[insert college logo here]

**Institutional Self-Evaluation Report**

**In Support of an Application for**

**[insert status: Candidacy, Initial Accreditation, Reaffirmation of Accreditation]**

Submitted by

[insert College Name and

College Address]

to

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

[insert date of submission: Month Year]

**Certification**

To: Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

From: [insert Name of Chief Executive Officer]

[insert Name of Institution]

[insert Institution Address]

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

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

Signatures:

|  |  |
| --- | --- |
| [Chief Executive Officer of Multi-College District, if applicable] | [Date] |
| [Chief Executive Officer] | [Date] |
| [Chairperson, Governing Board] | [Date] |
| [Name, Title, Representing] | [Date] |
| [Name, Title, Representing] | [Date] |
| [Name, Title, Representing] | [Date] |
| [Name, Title, Representing] | [Date] |

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# Introduction

## 

## About Contra Costa College and Contra Costa College District

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

**Mission**

Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education, since 1949.  The College equitably commits its resources using inclusive and integrated decision-making processes to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning.​

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

**Strategic Goals**

To fulfill its mission and to be consistent with its beliefs and values, Contra Costa College is committed to the following goals:

* Equitably Improve Student Access, Learning and Success
  + Create opportunities for thoughtful reflection that uses quantitative and qualitative data to improve student outcomes.
* Strengthen Community Relationships and Partnerships
  + Build pipelines that guide and prepare both K-12 students and the adult population for success in higher education and employment.
* Promote Innovation, Create a Culture of Continuous Improvement and Enhance Institutional Effectiveness
  + Provide opportunities to enhance institutional effectiveness and opportunities for employees at all levels to continually gain new skills and knowledge, seek out effective practices, and share ideas with one another in order to continually enhance learning and improve student success.
* Effectively Optimize Resources to Support Student Learning and Success
  + Demonstrate sound judgement to effectively optimize the college’s human, physical, financial and organizational resources to better serve its students and community.

**Values**

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

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

**Institutional Student Learning Outcomes**

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

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

Contra Costa College (CCC) is a comprehensive community college that primarily serves the residents of West Contra Costa County. Contra Costa College was the first of the three colleges to be established in 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.



Subsequent development yielded buildings for physical education, music, the library, the student union, vocational education, and administrative headquarters. By 1966, CCC had 10 permanent buildings in addition to 15 temporary structures. The Health Sciences Building, planetarium, and physical sciences annex were completed by 1975. The had opened the year before. In February of 1976, $2.5 million was approved for construction of the Applied Arts Building. In 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 CCCCD passed a construction bond, which supported modernization efforts. In 2004, the Early Learning Center opened and in January 2007, the Computer Technology Center opened its doors for the beginning of the spring semester. In September 2006, Contra Costa College celebrated the groundbreaking for the Student Services Center and the remodeled Library and Learning Resource Center opened in fall 2007.

In 2006, CCCCD passed a second construction bond, which led to the development of an Educational Master Plan and Facilities Master Plan to guide the next stage of campus modernization and revitalization.

In July 2008, the new Student Services Center opened, funded by a CCCCD construction bond passed in 2006, creating a one-stop location for the major student services offices: Admissions and Records, Financial Aid, Counseling, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), International Students, and the office of the Dean of Student Services.

In fall 2013, CCC broke ground for the new College Center, which will house all student life functions, the bookstore, new campus administration spaces, the culinary arts program and a dining center, as well as a new classroom building and a new community meeting room building.

Facilities improvements since Fall 2017 from [Contra Costa College Construction Calendar](https://www.contracosta.edu/wp-content/uploads/2017/07/CCC-Construction-Calendar-Fall-2017.pdf) include:

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

The current [campus map](https://www.contracosta.edu/quick-links/maps-parking/campus-map/) shows growth and lay out of Contra Costa College.

**Accreditation Status and Certifications**

Contra Costa College is accredited by the [Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges](http://www.accjc.org/) (ACCJC), an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education. ACCJC also fully affirmed that Contra Costa College met all standards at their January 10-12, 2018 meeting which is detailed in the [2018 ACCJC Accreditation Action Letter.](https://www.contracosta.edu/wp-content/uploads/2018/01/Contra-Costa-College_01_26_2018.pdf)

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

More information about accreditation can be found on [Contra Costa Accreditation homepage](https://www.contracosta.edu/about/achttps:/www.contracosta.edu/about/accreditation/creditation/).

**Academic Programs**

Contra Costa College has [125 degrees and certificate](https://www.contracosta.edu/wp-content/uploads/2019/06/061119_CCC_LetsDoThis_DegreeChart.jpg) options that meet the needs of our students. Whether they are interested in transferring or training for an exciting career, students can choose a variety of classes and programs. CCC has been recognized for many of its academic and career education programs locally, statewide and nationally:

* The Center for Science Excellence, a mentoring program providing a solid foundation in the sciences, mathematics and engineering, as well as transfer preparation, is funded through multiple grants including the National Science Foundation.
* Most recently, the college received a second Title III, part F HSI (Hispanic Serving Institution) STEM grant to continue the goal of increasing the number of students from under-resourced communities in the fields of science, technology and math.
* One of the fastest growing curricula is that of “green energy” programs. The Career Education (CE) experience at CCC is notable for the Electric/Hybrid Automotive Technology Program and offers the only Hybrid Technician Certification in the Bay Area.
* The Culinary Arts Program is one of the signature, job-training programs on campus. The program operates the elegant Aqua Terra Restaurant and hosts an annual Food and Wine fundraising event that has enabled CCC students to travel to Italy, China and France to study with notable chefs.

Other premier programs include:

* [Journalism](https://www.contracosta.edu/classes/academic-departments/journalism/): CCC continues to be a leader in journalism, with its college newspaper, The Advocate, winning state and national honors for excellence.
* [Nursing](https://www.contracosta.edu/classes/academic-departments/nursing/): One of the oldest CE programs on campus, responsible for preparing many local health professionals for careers throughout the Bay Area.
* [International Education](https://www.contracosta.edu/admissions/apply-now/international-students/): CCC’s international education program now serves students from 11 countries.

**Contra Costa College District**

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

**College Service Areas**



**Changing Landscape**

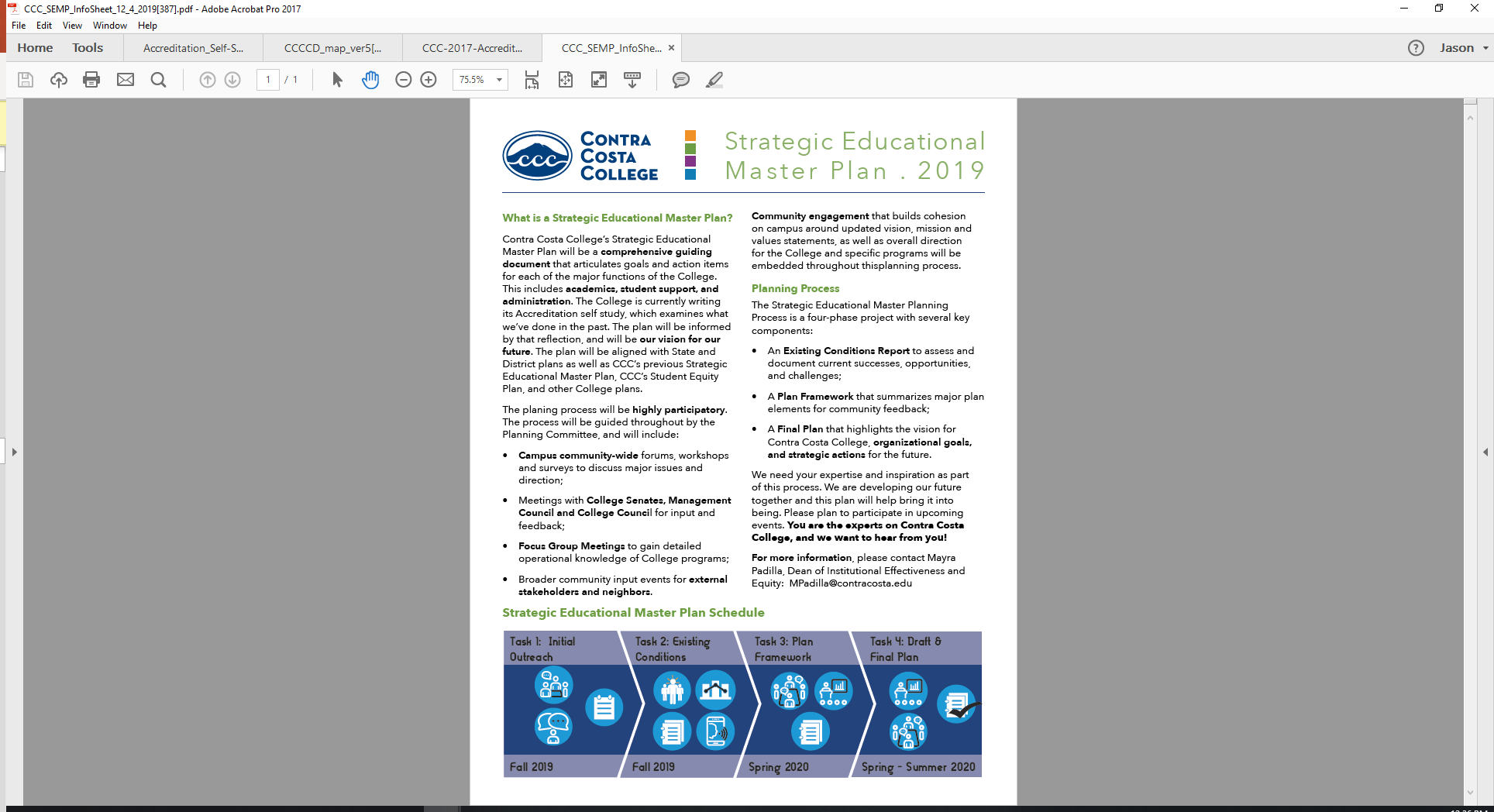
Since the last accreditation, the California Community College System have adopted and CCC have incorporated several new initiatives and mandates that heavily focused on student success, equity, and performance in their planning, budgeting, programs, and services.

* Guided Pathways – A highly structured approach to student success through a framework that promotes improved students onboarding, clear progression and success in courses, and wrap-around services that ensure future student success. The principles of [Guided Pathways](https://cccgp.cccco.edu/About-Guhttps:/cccgp.cccco.edu/About-Guided-Pathwaysided-Pathways) are based on four pillars aligned with a student’s educational journey.
* Moving from Integrated Plan (Basic Skills, Equity, and Student Success and Support Program) to Student Equity and Achievement Plan – Revised planning and funding allocation that integrates the BSI, Equity, and SSSP funds and planning into one comprehensive Student Equity and Achievement Plan. Along with the implementation of Guided Pathways, the [Student Equity and Achievement program](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Special-Populations/What-we-do/Student-Equity) addresses achievement gaps for underrepresented populations.
* Assembly Bill 705 (AB 705) – An updated placement model utilizing high school coursework, grades, and grade point average and other placement methods to maximize the ability of students to complete college-level coursework in English and math within a one-year timeframe. The [legislation](https://assessment.cccco.edu/ab-705-implementation) aims to address the large number of students who are placed in remedial courses that could be a barrier to their educational progress.
* Student-Centered Funding Formula – A revised [allocation model](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) comprised of three components: enrollment, supplemental allocation based on students receiving financial aid, promise grant, or AB 540, and student success allocation based on outcomes such as degree completion, transfer and other metrics.
* Promise Program – A collaborative approach utilizing current infrastructure, expansion of emerging best practices, and development of new strategies and intervention to increase college going rate, improve support systems for students, and increase transfer and completion.

