College updated its Educational Master Plan, which addresses the long-range needs for educational programs and services. The college's integrated planning is visualized in its 5-year Strategic Plan, and short-range plans, including the Student Equity Plan, Basic Skills Plan, Student Success and Support Plan, and program reviews. Each short- and long-range plans addresses the need for human, physical, technology, and financial resources. Moreover, the College's self-evaluation and participation in IEPI PRT 2020 as described in the ISER is evidence that the College is engaged in continuous improvement. Through additional evidence presented during the site visit and interviews with members of the Planning Committee and Budget Committee, the team confirmed that CCC has and uses a comprehensive process that integrates program review, planning and resource allocation to achieve its mission and improve institutional effectiveness. (I.B.9)

Conclusions:

The College meets the Standard

I.C. Institutional Integrity

General Observations:

Contra Costa College (CCC) demonstrates institutional integrity in publications provided to the public and staff. The College uses its catalog, website, class schedule, and other documents to describe degrees and certificates, programs, and courses offered, as well as relevant learning outcomes.

Findings and Evidence:

Contra Costa College (CCC) provides and maintains a number of resources that communicate the types of programs and services that support its mission. The College publishes a Catalog and an Addendum with changes, when necessary, that provides internal stakeholders and the public with accurate and timely information on requirements, courses, policies, learning outcomes, and student support services. The College publishes its accredited status, including the status of accredited programs on its website and in the Catalog (I.C.1, I.C.2, ER 20).

The College uses documented evaluation of student achievement to assess academic quality. The College shares information on student achievement with the public and prospective students in multiple formats. This information, which includes retention and graduation rates, economic impact reports, and California State Chancellor's Office Scorecard data, is posted on the college's institutional effectiveness webpage and the district's research and planning webpage. As evidenced by conversations during the site visit, faculty, staff, and management are currently discussing the type and format of student learning outcomes information to be made publicly

available online as the college prepares to migrate to a new assessment management system (I.C.3, ER19).

The College Catalog, website, class schedule, and outreach publications provide information related to the purpose, content, course requirements and outcomes for the College's degrees and certificates (I.C.4).

The College's shared governance committees and subcommittees are responsible for reviewing college policies and procedures included in the College Procedures Handbook. The College Council, the Curriculum Instruction Committee, the Planning Committee, and the Budget Committee review and approve the policies and procedures aligned with each respective charge. The College recently developed a policy for updating its procedures and provided examples of procedures that have been updated related to committee charges and participation. The team appreciated the College's efforts to follow and improve its processes to ensure the continuity of participatory governance amid significant transitions in leadership. Through the institutional self-evaluation process, the College has identified changes and plans with timelines, responsible parties, and expected outcomes to systematically complete the update to the College Procedures Handbook and maintain the integrity of the information contained therein going forward (I.C.5).

CCC publishes information in the College Catalog, course schedule, and on its website to inform current and prospective students about the total cost of education including costs associated with tuition, fees, textbooks, and other materials (I.C.6).

Board Policy 2018: Academic Freedom addresses academic freedom and responsibility. Information in the College Catalog and College Procedures Handbook reinforce this policy, which supports academic freedom for faculty, management, and students and assures the free pursuit and dissemination of knowledge (I.C.7).

Board Policy 2056: Code of Ethics establishes ethical principles and standards of conduct for managers, faculty, classified staff, and students that promote academic integrity and honesty. Human Resources Procedure 1040.08 provides the procedures for the ethical behavior of employees and College Policy 3015 is the Academic Honesty Policy for students. These policies are published in the Catalog and the College Procedures Handbook and are available on the website (I.C.8)

In addition to Board Policy 2018: Academic Freedom, the Contra Costa Community College District/United Faculty 2019-20, 2020-21 and 2021-22 Tentative Agreement describes the responsibilities of faculty to distinguish between personal conviction and professionally accepted views (I.C.9).

The College does not seek to instill specific beliefs or world views, nor does the College operate in foreign locations (I.C.10, I.C.11).

A review of evidence demonstrates that Contra CCC complies with Commission policies, eligibility requirements, and standards, and works with external agencies to maintain compliance with regulations and statutes (I.C.12, I.C.13, ER 21).

CCC is a state-funded, public community college that is committed to high quality education and student learning over financial objects and external interests as evidenced by its mission, planning, and resource allocation processes (I.C.14).

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Based on evidence presented in the ISER, interviews, and additional documents reviewed during the site visit, Contra Costa College presents a comprehensive explanation of its instructional programs and how the college aligns with the mission and vision of the college; the role of faculty in ensuring the academic and professional standard of curriculum; the process involved in reviewing learning outcomes; and how degrees and programs follow practices common to American higher education. CCC is active in providing a schedule that is responsive to student needs, incorporating Guided Pathways, meta-majors, and course sequencing work. CCC is responsive to its diverse student needs in its integration of delivery modes, teaching methodologies, and student services in support of equity and student success. CCC includes student learning outcomes in all courses and has a process for reviewing student learning outcomes along with program-specific outcomes. CCC's degrees and programs follow requirements for transferability and have appropriate institutional learning outcomes. CCC offers a rich variety of degree programs appropriate for transfer and adhering to CID requirements as evidenced in the CCC catalog and website. Likewise, CCC offers career-technical certificates and degrees that meet employment standards and other applicable standards.

Findings and Evidence:

The instructional programs offered at Contra Costa College are in fields of study consistent with the college's mission and vision and conform to state requirements related to transfer. Programs articulate opportunities for career advancement and gainful employment related to the degrees and certificates obtained. The articulation process ensures that courses and programs are aligned with four-year college and university standards. The college will continue to explore the possibility of additional AD-T's and CE programs. The evidence provided includes the Mission and Vision Statements, Catalog screenshots of degree and certificate options, webpages showing degree and certificate options and transfer services, and Academic department homepages. College Council minutes are also included. (II.A.1)

Through the Curriculum Instruction Committee (CIC) faculty ensure that curriculum meets academic and professional standards and expectations, and this is evidenced in the CIC minutes provided and explained in meetings during the site visit. Participants in CIC include faculty from all divisions, including the college Articulation Officer, who validates prerequisite requirements for transfer institutions. CCC was using CurriQnet to facilitate curriculum tracking but is in the process of implementing eLumen to further assist in the systemic review of curriculum and programs. CCC uses Student Learning Assessment outcomes and the Program Review process to direct course and program improvements and change and ensure that students have achieved the competencies and skills required in their academic programs. Course outlines include pre- and

co-requisites, course objectives and SLOs. The College has clear expectations and policies around DE course content and teacher training, it includes guidance on how to establish regular and effective contact in an online environment, and it establishes methods to authenticate student identity. Evidence provided includes the Content Review Form used by CIC, Curriculum minutes, Course Outlines, Program review examples, and a site visit meeting with the Chairs of CIC. (II.A. 2)

Contra Costa College has an established process and tools for reviewing learning outcomes. Faculty develop and assess learning outcomes for their degree programs and courses. Course outlines are available and are accessible online. Students receive a syllabus which includes learning outcomes at the beginning of the course.