These initiatives and how Contra Costa College has implemented them are further discussed in subsequent sections of this report.

**2020 to 2025 Strategic Planning Development**

Contra Costa College is currently in the process of developing its 2020-2025 Strategic Plan. A consultant has been brought on board, interviews and mapping have been initiated. The work to adopt a new strategic plan is slated for completion in Spring 2020 and will guide Contra Costa for the next five years. Below is the identified processes and projected timeline for the Contra Costa 2020-2025 Strategic Plan.



## About Our Community: Contra Costa County

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

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

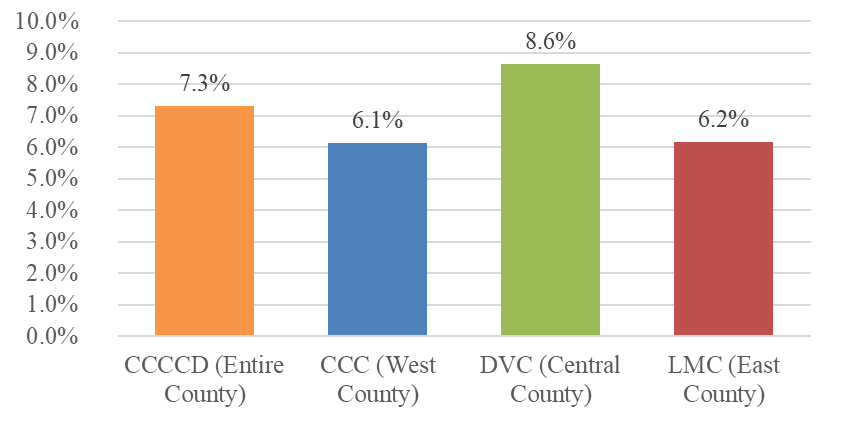
Contra Costa residents also come from very diverse backgrounds, about a quarter are immigrants from Asia and Latin America. About 35% of Contra Costa residents can speak another language other than English. The ethnic groups with most changes since 2010 in Contra Costa County are: Asian/Pacific Islands (+39.2), individuals who identify as two or more races (+21.9), and Hispanic (+19.7). In West County, Asian/Pacific Island, Hispanic, and individuals who identify as two or more races also experience double digit increases. However, there is decrease of 9.1% in the Black or African American group.



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

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





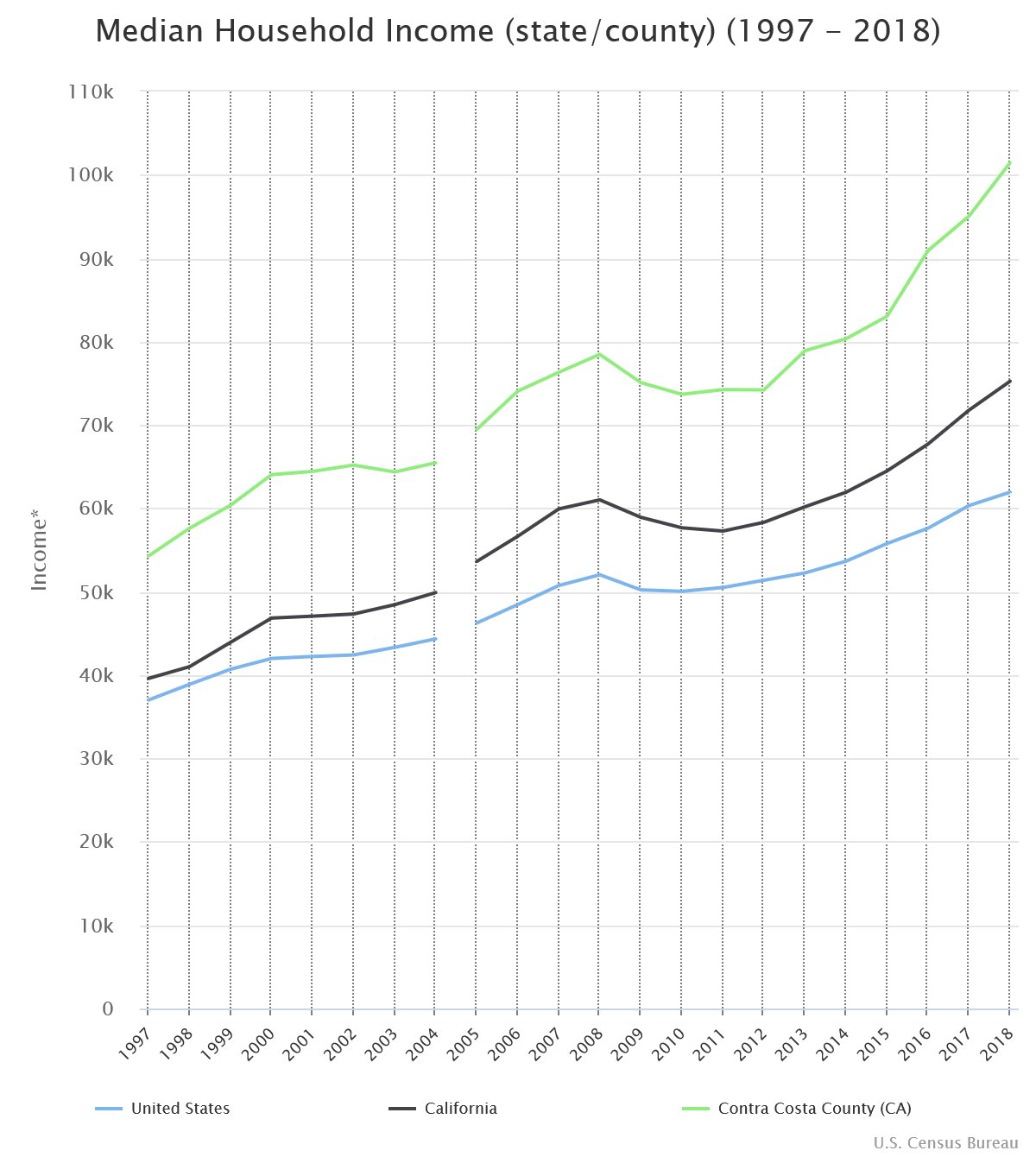
According to the Employment Development Department, Contra Costa County employment rate is at 2.7%. In 2017, the per capital income is $76,527 and has increased from 2016 and 2015. The median household income also trending up at $101,463 in 2018, bouncing from previous dip caused by the last recession. Median Cost of Home sold in 2016 is $565,000.

Contra Costa Personal Income

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

Over the last few years, the personal income reported by working residents of Contra Costa has increased in the past few years. Likewise, household income over the last 10 years have steadily increased despite the dip brought on by the last recession.

Median Household Income -$101,463



**Poverty Rate**

Higher cost of living in the Bay Area impacts families and students served by Contra Costa College. While the county’s poverty rate in 2018 is 7.8%. This rate is below the state and national levels.



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

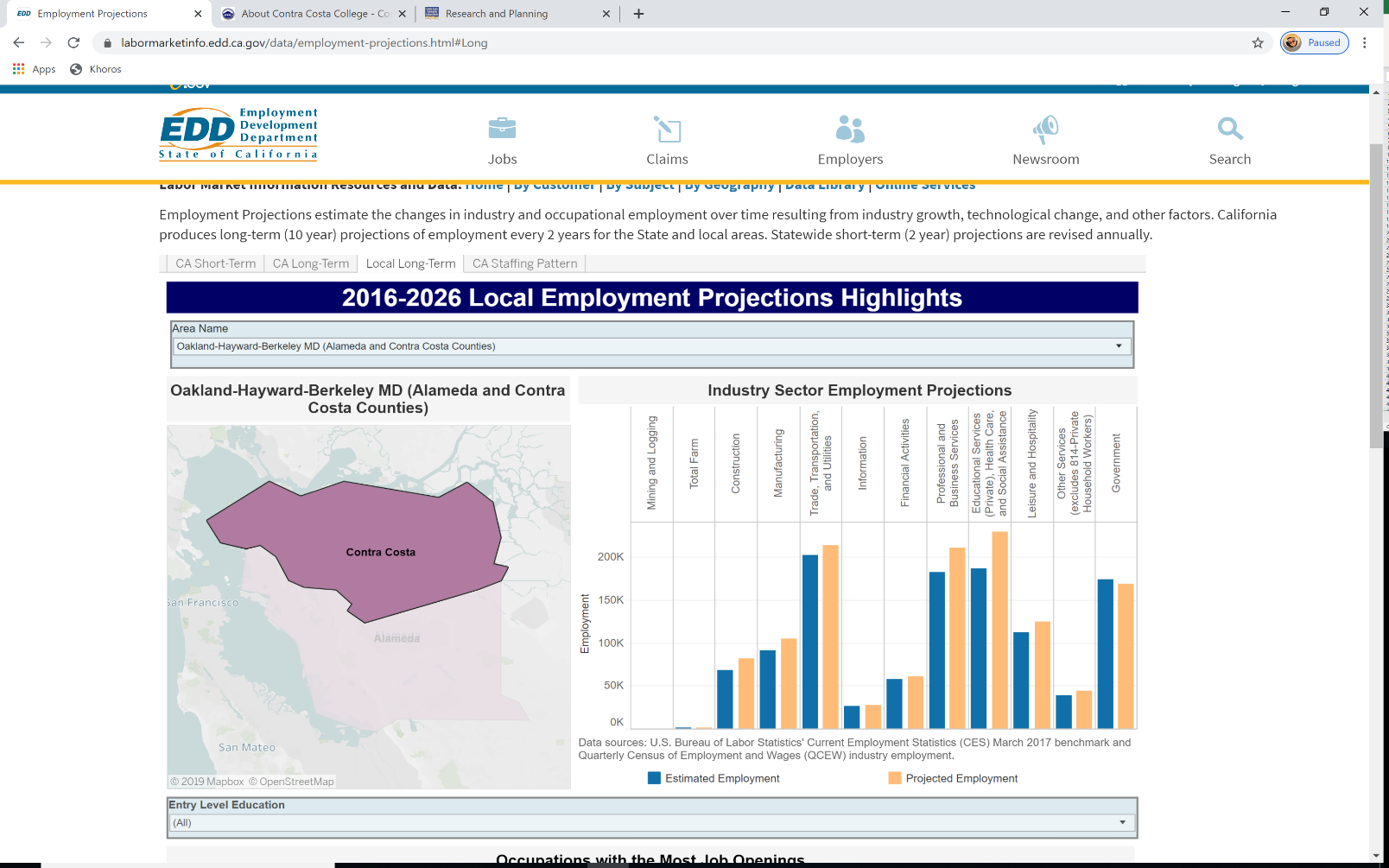
Here is an additional breakdown of poverty rates in Contra Costa County based on the 2013-2017 American Community Survey 5-year by the United States Census:

|  |  |
| --- | --- |
| 2013-2017  PERCENTAGE OF FAMILIES AND PEOPLE WHOSE INCOME IN THE PAST 12 MONTHS IS BELOW THE POVERTY LEVEL | PERCENTAGE |
| All families | 6.9% |
| With related children under 18 years | 10.6% |
| With related children under 5 years only | 9.8% |
| Married couple families | 3.7% |
| With related children under 18 years | 5.1% |
| With related children under 5 years only | 4.0% |
| Families with female householder, no husband present | 18.9% |

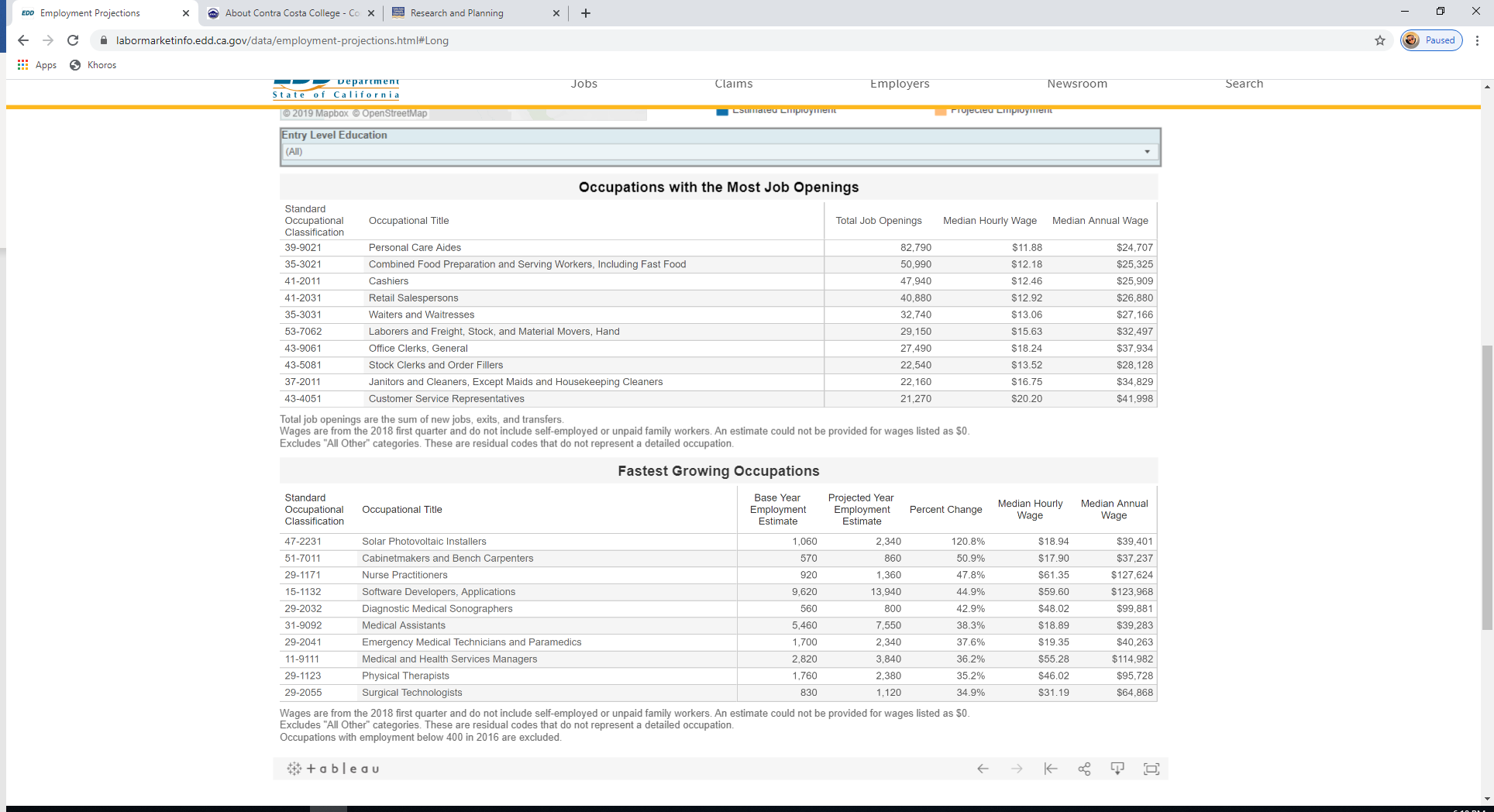
Demographic profile and additional information about Contra Costa County can be accessed [here](https://www.labormarketinfo.edd.ca.gov/file/Census2017/contrdp2017.pdf).

**Job Sectors**

The table below show the employment projection through 2026 sector and the juxtaposition of Contra Costa and Alameda Counties to San Francisco Metropolitan and surrounding areas.



Contra Costa College is dedicated in making sure the community has the training and education opportunities to take advantage of these jobs and careers. In review of the occupations with the most opening, healthcare, service, and retail industries dominate the employment market in Contra Costa and the surrounding areas. The fastest growing occupations are in a variety of medical, Information Technology, and other Career and Technical Education fields. There is a considerable difference in wage and potential earning between jobs with the most opening and fastest growing occupations in the county.



**About Our Students**

The students that attend Contra Costa College come from a diverse background, reflecting the changing demographics of the region. Confirming its status as a Hispanic Serving Institution, students who identified as Hispanic have increased steadily and represents the largest ethnic group enrolled at CCC at 39% to 45% from 2014 to 2018. Students who identify as Asian or White have remained steady, while students who identify as African American have dipped from 22% in 2014 to 17% in 2018.



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

These trends are important to track as the population of 18-64-year-old in Contra Costa County continues to increase while the number of high school graduates continue to plateau and number of residents 19 years old and younger decrease in West County Service Area where most of Contra Costa College students come from.



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



**Contra Costa College Promise (CCCP)**

Partnering with the community, local businesses, transfer partners, and school districts, Contra Costa College launched its [Contra Costa College Promise](https://www.contracosta.edu/wp-content/uploads/2017/03/CA-College-Promise-Application_Contra-Costa-College_2_3_17.pdf) in Fall 2018. To address the low capture rate of high school graduates in the community, close the gap in high school completion, and build a strong college going culture, Contra Costa leveraged:

* An existing collaboration between a strong community-based promise initiative, innovative K12 partners, and Contra Costa College, a leader in innovative K14 pathway development and K12 integration strategies,
* Strong local business support including the leveraging of a $35 million investment by Chevron into the City of Richmond and WCCUSD.
* A comprehensive plan for strengthening school community-college connectivity in three strategic areas: 1) Early Commitment to College; 2) Comprehensive College and Career Readiness; and 3) Implementing a vibrant first year experience for students at Contra Costa College
* Leveraging of new and existing funding and initiatives within the California Community College System including Strong Workforce, SSSP, Equity, and special programs at the college (categorical programs and learning communities).
* Implementation, at scale, of innovative linkages to K12 to increase student transition to, and success in, post-secondary education including expanded priority registration, multiple measures assessment and placement, early college and career exploration in 9th grade (Get Focused Stay Focused), expanded dual enrollment and early credit options for high school students, intrusive counseling and early matriculation services for high school students, and early assessment (11th grade) to identify skills gaps and bring students up to college level math, English, and science by graduation from high school.

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

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

**Middle College, Gateway to College, and Dual Enrollment**

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

The [Middle College High School](https://www.contracosta.edu/student-services/high-school-programs/middle-college-high-school/) at Contra Costa College is collaboration between the West Contra Costa Unified School District and Contra Costa College. The partnership allows for high school students to participate and be challenged by the rigors of college curricula as they complete their high school diploma. One of the goals of Middle College is to increase the number of high school students who graduate and go on to pursued college degrees.

[Gateway to College](https://www.contracosta.edu/student-services/high-school-programs/gateway-to-college/) is another high school on campus program designed to help those who have dropped out or may be in danger of dropping out complete their high school diploma and enter college. Students start in learning communities and receive one-on-one support from resource specialists who are program mentors and advisers.

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

This table shows the increase of dual enrollment participants over time:

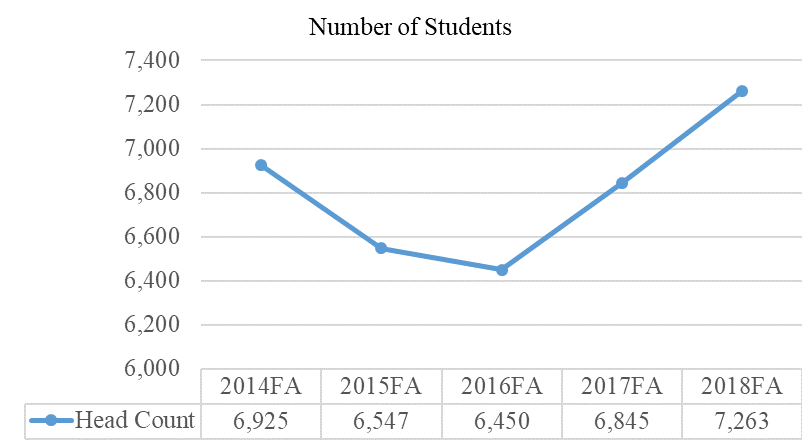
|  |  |  |  |
| --- | --- | --- | --- |
| Enrollment | 2016 | 2017 | 2018 |
| Dual Enrollment Students |  |  |  |
| High School Special Admit Students |  |  |  |

# Presentation of Student Achievement Data and Institution-set Standards

[see Chapter 5.3B and Appendix E of *Guide to Institutional Self- Evaluation, Improvement, and Peer Review*]

# Contra Costa College strives to create a data-informed culture that promotes responsive planning, budgeting, and programming. Collaborating with the District Institutional Research Office, CCC aligns current information and historic trends to understand, track, and respond to the changing needs of students and the community. The data is used to pursue grants, respond to reports, inform plans that guide programs, services, and the campus, and track the results of the college’s effort in closing the achievement gap.

# Enrollment by Head Count – 2014 to 2018

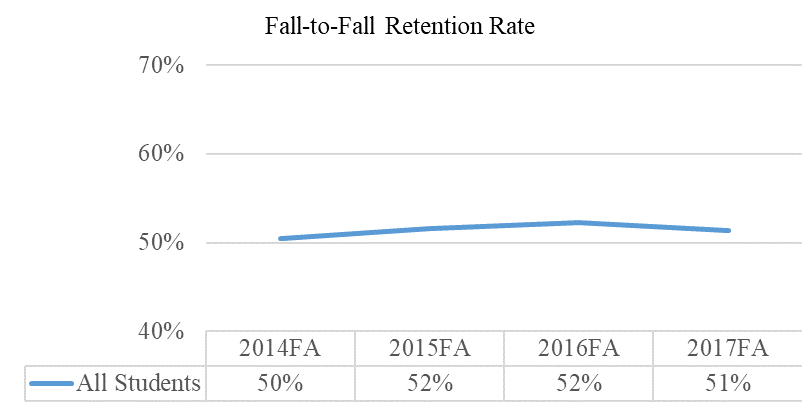


Enrollment by student head count has increased steadily since 2016 after experiencing a dip from 2014. In Fall 2018 enrollment by student head count stands at 7263.