Evidence includes examples of completed SLO assessment reports, the SLO assessment template is and procedures, and the Standardized SLO Assessment Methods and Criteria guide. Sample syllabi are also provided. A meeting with the SLO coordinator also served as evidence to support this standard. (II.A. 3)

CCC offers pre-collegiate level curriculum with credit, non-credit, and pre-collegiate courses distinctly classified. The implementation of AB 705, Multiple Measures and other initiatives help students advance to and succeed in college level Math and English courses. ESL credit and non-credit courses are offered. Evidence provided includes the College Catalog, the Tutoring Program, course sequences and AB 705 related information, and conversations with AB 705 faculty. (II.A. 4)

CCC offers degrees and programs that follow practices common to American higher education and include appropriate length, breadth, depth, rigor, course sequencing, time to completion and degree synthesis. Courses include method of instruction and appropriate corresponding hours; course sequencing is mapped in such a manner to support timely student completion and avoid course scheduling conflicts. CCC acknowledges the need for an update to the CIC Manual to ensure alignment with the Program and Course Approval Handbook. This is currently being discussed and revised in the CIC to ensure compliance and clarity for faculty when developing and updating courses. Evidence for this standard is found in the College Catalog, The Standards of Scholarship, and Curriculum and Instruction Procedures. (II.A.5)

CCC schedules courses to allow students to complete their relevant programs in a timely manner. Efforts to support this include: the implementation of Guided Pathways practices of meta-majors discussions and course sequencing work; the transition to a 16-week semester model; and increased online offerings. Evidence for this standard is found in the College Catalog, the CCC website, Guided Pathways documents, and the Course Cancellation Guidelines. (II.A.6)

CCC delivers courses through a variety of methods, including online, and hybrid. The number of online courses offered has increased to align 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 for this standard includes Classroom Observation Forms, Students Services Homepage, Campus Resource Guide, Learning

Communities, and specific English and Math Department resources, and conversations with AB 705 faculty. (II.A.7)

CCC has a limited number of programs that use department-wide course or program examinations. The departments that utilize common exams use 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 was presented from Nursing, ESL, Chemistry, and English departments. (II.A.8)

CCC awards course credit, degrees, and certificates based on attainment of learning outcomes and follows accepted practices in awarding of course credit and, ultimately, degrees and certificates. SLO's have been developed by discipline faculty and 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. CCC follows the District Standards of Scholarship to ensure that any course for which students receive academic credit requires a minimum of 48 hours of lecture, study, or lab work per unit. AP 4001, Curriculum and Instruction Procedure, prescribes the definition of "credit hour" consistent with applicable federal regulations, as they apply to community college. CCC does not offer courses that have clock-to-credit hour conversions. Evidence includes Federal Regulations, Board policies, the College Catalog, course outlines with SLOs. and the District Standards of Scholarship. (AP 4001) (II.A.10)

CCC provides clearly stated transfer-of-credit policies to facilitate ease of movement of students. CCC is 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. Sound and current transfer articulation policies and procedures are followed to support students who wish to transfer. The evidence provided includes the College Catalog and website with links to the Articulation Website, Transfer Services, Articulation Agreements, and Transfer Options. (II.A.10)

CCC includes in all programs learning outcomes appropriate to the program level. These are listed in the College Catalog and the CCC website. 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 provided includes the Academic Department and Program homepages, the College Catalog, the SLO Assessment Flow Diagram, Board Policy 4011 and site visit meetings with the Chairs of CIC and the SLO Coordinator. (II.A.11)

CCC includes a component of general education in its degree programs. Courses in degrees and programs follow set requirements for transferability and are selected for inclusion in the general

education curriculum based on faculty expertise. The process for developing or revising a course involves the review and approval of the Curriculum Instruction Committee and an articulation process at the state level. Institutional Learning Outcomes support the development of knowledge and skills in computation, communication, and other GE areas, as well as critical thinking and citizenship. Evidence provided includes the Academic Department and Program homepages, Transfer and Articulation Program, and a site visit meeting with the Chairs of CIC. (II.A.12)

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Transfer degrees adhere to C-ID requirements to meet transfer requirements and agreements. Career Education programs also comply with programmatic requirements established by accreditation agencies, regulatory and licensing bodies, and industry. The College Catalog provides evidence for this standard. (II.A.13)

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. 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 licensure/certification examinations. Evidence is provided through the Career Education homepage, the CTE Educational Outcomes Survey and specific program homepages. (II.A.14)

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 as evidenced by the College Procedures Manual and the process for making proper updates in the College Catalog. Traditionally blanket course substitutions were submitted by program leads when program changes have taken place. Upon review of this process, CCC 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 sister colleges and with Admissions and Records. Evidence for this standard can be found in The College Procedures Handbook Policy E50005 Program Discontinuation (II.A. 15)

CCC 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. All courses are evaluated on a regular cycle. instructional programs 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 includes Program Review process documents, Assessment Report Instructions and the Online Program Review and Student Learning Outcomes Assessment Report For Academic and Career-Technical Programs (II.A. 16)

Conclusions:

The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

Contra Costa College provides sufficient library and learning support services to support the learning needs and achievement of all students. Expert faculty, including librarians, and support services professionals use established policies, processes, and plans to guide the selection and maintenance of educational equipment and materials. The Library and Learning Resource Center and Tutoring Services use the program review process and surveys for assessment to inform improvements that prioritize student needs in alignment with goals and unit outcomes. The College secures, maintains, evaluates, and documents formal agreements with outside agencies and partner institutions using established criteria.

Findings and Evidence:

Contra Costa College supports student learning and achievement by providing library and learning support services for students attending classes on campus and through distance education. According to program review documents, the College is making progress in updating the currency of the library collection, and the library fact sheet reflects the usage of library materials. Physical and online library collections are sufficient in quantity and variety to support educational needs. The library provides a variety of instructional opportunities through orientations, workshops, an information literacy Canvas module, videos, in-person and online reference, course-embedded librarians, and a LIBST course that has been aligned with the College's implementation of Guided Pathways (II.B.1, ER 17).

The College relies on the expertise of faculty, including librarians, and other learning support services professionals to select and maintain educational equipment and materials to support student learning in alignment with the college mission. A collection development policy includes criteria for weeding material and evidence shows that the collection has been recently evaluated for currency and depth. The team recognized the library's collegiality and outreach efforts both through campus-wide email and individual offers of assistance sent to faculty. Equipment in the library and the Skills Center is included in the College's standard five-year replacement policy. In addition, library and learning support services monitor educational equipment in their respective areas to ensure compatibility with new and updated software (II.B.2).

The library and academic support services program reviews demonstrate an analysis of data related to usage, resources, tutoring, and instruction as a basis for improvement. Faculty and student survey results provide evidence that the library is using assessment data to establish a positive correlation with student success. The library establishes department goals as part of its assessment process and assesses administrative unit outcomes for areas such as reference, collections, and information competency. The Skills Center Program Review has defined and

regularly assesses outcomes and uses the results to inform improvements to learning support services such as tutoring tools and tutor training (II.B.3).

The library documents its contractual arrangements for access and services related to library subscription databases, cataloging, and the gate counter. The library reviews these agreements at library department meetings and as part of the Library Program Review based on criteria such as usage, cost, demand, and appropriateness. The Skills Center also documents its contractual arrangements for online tutoring, booking tools, and tutor training. Tutoring services consider student feedback on usage and satisfaction during the evaluation of learning support services (II.B.4, ER 17).

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

Contra Costa College Student Support Services is resilient and adapts to external influences to support students and maintain services. Standards procedures are followed, and services are presented well via the college website and within the District portal. Contra Costa College Student Support Services are clear in their intent and demonstrate grit in prioritizing equitable and accessible services for all students. Student Support Services Program Reviews, the primary internal tool used in self-evaluation, are thoughtful, and meet compliance.