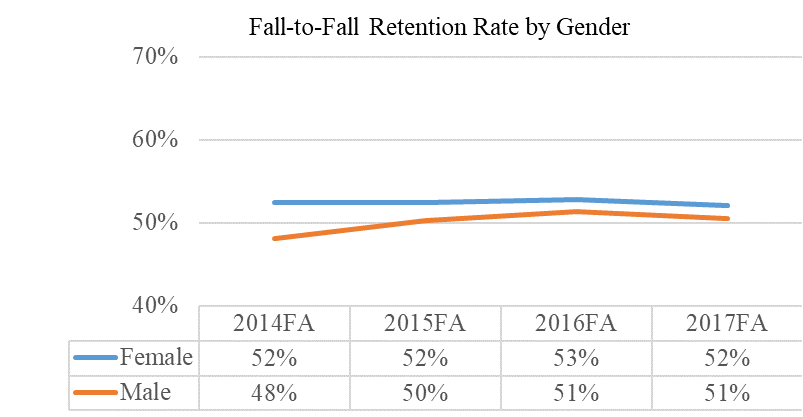
Need Full Time and Part Time breakdown

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Status | 2014FA | 2015FA | 2016FA | 2017FA | 2018FA |
| Full-Time |  |  |  |  |  |
| 9-11 Credits |  |  |  |  |  |
| 6-8 Credits |  |  |  |  |  |
| 3-5 Credits |  |  |  |  |  |
| 0.5-2 Credits |  |  |  |  |  |

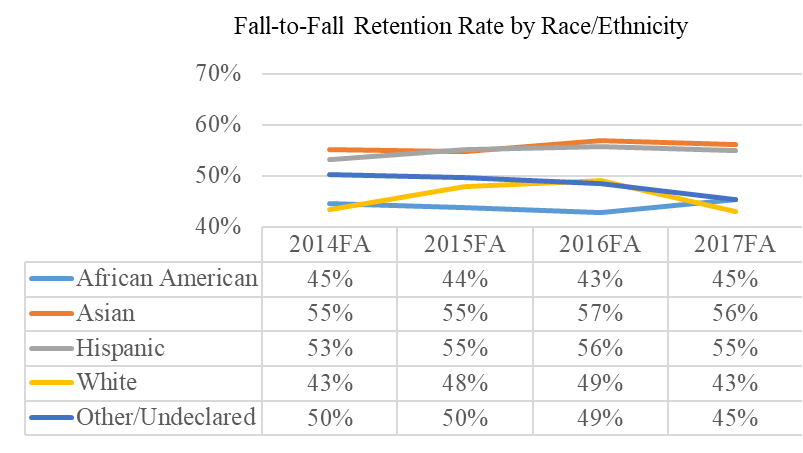
**Retention and Persistence**



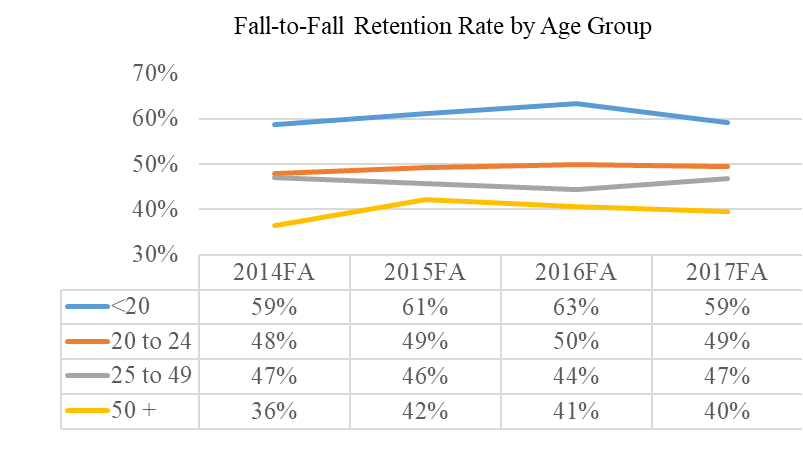
Fall to Fall Retention Rate of all students has remained relatively unchanged from 2014 to 2017 at 50-51%. Retention and persistence of students are target of different plans and initiatives including Learning Communities, Guided Pathways, AB 705, Student Equity and Achievement, and STEM tutoring.



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

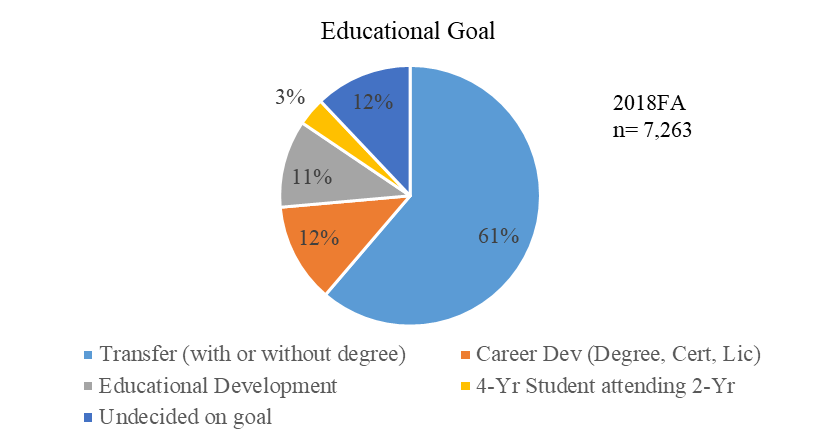


By Race/Ethnicity, Fall to Fall Retention rates have remained largely the same from 2014 to 2017. Asians (56%) and Hispanic (55%) have the highest retention rate among the major race/ethnicity groups. Other/Undeclared group experienced a 5% decline in Fall to Fall Retention from 2014 (50%) to 2017 (45%).



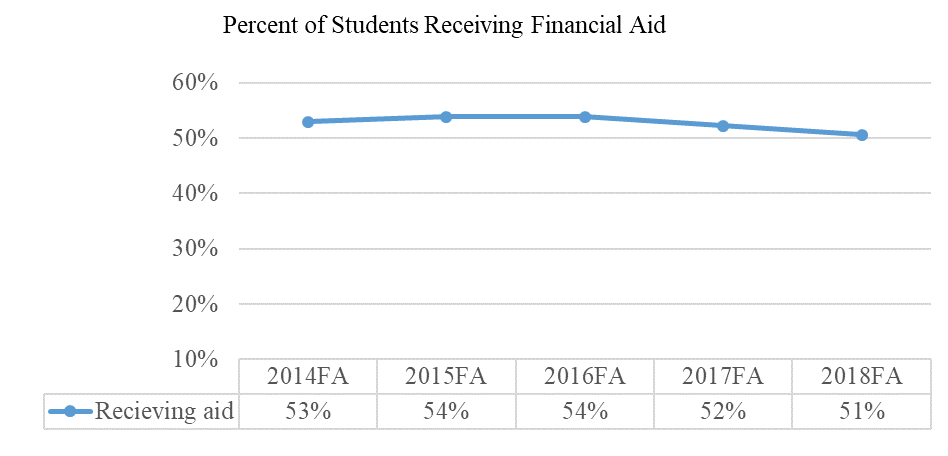
By Age Group, Fall to Fall Retention rates have generally remained for students in the 20-24 years old and 25-49 years old age groups. However, Fall to Fall Retention rate for students in the under 20 years old age group had a slight fluctuation, increasing from 2014 to 2016 and then dropping back to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

**Student Educational Goals**



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

**Pell Participation**



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

**Course Delivery Method**



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

**Course Completion Rate** – How is this defined? Any grade?



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

**Course Success Rate** – How is this defined? C or D and above?



Course Success Rate is defined as completion with a grade of ## or higher. Face-to-Face success rate seem to remain consistent at 69-71% from 2014 to 2018. Similar to Course Completion Rate comparison, 100% Online courses had lower success rate than the other delivery methods, including a 7% difference in Fall 2018 as compared to courses delivered Face-to-Face.

**Career and Technical Course Enrollment, Completion, and Success Rate**



Career and Technical Education (CTE) courses are programs of distinction at Contra Costa College. From Fall 2014 to Fall 2018, total CTE course enrollment has remained steady from 2218 to 2245 respectively. Although the number of courses delivered 100% online in CTE is small, the course completion rate between courses offered 100% Online and Face-to-Face is similar at 86% and 87% respectively. Course Success Rate for CTE is also the highest for courses offered Face-to-face at 75%. Success rate for CTE courses in Face-to-Face classes is higher as compared to all other courses (75% vs 69%), and course completion in Face-to-Face classes is also higher for CTE courses when compared to all other courses (87% vs. 84%).

## Achievement – Degrees and Certificate

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



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



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



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



## Program Licensure Information

As reported in previous midterm reports, Contra Costa College tracks the placement and licensure information of students in several field: Emergency Medical Services, Certified Nursing Assistant, and Nursing (RN).

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LICENSURE PASS RATE (Based on the number of students that took the licensure examination)** | | | | | | | | |
|  | | | **Performance** | | | **Difference** | | |
| **Program Name** | **CIP**  **Code** | **Institution Set Standard** | **2014** | **2015** | **2016** | **2014** | **2015** | **2016** |
| Emergency Medical Services | 51.08 | 70% | 77% | 52% | 40% | 7% | -18% | -30% |
| Nursing: Certified Nursing Assistant | 51.39 | 90% | 75% | 80% | 77% | -15% | -10% | -13% |
| Nursing | 51.38 | 90% | 85% | 75.8% | 88% | -5% | -14.2% | -2% |

**Job Placement – New Rates/Align with Annual Report?**

While Contra Costa College does not have a mechanism for tracking employment outcomes for any educational programs. The data below comes from the CTE Core Indicator reports generated by the Chancellor’s Office. The job placement rates reflect the College’s performance related to the “CTE Cohort” for each program.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **JOB PLACEMENT RATE (Definition: The placement rate is defined as the number of students employed in the year following graduation divided by the number of students who graduated from the program.)** | | | | | | | | |
|  |  |  | **Performance** | | |  | **Difference** | |
| **Program Name** | **CIP**  **Code** | **Institution Set Standard** | **2014** | **2015** | **2016** | **2014** | **2015** | **2016** |
| Administration of Justice | 43.01 | 81.48% (2014)  80.85% (2015) | 73.8% | 50% | 71.3% | -6.68% | -30.85% | -8.55% |
|  | 80.85% (2016) |  |  |  |  |  |  |
| Automotive Technology | 47.06 | 81.62% (2014)  80.85% (2015) | 75% | 77.6% | 84.6% | -6.62% | -3.25% | 3.75% |
|  |  | 80.85% (2016) |  |  |  |  |  |  |
| Automotive Collision & Repair | 47.06 | 81.48% (2014)  80.85% (2015)  80.85% (2016) | 89% | 78.6% | 55.6% | 7.52 | -2.25% | -25.25% |
| Business Administration | 52.02 | 81.48% (2014)  80.85% (2015) | 100% | \*NA | \*NA | 18.52% | -------- | -------- |
|  |  | 80.85% (2016) |  |  |  |  |  |  |
| Business Management | 52.02 | 81.48% (2014)  80.85% (2015) | 56.5% | 56.3% | 65.4% | -24.98% | -24.55% | -15.45% |
|  |  | 80.85% (2016) |  |  |  |  |  |  |
| Business Office Tech | 52.04 | 81.48% (2014)  80.85% (2015) | \*NA | \*NA | \*NA | -------- | -------- | -------- |
|  |  | 80.85% (2016) |  |  |  |  |  |  |
| Biotechnology | 26.12 | 81.48% (2014)  80.85% (2015) | \*NA | \*NA | \*NA | -------- | -------- | -------- |
|  |  | 80.85% (2016) |  |  |  |  |  |  |
| Certified Nursing Assistant | 51.39 | 81.48% (2014)  80.85% (2015) | 90% | 77.8% | 66.7% | 8.52% | -3.05% | -14.15% |
|  |  | 80.85% (2016) |  |  |  |  |  |  |
| Computer & Communications Tech. | 11.99 | 81.48% (2014)  80.85% (2015)  80.85% (2016) | 46.6% | 33.3% | 41.2% | -34.88% | -47.55% | -39.65% |
| Computer Information Systems | 11.09 | 81.48% (2014)  80.85% (2015)  80.85% (2016) | \*NA | \*NA | \*NA | ------- | -------- | -------- |
| Culinary Arts | 12.05 | 81.48% (2014)  80.85% (2015) | 66.1% | 55.1% | 54.2% | -15.38% | -25.75% | -26.65% |
|  |  | 80.85% (2016) |  |  |  |  |  |  |
| Digital Film Production | 50.06 | 81.48% (2014)  80.85% (2015) | \*NA | \*NA | \*NA | -------- | ------- | -------- |
|  |  | 80.85% (2016) |  |  |  |  |  |  |
| Early Childhood Education | 13.12 | 81.48% (2014)  80.85% (2015) | 80.7% | 72.4% | 68.8% | -.78% | -8.48% | -12.05% |
|  |  | 80.85% (2016) |  |  |  |  |  |  |
| Emergency Medical Services | 51.09 | 81.48% (2014)  80.85% (2015)  80.85% (2016) | \*NA | \*NA | \*NA | -------- | -------- | -------- |
| Health & Human Services | 51.00 | 81.48% (2014)  80.85% (2015)  80.85% (2016) | 70.37  % | 50% | 65.2% | -11.11% | -30.85% | -15.65% |
| Journalism | 09.04 | 81.48% (2014)  80.85% (2015) | \*NA | \*NA | 85.7% | -------- | -------- | 5.15% |
|  |  | 80.85% (2016) |  |  |  |  |  |  |
| Medical Assistant | 51.08 | 81.48% (2014)  80.85% (2015) | 67.9% | 73.9% | 65.2% | -13.58% | -6.95% | -15.65% |
|  |  | 80.85% (2016) |  |  |  |  |  |  |
| Nursing | 51.38 | 81.48% (2014)  80.85% (2015)  80.85% (2016) | 85.3% | 68.5% | 62.9% | 3.82 | -12.35% | -17.95% |
| Real Estate | 52.15 | 81.48% (2014)  80.85% (2015)  80.85% (2016) | \*NA | \*NA | \*NA | -------- | --------- | -------- |
| **Analysis of Data:** \*NA or Not Available means that there were less than10 students in the cohort. As a result of the small sample size, employment outcomes could not be disclosed for privacy reasons. | | | | | | | | |