Findings and Evidence:

The College offers various special programs through multiple modes of instruction to serve diverse student populations. The College provides engaging and informative web materials to support these programs. The Program Review process and established outcomes are thorough and align with the institution's mission. Assessment across Standard IIC emanates from Program Review assessment processes. Evidence of timely Program Review submissions, incorporated student survey data. The Program Review process is comprehensive and provides regular evaluation of Student Support Service's quality, regardless of means of delivery. The College supports its mission by providing an array of student support services to its diverse student population that fosters student learning and engagement. (II.C.1)

The College identifies and assesses learning support outcomes for its student population in the Program Review process. Student Support Services and programs address student needs identified in the extended Program Review process. Assessment improvement includes efforts such as retirement replacements and adjunct counselor hours related to student peak request access. Student accessibility and equity are clear priorities in the Student Support Services Program Review efforts based on assessment data. The College Online Orientation is an equitable access example demonstrated. (II.C.2)

The College provides equitable, accessible, and appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Student facing materials on the website (examples Apply Now and Book Appointments) inform student services programs with contact information, clear guidance, and employee availability. (II.C.3) (ER 15)

College co-curricular programs and athletics align with the College inclusive Mission. Strong participation in the Advocate and athletics programs demonstrate faculty commitment and consistent student support. The Advocate philosophy is to explore and critique; the athletics philosophy is to explore and or compete in multiple sports. Nine additional clubs are noted with clear information on how to form a club. (II.C.4)

The Counseling Program Review demonstrates consideration of student need, availability of staff and counselor resources, ramifications of retirements, and their options to provide comprehensive counseling programs to enhance student learning and awareness related to their educational path. (II.C.5)

The College offers admission policies consistent with its mission and specifies students' qualifications appropriate for its programs. The student web interface is informative and clear. The College portal and website define and advise students on clear pathways to complete degrees, certificates, and transfer goals (examples Let's Do This Degree Chart, alphabetic degree listings, links, accessible schedule, and catalog resources). (II.C.6) (ER 16)

Student Support Services Program Review demonstrates the College regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. Conversation with Financial Aid validated regular student assessment and improvement measures. (II.C.7)

The College 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, demonstrated with records management software and processes that meet the standard. The institution publishes and follows established policies for the release of student records, demonstrated uniquely for Student Support Services and Financial Aid. (II.C.8)

Conclusion:

The College meets the standard.

Standard III

Resources

III.A. Human Resources

General Observations:

The College successfully identified practices and evidence that directly related to Standard III.A. The Human Resources practices appeared to be mostly centralized as the College referenced District Human Resources throughout the ISER. The College provided evidence of the practices and procedures set in place to address standard hiring practices and retention, professional development, confidentiality of employee records, policy implementation, performance evaluation, professional conduct, and the commitment to diversity and inclusion. The explanation and evidence all relate back to the Mission of the college. Employment qualifications are based on criteria that are established in higher education.

Findings and Evidence:

The District and College have implemented policies, practices, and procedures that address the need to hire employees that are qualified and have the knowledge, skills, and abilities to perform the essential duties of their jobs in the areas where the employee was hired. There is also a District Uniform Selection Guide addressed throughout the standard and that is included evidence. The Guide covers all of the aspects related to the life cycle of recruitment and selection from job announcements and applicant pools to screening, interviewing and selection. The College has shown evidence of the requirement to have minimum qualifications met prior to employment. The minimum qualifications are related to education and experience based on the standards from the California Minimum Qualifications document, collective bargaining agreements, Human Resources Procedural Manual, and other references (i.e. Title 5). The College communicates the need for minimum qualifications to be met within their publications including job announcements to the public and in other District, and College publications. The District and College also advertises job announcements using sources that will attract a diverse pool of candidates. (III.A.1)

The District and the College are sure to reference the minimum qualifications on job announcements as identified in the Minimum Qualifications for Faculty Administrators in the California Community Colleges 2018 Handbook. There is also a process identified for qualification by equivalency in-lieu of minimum qualifications. According to the evidence, members of Human Resources and those serving on selection committees are trained to participate in a formalized process to help them assess if candidates meet the required criteria. As a part of the selection process, there is an assessment that includes performance demonstrations. (III.A.2)

The District and the College follow prescribed minimum qualification standards for administrators and other employees responsible for educational programs. Some candidates are

required to participate in public forums and the employment process is extended through the performance review/evaluation process as found in the Management, Supervisory, and Confidential Employees Personnel Manual. (III.A.3)

The District and College requires that all jobs requiring degrees have information stated in the job announcement that is clear and unambiguous. There is a requirement that unofficial transcripts be submitted upon completing that application process and an initial review is conducted. Prior to employment, official transcripts are required. The District and the College requires that all non-U.S. educational institution transcripts be evaluated through the National Association of Credential Evaluation Services (NACES). Those being qualified through equivalency must also go through a review to determine if the equivalency information stated is approved. (III.A.4)

All employee groups have procedures for performance evaluation processes, this includes full-time, part-time, classified, faculty, academic, and probationary employees. Probationary faculty have prescribed cycles that require a peer process with the probationary faculty being evaluated in the first, second, third, fifth, and seventh semesters of employment. There is also a student evaluation process for faculty. Classified employees have a process according to the Local 1 Collective Bargaining Agreement that requires evaluations up to five years of service; however, after five years of service evaluations may happen, but may not be regular or prescribed. Upon internal review of processes, it was discovered that there is not consistent determination for the regular review of Classified staff with more than 5 years of service. As a result of the inconsistent evaluation process across the District, there is not systematic and effective evaluation of Classified staff. (III.A.5)

(III.A.6) No longer applicable.

The College states it has a sufficient number of qualified part-time and full-time faculty members to assure that the quality of the institution's educational programs and services is in place to achieve the College's mission. The college participates in a prioritization process to determine employment needs for instructional and non-instructional faculty. Factors the College uses to determine faculty adequacy are enrollment management data, the Faculty Obligation Number as provided by the Chancellor's Office, institutional planning, and program review. (III.A.7)

The College has practices identified and implemented to integrate part-time/adjunct faculty into the College community. There are also multiple opportunities provided to part-time/adjunct faculty to engage. Part-time/adjunct faculty are included on College and District correspondences, and are invited to trainings and other professional development opportunities. The new part-time/adjunct faculty group are included in a new employee pre-semester orientation that orients them to policies and procedures, and they are also invited to departmental meetings. (III.A.8)

The College has sufficient classified and other non-teaching employees to serve students as needed. The College engages in a prioritization process to assess employment needs. The

College also works with the non-teaching employee groups to identify need. (III.A.9)

The College has sufficient administrators to serve students as needed. The District follows California Community Colleges' minimum qualifications to ensure educational administrators have appropriate levels of education and experience to serve as effective leaders in advancing the college and district missions. Currently the College has several Interim Administrators. Interim positions have limits, absent special circumstances (III.A.10)

The District and the College have established policies, procedures, guides, and agreements related to Human Resources that could be found on the District and College websites. The appropriate constituency group (i.e. Board of Trustees, Participatory Governance, etc.) reviews the policies and procedures regularly. (III.A.11)

The District and College have multiple policies and procedures that address diversity and inclusion. There are also procedures integrated into the hiring process for employees. The requirements in the hiring process require applicants to address diversity, inclusion, or equity. There is also a requirement to demonstrate an understanding of protected classes and unlawful discrimination. There is an Equal Employment Opportunity representative on selection committees and those serving on selection committees must participate in a diversity and inclusion training. Processes and procedures are regularly reviewed program review and other District committees. (III.A.12)

The District and the College has a written professional conduct procedure that includes a statement that states potential consequence if procedure is not followed. (III.A.13)

The District and the College have a professional development procedure and related plans, including the issuance of professional development funds for participation in professional development activities. The District and the College regularly assess the professional development needs through annual surveys and workshop evaluations. The College has a professional development committee and conducts professional development workshops regularly. The professional development plan and activities reflect the mission of the College. (III.A.14)

All employee files are kept at the District office securely. Files are accessed and reviewed based on prescribed policies and procedures. There are identified policies and procedures that govern the confidential personnel file process. (III.A.15)

Conclusions:

The College/District meets the Standard except for III.A.5.

District Recommendation to Meet Standards:

District Recommendation 1 (compliance)

In order to meet the standard, the team recommends that the District develop a process by which all Classified employees are regularly and systematically evaluated (III.A.5).

III.B. Physical Resources

General Observations:

The College's physical resources are safe and sufficient to serve the learning needs of students. The College has processes in place to maintain and upgrade or replace its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

The District Facilities Planning Department works with the College in the planning and construction of capital projects. Long-range capital plans support institutional improvement goals. Additionally, the District Police Department provides public safety services to the College.

Findings and Evidence:

The College provides safe and sufficient physical resources through its Facilities Master Plan, Educational Master Plan, CCCCD Maintenance Plus work order system, and the California Community Colleges' Facilities Space and Utilization Standards. Additionally, building and grounds inspections are conducted by internal and external groups (III.B.1).

The District Facilities Planning Department works with the College in the planning and construction of capital projects. The District and College use the Facilities Planning Manual and the Facilities Utilization Space Inventories Options Net System for planning and usage of facilities. The College's Educational and Facilities Master plans are used by the District Facilities Planning Department to create the college's Capital Improvements Implementation Plan to be used for Bond planning purposes. The Measure E Bond of 2014 will fund renovation of aging facilities as well as upgrades to infrastructure (III.B.2).

The College's Facilities Master Plan links to the District's Five-Year Capital Outlay Plan, which in turn is driven by the College's Educational Master Plan and Bond measure implementation plans. The College's Building and Grounds Department uses a spreadsheet to ensure regular equipment service and building equipment maintenance is conducted regularly by internal and external agencies (III.B.3).

The College's Facilities Master Plan is being updated and will address current and projected facility needs through 2030, which includes identifying the staffing, technological, and operational costs associated with maintaining all facilities at the college. The team conducted interviews with key campus and district individuals and reviewed plans, processes, and documents that contained various elements of a total cost of ownership (III.B.4).

Conclusions:

The College meets the standard.

III.C. Technology Resources

General Observations:

Contra Costa College Technology Systems services align with college stakeholder needs and support numerous instruction and Student Support Services. Technology resources align with the College Mission and priorities. The College offers relevant and available professional development for instructors and staff in the delivering instruction and services using technology.

Findings and Evidence:

Contra Costa College Technology Systems directly supports stakeholders, including administrators, faculty, staff, and students at all college locations. Facility technology is shared with the CCCC District. College hardware and software, including the five-year replacement cycle and regular software updates, are appropriate and adequate to support the institution's management and operational functions and academic programs. Additional technology services address user support for teaching and learning and support services. (III.C.1)

The College 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. Improvement in the timeliness of documentation will further support continuous planning. As the significant infrastructure upgrade completes, college stakeholders and the greater community benefit from a strategic-level understanding of College technology planning. (III.C.2)

The College receives adequate resources from the District and assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to ensure reliable access, safety, and security. The five-year replacement cycle is current, up to the COVID-19 closure. (III.C.3)

The College technology services, distance education resources and training for instructors, and faculty and staff programs provide 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. (III.C.4)

The College Technology Strategic Plan is outdated. The College prioritized the major infrastructure and participation in the College Strategic Plan over the department plan. The College Strategic Plan update was completed and then interrupted when COVID-19 closures began. The College Technology Strategic Plan is in process. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. The Technology Strategic Plan requires an immediate update. (III.C.5)

Conclusions:

The College meets the standard.

III.D. Financial Resources

General Observations:

The college has sufficient financial resources to sustain student learning programs and services and institutional effectiveness. The district's budget development process is founded upon the SB 361 Equalization funding model that focuses solely on FTES targets. This model relies almost exclusively on full-time equivalent student (FTES) targets. The college's goals along the lines of student success and equity are not explicated in the budgeting model however, the colleges used an integrated planning model such that the college's mission and goals beyond FTES targets are indirectly incorporated and provide the foundation for financial planning. The college has appropriate policies and procedures and financial information is disseminated robustly. These documented practices and outline the manner in which constituency groups have ample opportunities to participate in the development of institutional plans and budgets as appropriate.

Findings and Evidence:

The district has sufficient financial resources to sustain student learning programs and services and institutional effectiveness. The district's ending unrestricted general fund balance has ranges from 17 – 20% of the total unrestricted general fund expenditures over the past three years. The college maintains a minimum reserve of 1%. The district's allocation model is described in Business Procedure 18.01. This procedure includes both long-range and short-term planning and provides a linkage to the District's program planning. The district's financial audits and credit rating indicate that college and district financial affairs are managed with integrity. Page C3030.0 of the College Procedure Handbook describes resource allocation at the college level. (The Handbook posed in the evidence list did not contain this page. Section C ends at page 3029.0). The team reviewed the college resource allocation model. This model has a clear method of linking resources to the support of programs. The model was created by the College Council in 2014 and does not appear to have been updated since then (III.D.1).

The district's budget development process (per Business Procedure 18.01). The primary objective outlined in Business Procedure 18.01 is to reach the FTES target. College funding occurs after the provision for the payment of district-wide costs. College funding is based upon FTES and founded upon the SB 361 Equalization funding model. The Colleges Procedure Manual (pp. A1003.11) demonstrates how budgeting is integrated with other college plans. In this way, the college's mission and goals are indirectly incorporated and provide the foundation for financial planning. The college has appropriate policies and procedures, and financial information is disseminated robustly (III.D.2).

The district and college clearly define financial planning and budget development through a variety of policies, procedures, and business processes. These documented practices and outline the manner in which constituency groups have ample opportunities to participate in the development of institutional plans and budgets as appropriate. The institution follows its own guidelines as demonstrated in the annual Governing Board 'Budget Study Session and Forum' and a 'traveling road show' that occurs during each budget development season (III.D.3).

The college's annual financial resource allocation follows the district's resource allocation model. This budget development process is a well-defined and clearly outlined model for realistically assessing the availability of financial resources. Funds are allocated toward covering fixed costs, contractual obligations, and regulatory requirements at the district level. Requests or augmentation or one-time items are considered after funding has been identified for personnel costs, operating costs, contingencies, and reserves. After the resource allocation model is populated at the district level, a budget template is provided to the college. The college makes adjustments to the template based on its own local revenue and expenditure projections (III.D.4).

Board Policy 5031: Fiscal Management, mandates that adequate internal controls must be in place and mentions 13 areas of control specifically. The college's enterprise resource planning (ERP) system has several layers of built in controls and approvals. Several consecutive years of clean audit reports with no findings of material weakness in internal controls along with good credit ratings indicate the internal control structure is adequate to assure the financial integrity of the institution and the responsible stewardship of resources. There is evidence that college staff assess internal controls informally (III.D.5).