## Specialized or Programmatic Accreditation

[insert response]

**Evidence**

|  |  |
| --- | --- |
| [INTR](https://www.contracosta.edu/about/mission-vision/) | Contra Costa College Mission + Vision |
|  |  |
| [INTR](https://www.contracosta.edu/wp-content/uploads/2017/07/CCC-Construction-Calendar-Fall-2017.pdf) | Contra Costa College Construction Calendar Fall 2017 |
| [INTR](https://www.contracosta.edu/quick-links/maps-parking/campus-map/) | Contra Costa College Campus Map |
| [INTR](https://www.contracosta.edu/about/accreditation/) | Contra Costa College Accreditation |
|  |  |
| INTR | Conta Costa College |
|  |  |
| [INTR](https://www.contracosta.edu/wp-content/uploads/2018/01/Contra-Costa-College_01_26_2018.pdf) | Contra Costa College 2018 ACCJC Affirmation of Meeting All Standards |
| [INTR](https://www.contracosta.edu/wp-content/uploads/2019/06/061119_CCC_LetsDoThis_DegreeChart.jpg) | Contra Costa College Degrees and Certificates |
|  |  |
|  |  |
| [INTR](https://www.labormarketinfo.edd.ca.gov/geography/contracosta-county.html) | State of California Employment Development Department |
| [INTR](https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/localAreaProfileQSResults.asp?selectedarea=Contra+Costa+County&selectedindex=7&menuChoice=localAreaPro&state=true&geogArea=0604000013&countyName=) | Labor Market Unemployment Rate |
| INTR | Contra Costa College 2017 ACCJC Midterm Report |
| [INTR](https://www.contracosta.ca.gov/5342/Demographics) | Contra Costa County, California Demographics Data |
|  |  |
| [INTR](https://www.census.gov/data-tools/demo/saipe/#/expandedTrend?map_geoSelector=aa_c&s_county=06013&s_measures=aa_snc&s_state=06) | Small Area Income and Poverty Estimate (SAIPE) |
| [INTR](https://www.labormarketinfo.edd.ca.gov/file/Census2017/contrdp2017.pdf) | Contra Costa County Selected Social Characteristics 2013-2017 |
|  |  |
| INTR | [Contra Costa College District Research and Planning](http://www.4cd.edu/research/default.aspx) |
|  |  |
|  |  |
| [INTR](https://cccgp.cccco.edu/About-Guided-Pathways) | California Community College Guided Pathways |
| [INTR](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Special-Populations/What-we-do/Student-Equity) | California Community College Student Equity |
| [INTR](https://assessment.cccco.edu/ab-705-implementation) | California Community College AB 705 Implementation |
| [INTR](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) | California Community College Student Centered Funding Formula |
| [INTR](https://www.contracosta.edu/wp-content/uploads/2017/03/CA-College-Promise-Application_Contra-Costa-College_2_3_17.pdf) | Contra Costa College Promise Application |
|  |  |
| [INTR](https://www.contracosta.edu/student-services/high-school-programs/middle-college-high-school/) | Contra Costa College Middle College High School |
| [INTR](https://www.contracosta.edu/student-services/high-school-programs/gateway-to-college/) | Contra Costa College Gateway to College |
|  |  |
|  |  |
|  |  |

# Organization of the Self-Evaluation Process

[insert response]

Institutional Self Evaluation Process Timeline

|  |  |  |
| --- | --- | --- |
| Date | Event | Action |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Contra Costa Accreditation Committee Members

|  |  |
| --- | --- |
| Core Team Members |  |
| Roles | Name |
| President |  |
| Accreditation Liaison Officer |  |
| Institutional Research |  |
| IT and Web Support |  |
| Administrative Support |  |
| Lead – Standard I |  |
| Lead – Standard II. A |  |
| Lead – Standard II. B/C |  |
| Lead – Standard III |  |
| Lead – Standard IV |  |
|  |  |

|  |  |
| --- | --- |
| Standard Team Members | Name |
|  |  |
| Standard I |  |
|  |  |
| Standard II. A |  |
|  |  |
| Standard II. B/C |  |
|  |  |
| Standard III |  |
|  |  |
| Standard IV |  |
|  |  |
|  |  |
|  |  |

# Organizational Information

Contra Costa College Management Structure

Contra Costa College

Office of the President

Direct Reports and Cabinet

Need Org Chart

Contra Costa College

Office of the Vice-President

Direct Reports and Cabinet

Need Org Chart

Contra Costa College

Library, Allied Health, Vocational Education

Direct Reports and Departments

Need Org Chart

Contra Costa College

Liberal Arts

Direct Reports and Departments

Need Org Chart

Contra Costa College

Natural, Social and Applied Sciences

Direct Reports and Departments

Need Org Chart

Contra Costa College

Student Services

Direct Reports and Departments

Need Org Chart

Contra Costa College

Business Services

Direct Reports and Departments

Need Org Chart

**District-College Functional Map**

**Delineation**

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

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

**REFERENCES**

FM.01 District and College Roles, Responsibilities, and Service Outcomes-

Functional Map.pdf

FM.02 District Office Dept. Unit Review Guide and Template Final September 2010.1.pdf

FM.02a District Office Dept. Unit Review Guide and Template Final September 2010.2.pdf

FM.02b District Office Dept. Unit Review Guide and Template Final September

2010.3.pdf

FM.03 District Office Planning Calendar v2.pdf

FM.04 October 22, 2013.pdf

Check the previous accreditation folder.

Contra Costa Community College District Roles, Responsibilities, and Service Outcomes Functional Map –

<http://www.4cd.edu/about/docs/District%20and%20College%20Roles,%20Responsibilities,%20and%20Service%20Outcomes.pdf>

# Certification of Continued Compliance with Eligibility Requirements

**Eligibility Requirement 1: Authority**

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

[Contra Costa College](http://www.4cd.edu/about/docs/Fingertip%20Facts.pdf) is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Contra Costa Community College District Governing Board since 1949, with [accreditation status](https://www.contracosta.edu/about/accreditation/) regularly renewed by the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges

**Eligibility Requirement 2: Operational Status**

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

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

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

Link to schedule and catalogs

**Eligibility Requirement 3: Degrees**

A substantial portion of the institution’s educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Enrollment by Category | 2014FA | 2015FA | 2016FA | 2017FA | 2018FA |
| All Coursework | 18,186 | 17,165 | 16,747 | 16,647 | 17,050 |
| Degree Applicable | 14,553 | 14,105 | 13,920 | 14,273 | 15,287 |
| Basic Skills | 2600 | 2162 | 2049 | 1650 | 1237 |

**Eligibility Requirement 4: Chief Executive Officer**

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

The chief executive officer of the College is appointed to his/her role as president by the Governing Board and has full-time responsibility to the institution. The Board delegates to the president the authority to administer Board policies for the College, as outlined in the *Rules and Regulations of the Governing Board* (D-7).

The president’s contract states the primary responsibility of the president as being “responsible to the Governing Board and the Chancellor for the supervision and development of all aspects of the educational programs and services of the College”

The Interim President Dr. Damon Bell was [appointed](http://www.4cd.edu/crpa/pressreleases/Dr.%20Damon%20A.%20Bell%20Selected%20as%20Contra%20Costa%20College%20Interim%20President.pdf) on November 13, 2019.

**Eligibility Requirement 5: Financial Accountability**

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

The Contra Costa Community College District undergoes and makes available annual financial audits for the District and the College conducted by externally contracted certified public accountants. The College also posts annual budget information for transparency. Budget reports are archived and accessible through the budget report [website](http://www.4cd.edu/business/budgetreports/Forms/AllItems.aspx), and budget [forums](http://www.4cd.edu/business/budgetforums/Forms/AllItems.aspx) are announced every April to inform the campus and district communities.

# Certification of Continued Institutional Compliance with Commission Policies

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

**Public Notification of an Evaluation Team Visit and Third Party Comment**

*Regulation citation: 602.23(b).*

Contra Costa College regularly sends announcements to campus constituencies of important events. Accreditation notices were sent regularly via email and opportunities for feedback on the accreditation self-evaluation report were provided. The college [accreditation website](https://www.contracosta.edu/about/accreditation/) also provides information about current and previous accreditation activities.

**Standards and Performance with Respect to Student Achievement**

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

[Provide very brief narrative and accompanying links to evidence. If applicable, cite and hyperlink to the standards in your report where more detailed narrative and additional evidence can be found.]

**Credits, Program Length, and Tuition**

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

*668.9.*

The courses or other educational experiences have identified student learning outcomes that students must meet at a defined level of performance to receive credit. All courses and programs at Contra Costa College must have student learning outcomes (SLO) on file. SLOs are included in the course outlines of record. All syllabi, which are submitted to division offices at the beginning of the semester, must also list the student learning outcomes.

When courses or programs are created or revised, the Curriculum and Instruction Committee reviews the SLOs and their connection to course objectives and content. Course level SLOs are in alignment with program level SLOs. New institutional student learning outcomes are being mapped to general education area requirements and individual courses. Program level student learning outcomes are listed under each program in Chapter 4 of the CCC Catalog.

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

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

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

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

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

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

**Transfer Policies**

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

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

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

**Distance Education and Correspondence Education**

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

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

* Collaborate with the District to implement the [2017-2022 Distance Education Strategic Plan](http://www.4cd.edu/ed/docs/Distance%20Education%20Strategic%20Plan%202017-2022.pdf),
* Contra Costa Community College District utilizes [CANVAS](http://www.4cd.edu/insite/Default.aspx) as it’s learning management system and provides training to faculty and staff on how to use and navigate the application and provides technical support to users.
* Contra Costa College provides [support](https://www.contracosta.edu/faculty-resources/distance-education-faculty-information/) and resources to faculty who are interested in adapting and offering their courses online.
* Contra Costa College tracks completion and student success in Online and Hybrid environment.

**Student Complaints**

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

Narrative on student grievance about grades and procedures (Page 19).

Policy, definition and procedure in making a Sexual Harassment complaint is also available and published on the catalog. (Page 10)

Who keeps the files and for how long?

**Institutional Disclosure and Advertising and Recruitment Materials**

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

[Provide very brief narrative and accompanying links to evidence. If applicable, cite and hyperlink to the standards in your report where more detailed narrative and additional evidence can be found.]

Educational programs and services offered shall be the primary emphasis of all advertisements, publications, promotional literature and recruitment activities, including electronic format.

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

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

Placement of Critical Information Regarding Contra Costa College

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

Recruitment of International Student

<https://www.nafsa.org/about-us/about-nafsa/nafsas-statement-ethical-principles>

**Title IV Compliance**

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

[Provide very brief narrative and accompanying links to evidence. If applicable, cite and hyperlink to the standards in your report where more detailed narrative and additional evidence can be found.]

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

Approved PPA, Loan Default, Program Review Information

|  |  |
| --- | --- |
| [INTRO](http://www.4cd.edu/crpa/pressreleases/Dr.%20Damon%20A.%20Bell%20Selected%20as%20Contra%20Costa%20College%20Interim%20President.pdf) | Contra Costa College Interim President Appointed |
| [INTRO](http://www.4cd.edu/about/docs/Fingertip%20Facts.pdf) | Contra Costa Community College District Facts |
| [INTRO](https://www.contracosta.edu/faculty-resources/distance-education-faculty-information/) | Contra Costa College Distance Education Faculty Information |
| [INTRO](https://www.contracosta.edu/classes/class-schedule/) | Contra Costa College Class Schedule and Catalogs |
| [INTRO](http://www.4cd.edu/ed/docs/Distance%20Education%20Strategic%20Plan%202017-2022.pdf) | Contra Costa Community College District 2017-2022 Distance Education Strategic Plan |
| [INTRO](http://www.4cd.edu/insite/Default.aspx) | Contra Costa College Web Portal Link- Insite |
| [INTRO](http://www.4cd.edu/about/docs/District%20and%20College%20Roles,%20Responsibilities,%20and%20Service%20Outcomes.pdf) | Contra Costa Community College District Roles, Responsibilities, and Service Outcomes Functional Map |

# Institutional Analysis

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

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

### Mission

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

**Evidence of Meeting the Standard**

Contra Costa College’s current mission appears in the homepage, schedule, catalogs and different publications:

**Mission**

Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education, since 1949.  The College equitably commits its resources using inclusive and integrated decision-making processes to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning.​

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

**Strategic Goals**

To fulfill its mission and to be consistent with its beliefs and values, Contra Costa College is committed to the following goals:

* Equitably Improve Student Access, Learning and Success
  + Create opportunities for thoughtful reflection that uses quantitative and qualitative data to improve student outcomes.
* Strengthen Community Relationships and Partnerships
  + Build pipelines that guide and prepare both K-12 students and the adult population for success in higher education and employment.
* Promote Innovation, Create a Culture of Continuous Improvement, and Enhance Institutional Effectiveness
  + Provide opportunities to enhance institutional effectiveness and opportunities for employees at all levels to continually gain new skills and knowledge, seek out effective practices, and share ideas with one another in order to continually enhance learning and improve student success.
* Effectively Optimize Resources to Support Student Learning and Success
  + Demonstrate sound judgement to effectively optimize the college’s human, physical, financial and organizational resources to better serve its students and community.

**Values**

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

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

**Institutional Student Learning Outcomes**

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

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

**Educational Purpose**

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

**Student Population Served**

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

**Degrees/Credentials**

Over 125 degrees and certificates offered at Contra Costa College is available to students in pursuit of quality education. Add breakdown of degrees and certificates

**Commitment to Student Learning and Achievement**

The College supports Student Learning and Achievement in its mission to “equitably commits its resources using inclusive and integrated decision-making processes to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning.” To further support this commitment, the Strategic Goals, Values, and Institutional Learning Outcomes also reflect how the college as a body of educators are focused on the experiences, learning, and success of students.

**Analysis and Evaluation**

Contra Costa College’s Mission describes its purpose, the community and students the college serves, the academic program available for career readiness or transfer, and its commitment to student learning and achievement. In addition, the mission also describes the college’s values and intended institutional learning outcomes.

Contra Costa College is currently reviewing its Strategic Plan which includes a review of its mission, vision, values and institutional outcomes. This participatory process is slated for completion by June 30, 2020 and adoption for 2020-2025.

**Evidence**

|  |  |
| --- | --- |
| [I.A.1-1](https://www.contracosta.edu/about/mission-vision/) | Contra Costa College Mission and Vision |
| I.A.1-2 | CCC Catalog [AY2019-2020 p.7-9] |
| I.A.1-3 | Board policy that states mission [need to get]  CCCCD Mission Statement: <http://www.4cd.edu/about/default.aspx> |
| I.A.1-4 | CEO message [need to get]  A Note From the President: <https://www.contracosta.edu/about/administration/> |
|  | College Plans: <https://www.contracosta.edu/about/college-plans/> |

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

**Evidence of Meeting the Standard**

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

* The California Community College Chancellor’s Office provides information on the a variety of metrics such as degree attainment, enrollment information, and impact on achievement gaps through the [Student Success Scorecard](https://scorecard.cccco.edu/scorecard.aspx).
* Data and result from various plans such as Integrated Plan, Equity Plan, SSSP Plan are also collected, evaluated and reported because their goals support the mission of the college for equitable and quality education.
* Program Reviews provide a throve of data and their implication to student learning. The report provides information on demand, efficiency, and effectiveness of programs and services.
* Assessment of SLO directly aligns with ILO assessment as demonstrated in the [SLO Assessment Flow Diagram](https://www.contracosta.edu/wp-content/uploads/2017/04/Screen-Shot-2017-04-21-at-11.09.44-AM.png).
* [Economic Impact Report](https://www.contracosta.edu/wp-content/uploads/2019/03/CCC_ZIP_1617_ExecSum_Final.pdf) completed in Fall 2018 also provides information on the college’s impact on the community and the return of investment that students, the taxpayers, the local economy, and the community as a whole benefit from Contra Costa College’s mission and purpose.
* The [State](https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics), District and College Institutional web pages publishes different data about enrollment, demographics, other completion data, and environmental scans.

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

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

**Analysis and Evaluation**

Several metrics collected, reviewed, and reported by the college directly support the evaluation of its mission. In addition, student learning outcome and program reviews directly assess the institutional learning outcomes. Developing strategies and practices in communicating results, impact, and clear assessment of the mission is a priority for Contra Costa College.

**Evidence**

|  |  |
| --- | --- |
| I.A.2-1 | District and college strategic plans |
| I.A.2-2 | 2018 Student Success Scorecard link on CCC webpage > CCC Completion Metrics  <https://scorecard.cccco.edu/scorecard.aspx> |
| I.A.2-3 | Equity Plan > CCC “College Plans” webpage |
| I.A.2-4 | Insite SQL and Reports Districtwide Reporting link |
| I.A.2-5 | Link to Tableau Dashboard – Joy is the owner has enrollment and student success dashboards - Mayra share link to example |
| I.A.2-6 | Program review data screen shots – [Mayra get WEPR example ] |
| I.A.2-7 | [Strategic plan environmental scan](http://www.4cd.edu/strategicplan/docs/EnvironmentalScanSummary.pdf) |
| [I.A.2-8](https://www.contracosta.edu/wp-content/uploads/2017/04/Screen-Shot-2017-04-21-at-11.09.44-AM.png) | Contra Costa College SLO Assessment Flow Diagram |
|  | <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics> |

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

**Evidence of Meeting the Standard**

Contra Costa College aligns its strategic plan with the District Strategic Plan and the State Chancellor’s Vision for Success as demonstrated by this Comprehensive Alignment of Goals [crosswalk](https://www.contracosta.edu/wp-content/uploads/2020/02/Comprehensive-Alignment-of-Goals-12132019-1.pdf). Besides the Strategic Plan, other plans not limited to the Academic Master Plan, Technology Plan, Equity and Integrated plans focus on initiatives that support and enable the institution to meet its goals towards student learning and achievement.

Subsequently, all student learning outcomes, programs learning outcomes, and units outcomes are aligned to the College’s mission and institutional learning outcomes. Periodic assessments of these program and unit outcomes are completed and along with other collected data, analysis is done to determine whether programs and units are meeting institutional goals. The review helps decision-making in setting program and unit priorities, planning, budgeting and allocation of resources. This continuous improvement process ensures that programs and units are aligned to and support the college in fulfilling its mission.

Need Institutional Effectiveness Model Visual

**Analysis and Evaluation**

The various goals from different plans on campus are aligned to their corresponding district priorities and ultimately to the state’s Vision for Success. Contra Costa College’s mission guides the direction of the campus, including discussions regarding resources and updates on the institutional learning outcomes.

**Evidence**

|  |  |
| --- | --- |
| I.A.3-1 |  |
| [I.A.3-2](https://www.contracosta.edu/wp-content/uploads/2020/02/Comprehensive-Alignment-of-Goals-12132019-1.pdf) | Contra Costa College Comprehensive Alignment of Goals |
| I.A.3-3 | Budget Allocation process (ask Budget Committee to gather this evidence) |
| I.A.3-4 | Budget Announcement |
| I.A.3-5 |  |
| I.A.3-6 | Annual Unit Plan |
| I.A.3-10 | Shared/Participatory Governance/Manual Updates? |

1. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

**Evidence of Meeting the Standard**

**Publication**

Contra Costa College publishes its mission in a variety of publications and locations. Primarily it is located on the “About” webpage that links information about the college such as its accreditation, plans, and [Mission + Vision](https://www.contracosta.edu/about/mission-vision/) links. The mission statement is also available in the catalog and class schedule. Any posters on campus?

**Review**

The College’s mission, along with the vision, values statement, and institutional learning

outcomes are reviewed every five years. The review is a campus-wide activity and every

participatory governance committee has an opportunity to review, provide feedback, and endorse. Contra Costa College is currently in the process of reviewing its mission as part of the 2020-2025 Strategic Plan development. The CCC College Council is responsible for the review of the strategic plan that prompts the review of the mission, vison, values statement, and institutional learning outcomes.

**Analysis and Evaluation**

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

**Evidence of Meeting the Standard**

|  |  |
| --- | --- |
| I.A.4-1 | CCC Catalog [AY2019-2020 p.8] |
| I.A.4-2 | Strategic Plan 2015-2020 (p.24) |
| I.A.4-3 | Student handbook [need to get evidence] |
| I.A.4-4 | Faculty handbook [need to get evidence] |
| I.A.4-5 | CCC Website [ About tab > mission + vision page] |
| I.A.4-6 | CCC Facebook page “About” tab |
| I.A.4-7 | Board minutes of approval [need to get evidence] |

**Conclusions on Standard I.A. Mission**

[insert response]

**Changes and Plans Arising out of Self Evaluation Process**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Change, Improvement and Innovation** | **College Lead(s) & Venues** | **Timeline** | **Outcome and Status** |
| 1.A.2 | Initiated discussion on student success metrics,  SCFF, Budget, SLO and PLO review data, and other data as they relate to the overall mission of the college. | Shared Governance Committees; Academic Disciplines, Academic Support Programs, and Student Services Units, and Public Forums | Spring 2020 -Ongoing | Analysis of campus performance and assessment of mission.  Develop timeline and process for communicating results. |

**Evidence List**

[insert list]

### Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

**Evidence of Meeting the Standard**

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

**Student Outcomes**

The CIC and SLO committees guide the crafting and deliberation about [SLO](https://www.contracosta.edu/wp-content/uploads/2020/02/Student-Learning-Outcomes-BContra-Costa-College.pdf)'s for each course and the PLO's for each program.  The Planning Committee, a subcommittee of the College Council, runs and reviews the [annual program review process](https://www.contracosta.edu/wp-content/uploads/2020/02/Online-Instructional-Program-Review-Instructions-updated-Fall-2017.pdf). The annual Program Review includes data reporting and reflection of the department/program performance towards equity and other success metrics. It also includes the assessment and evaluation of SLO's and PLO's.  Intended instructional improvements and changes in response to SLO data are documented in [these program reviews](https://www.contracosta.edu/wp-content/uploads/2020/02/Program-Review-Examples.pdf).  Yearly Unit Plans prepared by each program report progress on plans for continuous improvement and requests for resources that are supported by the goals and analysis from the program reviews.