The district and college's resource allocation model, as outlined in Business Procedure 18.01, leads to a budget that is quantitatively objective and verifiable. The accuracy of the budget is largely dependent upon the accuracy of FTES projections. Under the Student Centered Funding Formula, FTES only accounts for 70% of state apportionment. The district has a history of clean audit opinions. Several consecutive years of clean audit reports with no findings of material weakness in internal controls along with good credit ratings indicate the internal control structure is adequate to assure the financial integrity of the institution and the responsible stewardship of resources. (III.D.6).

The District's financial audits demonstrate that there have been no reportable findings since 2012. The 2012 compliance finding was remedied in a timely manner (III.D.7).

The District's primary method of assessing financial internal controls is the annual financial audit. The audits have found no significant weaknesses in internal controls or material mis-statements the past several years (III.D.8).

The district's annual budgets and audited financial statements were reviewed by the team. The District has sufficient cash flow and reserves for financial stability and flexibility. In addition to a board policy requiring a district wide 5% ending fund balance, there is also a 5% district wide contingency reserve. On top of this, each college in the district keeps a reserve capped at 7%. The cash flow and reserve level has been consistently above required levels for many years. The audited statements reports ending cash balance for FY18-19 was \$41.4 Million or approximately 20% of unrestricted general fund expenditures. The district prepares for unforeseen contingencies through adequate insurance coverage and participation in appropriate risk pools. The amount of money in the self-insurance fund is sufficient to cover an average number of annual claims many times over (III.D.9).

The team reviewed annual audits that include a review of student loan default rates, and matters related to compliance with various federally funded program requirements. Continued eligibility

to disburse financial aid is contingent upon sound Financial Aid oversight as demonstrated in the Fiscal Operations Report and Application to Participate. The college has current board policies and procedures for the prudent handling of institutional investments. Grant applications and management are governed by board procedures and a formal, written process. The Contra Costa, Diablo Valley, and Los Medanos Foundations (the Foundations) are legally separate, tax-exempt components units of the District. The college foundation acts primarily as a fundraising organization to provide grants and scholarships to students and support college programs. The financials for this component unit is presented within the district's annual audit report as a standalone discrete component unit (III.D.10).

The District's Business Procedure 18.02 is a clearly defined and long-standing financial formula that prescribes known liabilities are paid 'off the top'. Remaining funds are distributed to the colleges. The district's business procedure 6200 stipulates that budgets will be prepared to fund current portions of the district's liabilities so as to maintain the trust of creditors and to avoid accumulating an unmanageable liability. The College Procedure Handbook clearly defines the processes for allocating resources and the payment of liabilities (III.D.11).

The team reviewed the most recent District audited financial statement and confirmed that the district has more than fully met its obligation to fund other post-employment benefits (OPEB). Compensated absences are fully funded. The team's review of the 2019 actuarial report on the irrevocable trust for the payment of retiree health benefits confirms that the trust is funded at more than 50% of the total liability (III.D.12).

The college is not responsible for any locally incurred debt (III.D.13).

The team reviewed district and bond program audit reports for the past five years. The district has received clean audit opinions related to bond, auxiliary, foundation, and grant programs. There have been no material findings in compliance or record-keeping. Internal controls are continually assessed for effectiveness and changes are made as necessary. In addition to external audits, the District's Citizens' Bond Oversight Committee meets regularly and monitors local bond Measure expenditures for appropriateness and congruence with the Facilities Master Plan. An annual Bond Measure Report to the Community is an example of the regular presentations made to the Governing Board, the community, and other campus constituent groups (III.D.14).

The college's Program Participation Agreement application and approval indicate that it 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. The college's default rate for the most recently reported cohort is within federal guidelines. The college did not discuss any compliance findings in its ISER and the team did not find evidence of any (III.D.15).

There are adequate policies, procedures and practices in place both at the college and district level to ensure that contractual agreements are consistent with the mission and goals of the institution. (III.D.16)

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

The College has defined the roles of the student, staff, faculty, and administrator constituent groups as they pertain to governance and decision-making and there are policies and procedures in place to ensure representational and collaborative decision-making. Further, the College and District work collaboratively on issues that impact both systems and have clearly delineated roles for doing so.

Findings and Evidence:

The College has a shared governance structure in place that allows for input from students, staff, faculty, and administrators in a variety of programs, such as program review and Guided Pathways. Administrative Procedure 1009.01: Participatory Governance, Board Policy 1009: Leadership, Governance, and Decision-Making (IV.A.1)

The college uses a decision-making process that allows any constituent member to initiate discussion on any matters related to campus operations. Administrative Procedure 1009.01: Participatory Governance, Board Policy 1009: Leadership, Governance, and Decision-Making (IV.A.2)

The District has numerous Board and Administrative procedures delineating the roles of constituent groups and ensuring their participation in District and College governance. The College publishes the roles of constituent groups in the College Procedures Handbook. The by-laws of the College's Academic Senate identify and delineate that body's purpose and roles in campus affairs. The Academic Senate is actively involved in the 10+1 academic and professional matters as well as other areas requiring faculty input and expertise. (IV.A.3)

The District and College have procedures ensuring faculty responsibility for recommendations about curriculum and student learning outcomes. The Curriculum Instruction Committee is faculty-led and works with the Student Learning Outcomes Committee. Administrative Procedure 1009.02. (IV.A.4)

The Academic Senate, Classified Senate, and Associated Student Union are all involved in decision-making at the College, through the College Council and the "Big Four Committees": Operations Council, Budget Committee, Planning Committee, and the Student Success Committee. Additionally, the College Council and District Governance Council facilitate the participation of representative groups on issues that impact the District and College. Planning Committee Agenda (IV.A.5)

The processes for decision-making are noted in the College Handbook. College committees maintain repositories of agendas and minutes. Additionally, the College president sends out emails on certain issues, there are campus presentations on issues such as budget allocation and strategic planning. College Policy C2011.0 (IV.A.6)

College Procedure A1008 stipulates that a quinquennial survey be completed to assess and gather data on the College's governance process. The College's Planning Committee is planning on conducting a campus survey regarding participatory governance. The results are shared in the "Governance Effectiveness Reports and Surveys" and College Council has the responsibility for using survey results to make decisions. The College's Operations Committee reviewed the College Procedures Handbook in December 2019, updating as necessary. Other committees conduct similar evaluation work. (IV.A.7)

Conclusion:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

Recently, the college has experienced some transitions and turnover in executive management. To make ends meet, the College utilizes executive support from the district level and an interim president and makes sure the inherent administrative capacity in the position remains intact. The structure of the CEO position allows for effective leadership, planning and evaluation of the quality of the College's programs. The position is empowered to delegate responsibilities relevant to the College's profile and that manage CCC's efforts at institutional improvement. All quality efforts are reviewed through compliance with, and an examination of, accreditation requirements and assured by additional regulations and governing policies. The CEO actively communicates the challenges, successes, and future plans with a broad base of constituents and stakeholders.