The Content Review process is documented in [CIC minutes](https://www.contracosta.edu/wp-content/uploads/2020/02/CIC-Committee-Minutes.pdf) and ensures that course outlines are current.  The faculty evaluation process, negotiated into faculty contracts by the UF, provides evidence that academic quality remains high in terms of personnel.   CTE programs incorporate feedback from advisory boards and labor market data in curriculum design and program review processes.

**Student Achievement**

According to Administrative Policy [A1003.6](https://www.contracosta.edu/wp-content/uploads/2017/02/Colleges-Procedures-Handbook-2015.01.23.pdf), the College’s Student Success Committee’s (SSC) primarily responsibilities are:

* To incorporate the ideas proposed from the district achievement gap committee.
* To brainstorm strategies to help close the achievement gap.
* To develop strategies for spending the budgeted $40,000 given to CCC for this purpose.

Using the Student Success Committee to identify gaps and implement enrollment and student success strategies is an established practice. The committee’s organization and charge have evolved over time since its inception as the achievement gap ad hoc committee. The SSC’s charge has evolved overtime but has remained consistently about reviewing data, equity and achievement, and allocation. Due to changes in mandates and strategic focus, including the implementation of Student Equity and Achievement Program and funds, the SCC is reevaluating and updating its charge and direction.

**Student Equity**

Student Equity has been the focus of the State, District, and College. This is reflected in the State Chancellor’s Office Vision for Success, the Contra Costa Community College District [Mission and Vision](http://www.4cd.edu/about/default.aspx) and [Strategic Plan](http://www.4cd.edu/research/Strategic%20Planning/District%20Strategic%20Plan%202020-2025.pdf) for 2020-2015, and Contra Costa College’s [Mission, Vision, and Strategic Goals](https://www.contracosta.edu/about/mission-vision/). SEAP Plan

The Professional Development Committee organizes many activities focused on equity. The yearly [Pedagogy Conference](https://www.contracosta.edu/wp-content/uploads/2020/02/2019-Social-Justice-Pedagogy-Conference_summary-of-survey-results.pdf) is focused on equity practices in teaching for all faculty and the Equity Hour program is targeted towards Adjunct faculty and explores equity and student learning.  Equity Office developed a web series (email announcements), NCOR (Equity training embedded in Nexus faculty training. Instituted direct student support services such as the breakfast program to combat food insecurity, mental health services with JFK, transportation assistance, Open Educational Resources and Book Loans, and learning communities.

**Academic Quality**

Collegial discussions about academic quality happens within several committees. The Contra Costa College [Academic Senate Council](https://www.contracosta.edu/faculty-resources/academic-senate/) (ASC) is active in engaging the voice of the faculty and the collective faculty efforts to:

* Represent faculty concerns to the college management.
* Promote faculty resources.
* Increase faculty professionalism.
* Provide a means for faculty participation in furthering the purposes of the college.

The [College Instruction Committee](https://www.contracosta.edu/faculty-resources/cic/) (CIC) is a subcommittee of the ASC charged with reviewing course proposals, making recommendations for adoption of credit and non-credit curricula, and develop policies that impact curriculum. Proposing or revising course content include review of pre-requisites, learning outcomes, and course objectives to ensure that the academic integrity of the courses meet the college’s and state’s standards.

**Institutional Effectiveness**

Given the statewide changes to categorical funds such as Basic Skills, Equity and SSSP, and the move towards SEAP, the faculty, staff, and administration at Contra Costa College are focusing campus dialogues on determining the best path forward to achieve high student outcomes, close equity gaps, improve academic quality, ensure institutional effectiveness and continuous improvement of student learning and achievement. Next step is to fully implement the various strategies to deliver equity and completion goals.

**Student Review and Feedback**

Dean of Equity shared plans with ASU (need agenda)

**Analysis and Evaluation**

Contra Costa College follows processes and holds continuous dialogs that support continuous improvement of student learning and achievement.

* 1. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

**Evidence of Meeting the Standard**

Contra Costa Community College District Curriculum and Instruction Procedure [4008](http://www.4cd.edu/gb/policies-procedures/curriculum/CI4008.pdf) requires that Contra Costa College have a program review process to evaluate all departments on campus. This includes all academic and Career Technical Education (CTE) programs, the library, and all learning support services, student services and administrative units. As identified above, The CIC and SLO committees guide the crafting and assessment of SLO's for each course and for PLO's at the program level.  [Course outlines](http://docs.contracosta.edu/docs/committees/index.php?dir=Curriculum+Instruction+Committee+%28CIC%29%2FCourse+Outlines%2F) details objectives, student learning outcome, course content, and instructional method for review. The diagram below describes the continuous cycle of improvement of learning outcomes at Contra Costa.

Continuous Cycle of Improvement of Student Learning Outcomes

Need Continous Cycle of Assessing SLO

|  |  |
| --- | --- |
| Steps | Activity |
| Develop Student Learning Outcomes |  |
| Identify Objectives | Guided by the mission, vision, and goals of the college. |
| Create an Assessment Plan | Plan identifies strategies to assess specific outcomes and objectives. |
| College and Analyze Data | Departments deploy their assessment strategies including identifying a common outcome to evaluate during an assessment cycle. |
| Validate and Share Findings | Assessments are documented and reviewed by Validation Team. |
| Make Updates | Results are used to update SLO’s, provide evidence for resource requests, and support program reviews that lead to the assessment of Institutional Outcomes. |

CTE programs go through a more stringent process and complete a self-study every two years —a full program review with a SLOA Report every four years and a Program Review Update in the intervening 2-year period as documented in the [Program Review and Student Learning Outcomes Assessment Report Instruction and FAQ’s](https://www.contracosta.edu/wp-content/uploads/2017/11/Online-Instructional-Program-Review-Instructions-updated-Fall-2017.pdf).

**Analysis and Evaluation**

Contra Costa College follows its policy in developing and assessing learning outcomes for all instructional, academic support, and student services programs. Contra Costa College reports the learning outcome assessment results in its annual and midterm ACCJC reports.

**Evidence**

|  |  |
| --- | --- |
| [I.B.2-2](https://www.contracosta.edu/wp-content/uploads/2017/11/Online-Instructional-Program-Review-Instructions-updated-Fall-2017.pdf) | Contra Costa College Program Review and SLO Instruction and FAQ |
| [I.B.2-1](http://docs.contracosta.edu/docs/committees/index.php?dir=Curriculum+Instruction+Committee+%28CIC%29%2FCourse+http://docs.contracosta.edu/docs/committees/index.php?dir=Curriculum+Instruction+Committee+%28CIC%29%2FCourse+Outlines%2FOutlines%2F) | Contra Costa College Course Outlines |

* 1. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

**Evidence of Meeting the Standard**

Institutional-set standards are established by the college in alignment with the state’s [Vision for Success](https://vision.foundationccc.org/looking-ahead), and district goals. The College is responsible for developing baselines and aspirational goals and strategies to meet the standards. These standards include enrollment, degree and certificate completion, retention, and completion of college level math and English. Equity focused metrics are also included such as Pell Participation and closing the gap on achievement among priority target population.

Performance on the standards are reported in various ways: ACCJC Annual Report, [SEAP Plan Three-Year Goal](https://www.contracosta.edu/wp-content/uploads/2019/09/CCC_Student-Equity-Plan_Exec-Summary_2019-2022_Final-Submission_June-17-2019.pdf), MIS to the state to display on Student Success Scorecard and NOVA data analytics, as well as on Perkins Core Indicator Reports and Job Placement Data. Institutional-set standards also overlap with many of the metrics identified in the Student-Centered Formula Funding, SEAP Plan, and Perkins/Strong Workforce and are more streamlined to facilitate data gathering and analysis.

**Analysis and Evaluation**

**Evidence of Meeting the Standard**

|  |  |
| --- | --- |
| [I.B.3-2](C://Users/Jason%20Cifra/Google%20Drive/001%20Project%20Talino/CCC/Accreditation/Accreditation%20Draft/Accreditation%20Documents/Accreditation%202020/Standard%20I/Evidence%20I/2018%20ACCJC%20Annual%20Report.htm) | Contra Costa College 2018 ACCJC Annual Report |
| [I.B.3-3](https://www.contracosta.edu/wp-content/uploads/2019/09/CCC_Student-Equity-Plan_Exec-Summary_2019-2022_Final-Submission_June-17-2019.pdf) | Contra Costa College 2019-2022 Student Equity Plan Three Year Goal. |
| [I.B.3-1](https://vision.foundationccc.org/looking-ahead) | California Community College Vision for Success |
|  | Strategic Plan |
|  |  |

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

**Evidence of Meeting the Standard**

**Use of Data**

As described in Standard I.B.2, all Contra Costa College academic programs and service units assess clear and measurable outcomes. The evidenced-based design of assessing Student Learning, Program, and Administrative Unit Outcomes is grounded on the collection and analysis of data to evaluate to what extent those outcomes are met.

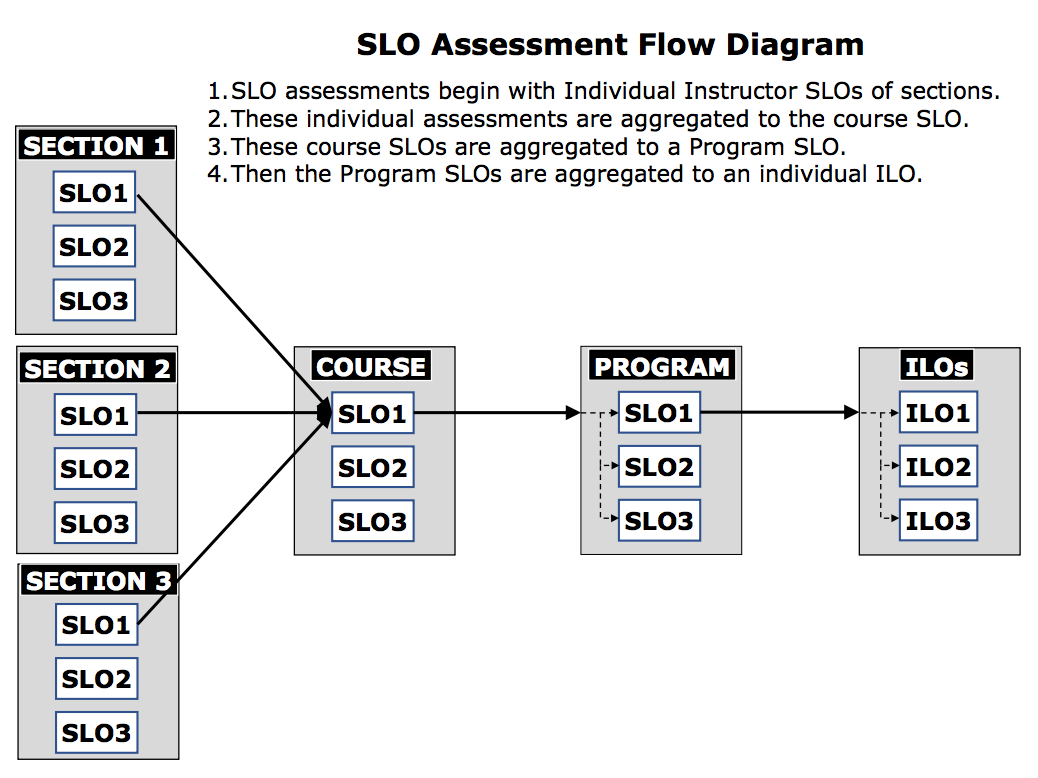
In the Program Review’s [Elements of the Process](https://www.contracosta.edu/faculty-resources/program-review/), the following steps detail how program review data and analysis are used on campus:

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

Furthermore, to assist faculty and staff in the assessing outcomes, Contra Costa is investing in eLumen – an integrated application platform for course and program management including assessment and program review, syllabus generator, and analytics and reporting to further assist faculty and programs assess, report, and utilize results in course and program improvement. The software is tentatively due for complete implementation in Fall 2020.