Findings and Evidence:

The team found that CCC has capitalized on the recent transitions in Chief Executive Management to identify the Board and District policies guiding and defining the role and responsibilities of CEO leadership. A clear articulation of these guidelines ensures that the President's duties are well known amongst participatory governance groups and other administrative positions and ensure that these are accurate and stable. The college provides evidence that the CEO position is designed to perform its essential function of planning, delivering, and assessing programming, and is supported by the district and external leadership, especially in these transition and turnover cases. (IV.B.1)

The college has shared the organizational chart, which delegates management authority at the command of the CEO. An evaluation of executive and managerial functions occurs on a regular basis, as is ushered by College Procedure Handbook Policy, Board Policy 2026 and the

Personnel Manual. Furthermore, the team has found that CCC policies and procedures define the President's role in planning and establishing college-wide goals and evaluating those goals to drive efforts of continuous improvement. CCC has shared with the team an outline for participatory governance, leadership, and decision making. (IV.B.2)

To fulfill this position's duties effectively, the president provides leadership that inspires excellent planning, delivery, and evaluation of these programs and services. The college has shared their process for data collection and value and goal setting, as well as how this aligns to the provision and evaluation of programs and services. Under the President's guidance, the college participatory governance structure seeks to improve on areas of compliance, communication, and institutional effectiveness. Through communication with the various bodies, and guided by Administrative Procedure 1009.01: Participatory Governance, Board Policy 1009: Leadership, Governance, and Decision-Making, and Board Policy 1013: Statement of Cooperation, the CEO leads process that ensures resources allocation for improving student learning and achievement. (IV.B.3)

To fulfill external requirements, relationships, and needs, the College articulates the value of the President's role within accreditation and community partnerships. The president is responsible for the college's meeting of ACCJC standards. The president acknowledges this by the appointment of an Accreditation Liaison Officer (ALO), the inclusion of ACCJC standards into campus operations, and professional development for various constituents and stakeholders. The college held an ISER training and All College Meeting to support these efforts. (IV.B.4)

The CEO maintains compliance with College and District policies, guide the participatory governance and administrative structures to make informed and meaningful decisions, and communicate with all stakeholders, especially faculty and students related to curriculum, instruction, learning, and achievement. The Board, Chancellor, and District empower the CCC CEO to lead the college towards meeting its mission. These aspects, which the president is responsible for guiding, are supported by evidence from the District's administrative procedures and, more generally, by the Board policy. These documents provide a solid foundation from which the President can guide the College to use authorized and democratically shared decision-making responsibilities, of which the College Council and a range of other campus committees are heavily involved. (IV.B.5)

The president's position drives the college to these ends by providing programming to meet community and student needs. The CEO is responsible for relationships with other external stakeholders in the community, namely, industry and community partners. These partners represent opportunities for extramural funding, College Board membership and expertise in identifying future college directions. The team acknowledges the president's role in engaging with the community, business, and civic leaders such as the National Association for the Advancement of Colored People (NAACP) Richmond and Contra Costa College Foundation. The accreditation team was impressed by the college's commitment to securing external scholarships as well as hosting a well-known actor, comedian, director, and writer Cheech Marin for a guiding conversation. Mr. Marin's visit represents the college's commitment to inspired thought, creative arts, equity, and success. He stands as a comparative example of California grown success, but mainly for the college's largest student demographic, the 33%

Latinx/Chicanx population. The team concludes that the outline of the role, responsibilities, and structure exists and that the Chief Executive Officer is empowered to execute planning and college operations. The College uses board policy to authorize executive power and use that power to build relationships in the community and demonstrate compliance with the standards (IV.B.6).

Conclusions:

The College meets the standard.

IV.C. Governing Board

General Observations:

Contra Costa Community College District is led by the Governing Board which has full legislative authority 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 for the policies related to academic quality, integrity, legal matters, and the financial stability of the District and all colleges within the District. The College provided key pieces of evidence such as policies, procedures, agendas, handbooks and minutes which provide a good overview of Governing Board leadership & governance.

The District offers the Governing Board a variety of opportunities to engage in ongoing professional development. The Governing Board conducts regular self-evaluations and periodic evaluations of the chancellor. To ensure the District/Colleges accomplish its goals, the Governing Board receives regular reports on key indicators of student learning and achievement and institutional plans for improving academic quality.

Findings and Evidence:

The District is governed by a five-member board elected by geographic regions, and a student trustee who has an advisory vote on actions other than personnel and collective bargaining. The student trustee is selected by rotation among the three colleges. The Governing Board has appropriate Policies that governs the boards size, duties, responsibilities, structure and operating procedures. The Governing Board is responsible for assuring academic quality, integrity, and effectiveness of student learning programs as well as the College's financial stability. The board's duties and leadership direction are outlined in Board Policy 1009 (Institutional Leadership, Governance, and Decision-Making) and 1010 (Code of Ethics of the Governing Board). The Governing Board delegates operational authority to the Chancellor in this same policy. The 1000 series of Board Policies address the overall policies and procedures of the Governing Board, the 2000 series outline policies related to employment and employees, the 3000 series contain polices applying to student services, the 3000 series related to curriculum and instructions, the 5000 series contains polices related to business services, and the 6000 series pertain to physical facilities. (IV.C.1, IV.C.5, ER 7)

The Governing Board meeting minutes demonstrated that the trustees are unanimous with many of their votes. In reviewing a dozen or more Governing Board minutes, the Trustees appear to speak with one voice, and once they reach a decision, despite occasional split votes, all members support that decision. Board Policy 1022 outlines the Governing Board Communication Protocols and Board Policy 1010 delineate the policy for a Code of Ethics of the Governing Board. (IV.C.2)

The Governing Board follows clearly defined policies for selecting and evaluating administrators. Board Policy 2057 and Human Resources Procedure 1010.06 both titled Hiring of Contract Administrators include the steps involved in this process, including the chancellor. These steps were followed in the current selection of the Chancellor as outlined on Contra Costa Community College District webpages. Human Resources Procedure 2030.13 clearly identifies the evaluation process of manager/supervisor positions. Previous Chancellor Dr. Benjamin (2005-2016) was evaluated annually except for her final year per an agreement with the Board. Following her departure, Dr. Fred Wood was hired effective January 2017 and rather than completing an evaluation in the normal timeline in June, 6-months after being hired, Dr. Wood was evaluated for the first time in Nov. 2019, almost 2.5 years after being hired as Chancellor. The 2019 evaluation of Chancellor Wood was completed by a subcommittee and a report was made at a regularly scheduled Board meeting. The evaluation timeline process was not followed in this case; nor was the process followed for HR 2030.13, due to the use of a subcommittee for the evaluation and an undocumented agreement between then Governing Board President and Chancellor Wood to use a narrative report versus the identified HR forms. (IV.C.3)

The Governing Board is an independent, policy-making body that reflects the public interest in the quality of the institution's educational programs and services. Trustees are elected by geographic regions representing the interests of the county residents. The Governing Board advocates for and defends the District and protects it from undue influence or political pressure. Board Policy 1008 establishes the parameters for trustee area representation. The District's Board Policy 1020 and administrative procedures outline conflict of interest for board members. All board members are required to annually file a Statement of Economic Interests report. (IV.C.4, ER 7)

The Governing Board develops and employs policies that are comprehensive, publicly available, and consistent with the District and college missions. The Board exercises its responsibility in ensuring educational quality by adhering to all policies relating to educational planning (BP 4008), standards of scholarship (BP 4001), and student completion of degrees and certificates (BP 4011). Board policies also address the board's role in strategic planning, goal setting, and assurance of sound fiscal management (BP and AP 1012). The board receives regular reports throughout the year on progress made towards strategic goals and improvement of instructional and student support programs. (IV.C.5)

The Governing Board publishes bylaws and policies specifying its size, duties, responsibilities, structure, and operating procedures in the *Governing Board Policy Manual* and Board Policy 1010. These policies describe the composition of the Governing Board, how members are elected, how meetings are conducted, the duties and responsibilities of Governing Board members, and the code of ethics members are expected to follow. (IV.C.6)

The Governing Board has established policies and bylaws for effectively fulfilling the college/district/system mission. Governing Board Policies and procedures are reviewed and only modified when there is a state, federal or CCLC notifications are received on a two, three, or four-year cycles. Upon review of multiple Governing Board policies, the peer review team found policies outside of the four-year cycle. It was noted in a discussion at District Governance Council and from others District employees that historical Board policies are not part of a routine review cycle. For example, BP 1010 Code of Ethics of the Governing Board was last revised in 04/22/15, BP 1022 related to communication was last revised in 2/25/15, and Academic Freedom BP 2018 was last revised in 7/21/99. Inconsistencies have been identified related to the Board acting in a manner accordance with a few of their policies and bylaws. Individual interviews with Board of Trustee members identified noncompliance with BP 1010, Code of Ethics of The Governing Board (see Standard IV.C.11), Chancellor evaluation process (see Standard IV.C. 3), and BP 1022 Governing Board Communication Protocols. Multiple Board members indicated being pressured to vote in a particular direction occurring within and outside of Board meetings. BP 1022 related to communication states “A majority of the members of the Governing Board shall not, outside a regularly scheduled meeting, use a series of communication of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business...” It was also reported by Trustee members that one Board member has and continues to apply pressure to hire someone out of classification. (IV.C.7)

The Governing Board reviews indicators of student learning and achievement and institutional plans for improving academic quality. Throughout the year, the Governing Board receives regular scheduled reports on key indicators at their meetings and study sessions from District and College staff members detailing achievements. The Governing Board receives an annual report from the Educational Planning Committee on new programs of study being developed and those up for discontinuance. Regular Board meetings include business action items such as the review and approval of any new courses, degrees and/or certificates prior to being offered at the colleges. At the June 26, 2019 meeting, the 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. Governing Board meeting minutes from December 11, 2019 included Education Planning Reports related to the continuous review, evaluation, and improvement of educational programs. (IV.C.8)

The Governing Board has a comprehensive training program for their own education and development that includes study sessions at least three times a year to cover budget (April), strategic planning (November), and Board self-assessment and other various topics (June). Governing Board members are provided training in other important areas including: Brown Act, ethics, conflict of interest, and accreditation. New Board members are provided an orientation in which they receive copies of essential documents regarding policies and procedures, organizational structure, strategic planning, and more. In interviews, Governing Board members reported having an orientation to their new role and take advantage of additional training opportunities; mostly through CCLC and other conferences. (IV.C.9).

The Governing Board evaluates itself consistent with the process identified in Governing Board Policy 1015 on an annual basis in June-July, including 360-evaluations every two years. The evaluation includes a self-assessment, feedback from college and community stakeholders, and analysis of board goal achievement. The results are shared with the District community and made available to the public through board meeting minutes on the website. As part of a Special

Meeting on July 20, the results of the Board self-evaluation and external surveys were discussed and presented. Areas evaluated include: Board Operations, Fiscal Management, Implementation of the Mission, Achievement of Board Goals, Relationship with the Colleges, Relationship with the Community, and free responses to Board strengths and improvement areas. The external and self-evaluations were consistent in their assessment with notably two exceptions with a weighted average of below 3 on a five-point Likert scale. The Board self-evaluation identified two areas as below average (> 3 on scale): (1) *Board members uphold the confidentiality of discussion and actions taken in closed session* (2.8 weighted average) and (2) *Individual Board members do not direct the actions of the Chancellor but work to achieve consensus and provide direction from the Board as a whole* (2.8 weighted average). (IV.C.10)

Governing Board Policy 1010, Code of Ethics of the Governing Board outlines the commitment of the Board to operating with ethical standards following the principles of service, respect, accountability, integrity, confidentiality and openness. Governing Board policy 1020, Conflict of Interest, and administrative procedures outlines the Districts commitment to avoiding conflicts of interest. Governing Board members sign the Conflict of Interest Declaration to signify that they understand the policy. Recently in July 2020 the Board had to investigate claims of code of ethics violations by board members. Confirming the concerns in this area is the resolution agreement between a Trustee and the Governing Board stating “...an investigation into a complaint against a Board member revealed that a Board member violated Board Policy 1010 (Code of Ethics for Board Members) and Board Policy 1022 (Governing Board Communication Protocols).” Additionally, individual interviews with Board of Trustee members identified examples of noncompliance with BP 1010, Code of Ethics of The Governing Board. Multiple Board members indicated being pressured and “bullied” during and outside of meetings which may indicate a lack of respect and integrity. Also, pressure to vote in a particular direction was reported as occurring within and outside of Board meetings. Another resolution signed on July 2 supports this concern stating, “Trustee...agrees to refrain from advocating on behalf of any candidate for employment with the Contra Costa Community College District...he will not take any action to influence any District employee regarding the hiring of any candidate for employment with the District.” (IV.C.11, ER 7)

The Rules and Regulations of the District Governing Board, Administrative Officers, No. 18, stipulate that the Governing Board shall employ a full-time Chancellor to serve as the chief administrative and executive officer and delegates authority to the chancellor the responsibility for administering the policies and execute the decisions for the Board that require action. Recent Governing Board votes to deny contract renewals of two District employees (1) the associate vice chancellor for human resources and (2) the chief financial officer would suggest the Chancellor’s authority for terminating employees may have circumvented in this case. BP 2004 Selection, Retention, and Termination of District Employees has language that supports the Chancellor’s recommendation as it relates to the termination of district employees. The Governing Board in their self-evaluation indicated a less than average rating (2.8) for the survey question- *Individual Board members do not direct the actions of the Chancellor but work to achieve consensus and provide direction from the Board as a whole*. Through interviews with members of the Board, the Team was able to verify that the Governing Board did not support the Interim Chancellor’s recommendation related to contract extensions in a 3-2 Board of Trustee vote. Also, multiple Trustee members mentioned speaking directly with staff, outside of the chain of command with the Chancellor, which was confirmed in the resolution agreement

between a Trustee and the Governing Board signed July 2, 2020 stating “Trustee ... agrees to refrain from communication in any manner after 6:00 p.m. with Board members and employees of the Contra Costa Community College District.” (IV.C.12)

The Governing Board maintains a focus on accreditation by being informed about Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the Colleges’ accredited status through regular and special Board meeting and study sessions. For example, the Governing Board reviewed an accreditation functional map delineating primary, secondary, and shared responsibility areas between each college and the District in minutes of Nov. 13 Regular Meeting of the Governing Board. (IV.C.13)

Conclusions:

The College does not meet the Standard.

District Recommendation 2 (compliance):

In order to meet the standard(s), the team recommends the Governing Board should follow its Board policy related to the Chancellor’s evaluation process. (IV.C.3)

District Recommendation 3 (compliance):

In order to meet the standard(s), the Team recommends the Governing Board act consistently with its adopted policies and bylaws, and regularly assesses these policies and bylaws. (IV.C.7)

District Recommendation 4 (compliance):

In order to meet the standard(s), the Team recommends the Governing Board uphold and adhere to their adopted code of ethics policy-BP 1010. (IV.C.11)

District Recommendation 5 (compliance):

In order to meet the standard(s), the Team recommends the Governing Board delegate full responsibility and authority to the Chancellor to implement and administer board policies without board interference and hold the Chancellor accountable for the operation of the District and colleges. (IV.C.12)

IV.D. Multi-College Districts or Systems

General Observations:

The Chancellor provides leadership and communication to the college presidents and holds them accountable for the effective governance and operation of their respective colleges. The roles and responsibilities of the District and College are well defined in the Functional Map and in comprehensive District policies, procedures, and business processes. The District has an agreed upon resource allocation model that allows the colleges to align with their missions, visions and

values, and allows for the operations and sustainability of the colleges and District. The college presidents are given full authority to implement programs, college resource plans, and district and college procedures and policies.

Constituents are engaged to participate in district planning. The College aligns their strategic plan to the District's strategic plan. The College President is tasked with setting goals to meet both the District and College planning goals. Decisions are communicated through the organization by the Chancellor through Chancellor's Cabinet, District Governance Committee, and through the monthly communication to all constituents.

Findings and Evidence:

The Chancellor provides leadership for the operation of the District and in cooperation with the executive leadership through biweekly meetings with the Presidents and the Chancellor's Cabinet to discuss and communicate about issues facing the district. At the three college convocations, the Chancellor talks about the issues facing the district. If District specific information needs to be conveyed to the district, districtwide emails are sent out on the topic. (IV.D.1)

The District has several central services including human resources, purchasing, fiscal services, facilities planning, and research and planning. They follow the Functional Map for delineation of responsibilities. The resource allocation model was mutually agreed upon by all constituencies and is followed as part of the budgeting process. (IV.D.2)

Allocations and reallocations of resources are defined and followed in the District budget model. As enrollment increases and funds are available, these funds are allocated to the growing college or colleges. If the College does not meet its agreed upon target the funds are redistributed to the college(s) that have meet or exceeded the stated goals. The District feels that this method incentivizes the colleges to meet or exceed their targets. It also allows for the funds to be redistributed to the location where student programs and supports are the greatest. The District has both internal and external audits to ensure proper controls of financial transactions. Liabilities have been addressed in a comprehensive and consistent manner. The District has funded 50% of its Other Post-Employment Benefits and has funded other liabilities as well including the vacation liability. (IV.D.3)

As District policies are developed, the Chancellor works through the College President to engage College constituents. Board Rules and Regulations #27 defines the College presidents are fully responsible for implementing the district policies on their respective colleges. The presidents are given full responsibility to run their campus and the chancellor evaluates the presidents based on the predetermined goals that tie to the strategic directions. This decentralization allows the President and faculty to develop their programs, the College to organize the campus structures, staff selection and cultivate their own staff development. (IV.D.4)

Planning is integrated between the District and College. The Board of Trustee's delegates to the Chancellor, and the Chancellor ensures that each College has plans that tie to the Colleges'

mission, vision, and values. Presidents are required to set annual goals that move forward the District and College Strategic Plan. College constituents, College committees and District committees are involved in the formulation, reviewing and implementation of the College and District strategic plans, and annual operational plans. College strategic planning committees also align the college goals to the district goals. (IV.D.5)

The District communicates with the colleges in a variety of ways. Through Chancellor's Cabinet the Chancellor meets with the college presidents to discuss districtwide issues. The highlights of topics for these meetings are widely shared through the monthly The News 4CD Employee Newsletter. This publication also highlights major events of note throughout the District of which employees should be aware including bond updates and links to the board reports. The minutes from the District Governance Council (DGC) show that the constituent's groups are sharing and participating in the development of the strategic plan and other district governance processes. The district also sends out emergency messages or districtwide communications as needed. These communications allow the colleges and District to timely and accurately make effective decisions. (IV.D.6)

The Chancellor's Cabinet summaries, Board minutes, and DGC minutes show that the district has collaborated with the college presidents and their constituents about the roles and responsibilities and the delineation of duties between the district and the colleges. As a result of the survey on decision making resulting, DGC discussed how the district communicated where constituents could find information on governance committees. The committee agreed to implement improved communications by providing links in The News 4CD Employee Newsletter to increase effectiveness. (IV.D.7)

Conclusions:

The College meets the Standard.

Quality Focus Essay

The team reviewed the College's Quality Focus Essay (QFE) included in the College's ISER. The QFE reflects Contra Costa College's commitment to the success of its students and presents an action plan adopted 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. The College is addressing credit completion, success in Math and English, and student achievement as it relates to degree completion, transfer, and professional attainment by critically examining its students' current credit load and higher education goals. CCC expects that its commitment to increasing the number of students completing credits will require changes in how the College approaches supporting students. The action plan "will provide a new framework where inquiry is approached through equity and 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."

According to data reports by EdSource (QFE-1) and the Public Policy Institute of California (QFE-2), the College has identified some areas for improvement and a focus on quality, such as low rates of degree completion and transfer. The QFE notes, "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." Important data points that are driving this initiative include 25% of the student body consists of "first-time" credit and degree seekers who are approximately 30% full-time and 70% part-time. Many of these students, about 50%, have identified long term higher education and career goals. About 44% are full-time students, and 28% of them take 24 or more credits a year. Of the part-time students, only about 10% take between 15 and 23 credits in their first academic year. In the CCC sample of these students (n=969), the college found that only about 30% of students complete college-level math and English courses in year 1, and this level drops to 10% for students who have identified their higher education or career goals, even though 70% of these students have educational plans. Other data that CCC is investigating include a 3-year cohort graduation rate of about 25%; a part-time student graduation rate is approximately 8%. Finally, the college intends to dive deeper into the data concerning race to address any identified gaps and previously unaddressed racial disparities.

The QFE identifies some positive action-oriented projects that are within the scope of the college's commitment to quality. The college focuses on implementing guided pathways, equity strategies, and AB 705 mandates with the following outcomes as the measure of success.

1. Increase the number of full-time students who complete 24 units in an academic year by providing support.
2. Increase the number of part-time students who complete 15 units in an academic year by providing support and differentiating between part-time and transfer students.
3. Increase the number of students who complete Math and English in their first year.

The College expects annual increases of 5% as a result of the implementation activities. Strategies designed to address credit completion issues are First-Year Experience, Promise

Program, FT3, encouragement, and motivation to maximize credit hours taken by Pell recipients and individualized academic planning. Strategies identified to support Math and English include instructional support, self-guided placement, corequisites, tutoring, STEM Success Coaches, English Boot Camp, and Math Jam Curriculum. Finally, strategies to address issues of planning towards achievement include developing guided and academic pathways that show course sequences for full-time and part-time status, including customizable tracks for part-time students, have students clarify their educational goals and plan for them, and evaluate pathways, and individual courses, for their degree, certificate, or transfer applicability.

The project plan begins in Spring 2020, with significant emphasis over year 0 on the data review. In year 1, the college plans to develop the institutional capacity, parse the student groups for monitoring, and develop critical strategies. Finally, in the years 2, 3, 4, & 5, the college is focused on the strategic implementation of change and innovation to support their long term goals of increasing the number of full-time students who complete 24 units in an academic year by providing support, increasing the number of part-time students who complete 15 units in an academic year by providing support and while differentiating between part-time and transfer students, and increasing the number of students who complete Math and English in their first year.

Overall, CCC looks forward to further supporting the success of all its learners by updating data practices, utilizing technology, and providing professional development. CCC anticipates higher successes across all student demographics and looks forward to the systemic changes to campus structures, processes, policies, and procedures as a result of adopting these action projects. The team looks forward to hearing about progress on this quality-focused initiative.