**Institutional Process**

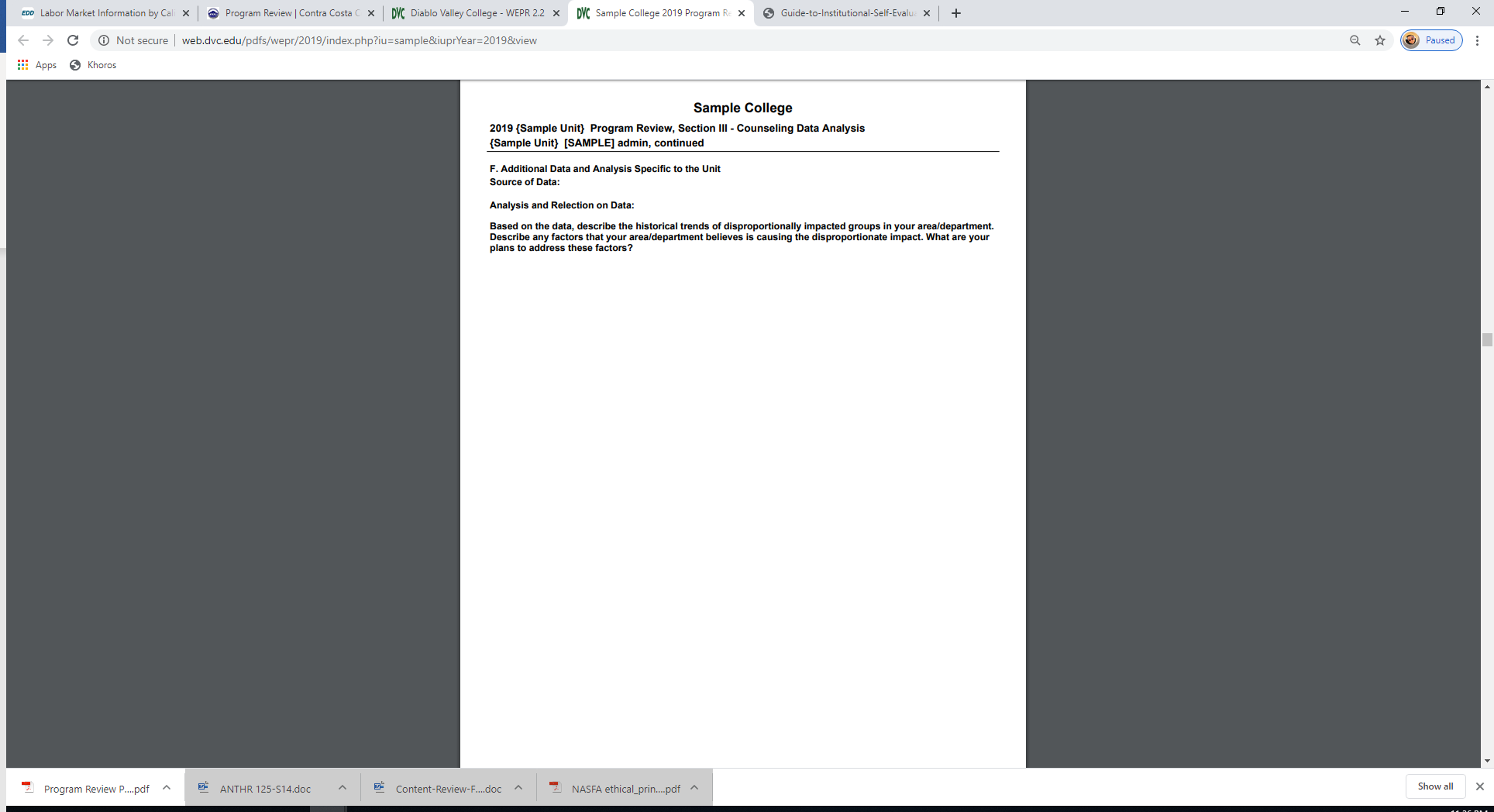
Student Learning Outcomes – [Assessment Diagram Flow](https://www.contracosta.edu/wp-content/uploads/2017/04/Screen-Shot-2017-04-21-at-11.09.44-AM.png) shows the process of evaluating SLO’s and the alignment of Course, Program, and Institutional Learning Outcomes. Administrative Unit Outcomes (AUO) are also used to measure the experiences, skills, and knowledge gained by students from non-instructional programs. AUO’s enable programs to assess their contribution to student success and effective operation of the college. According to the college’s Student Learning Outcomes website, “The SLO/AUO cycle engages faculty and staff in a process of setting clear, measurable outcomes, assessing the extent to which those outcomes are met, analyzing the results and designing interventions to improve the quality of our services.”



Program Review – Program Review’s [function, purpose, and components](https://www.contracosta.edu/faculty-resources/program-review/) best describe the value of program review to the college. First, program review ensures quality program through peer view and self-evaluation. Second, it encourages a culture of evidenced based assessment practice. Third, it ensures programs meet stated goals and support the overall institutional mission. Lastly, it promotes sharing and communication of successes and recommendations college-wide.

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

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



**Analysis and Evaluation**

Contra Costa College’s assessment of learning outcomes and programs informs course and programmatic changes that lead to greater success of students. The alignment of SLO’s to PLO’s to ILO’s ensures that college’s mission is the primary focus

**Evidence**

|  |  |
| --- | --- |
| [I.B.4-1](https://www.contracosta.edu/faculty-resources/program-review/) | Contra Costa College Program Review |
|  |  |
|  |  |

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

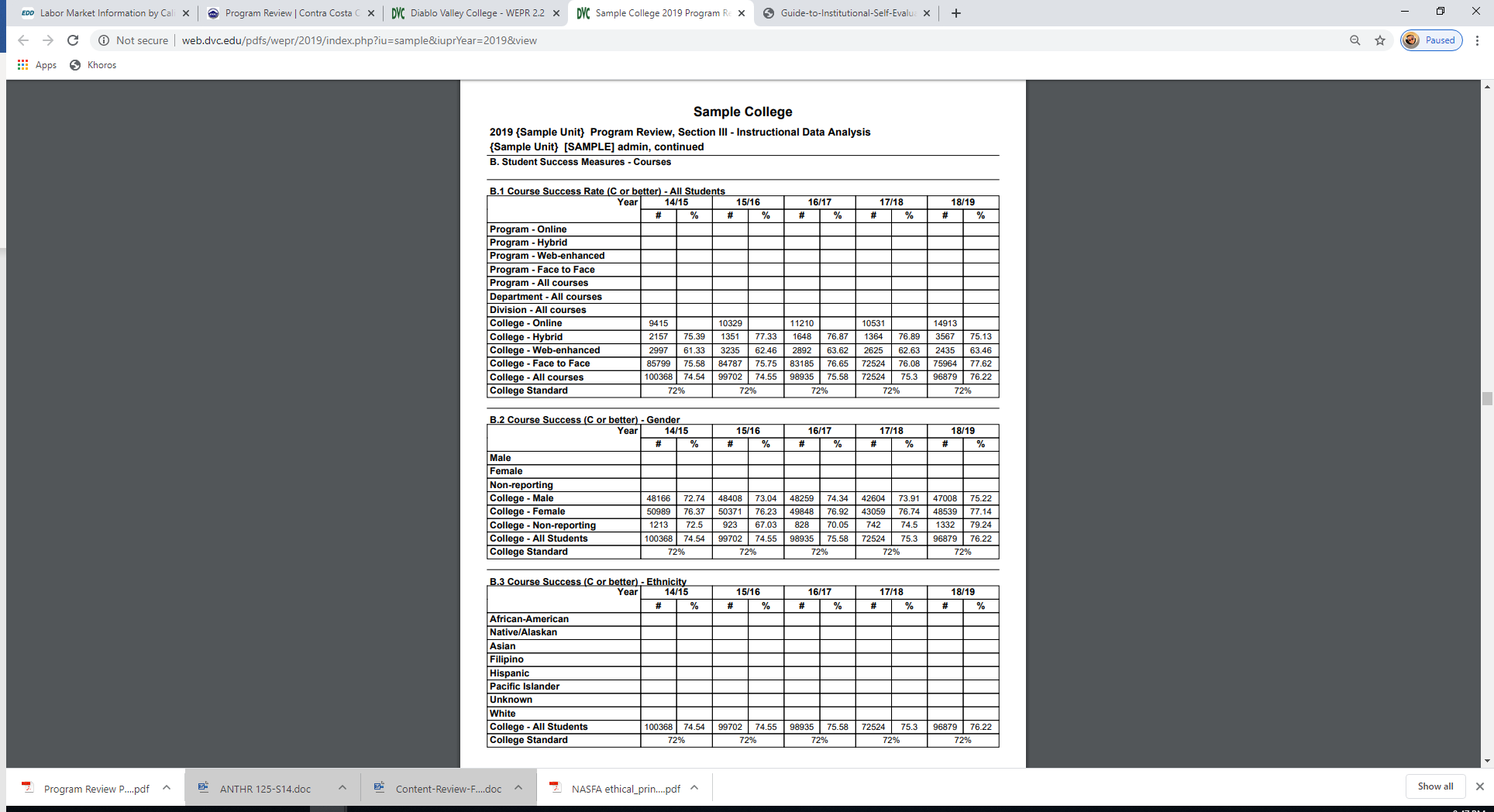
**Evidence of Meeting the Standard**

**Program Review**

The program review process, which centers data on student learning and achievement, is foundational to the effectiveness of the college. Accordingly, the program review process asks each unit to speak to how their work relates back to the campus’s overall goals and strategies. All college programs and units are also required to complete a comprehensive self-study evaluate their programs every 4 years. Career technical programs are required to complete their evaluation every two years. These program reviews are validated by a subgroup of the Planning Committee. Both commendations and recommendations are made for each unit that support programmatic implementation, continuous improvement, and innovation. An [online program review template](https://web.dvc.edu/wepr/) is being utilized to complete this process and a new template utilizing eLumen will be rolled out in Fall 2020.

As described in Standard I.B.3, Institutional-set standards are established by the college in alignment with the state’s [Vision for Success](https://vision.foundationccc.org/looking-ahead), and district goals. These standards include enrollment, degree and certificate completion, retention, and completion of college level math and English. Equity focused metrics are also included such as Pell Participation and closing the gap on achievement among priority minority population.

In short, various student data demographics, enrollment, financial needs, success and persistence, and completion are collected. Moreover, analyses of these metrics are also completed and disaggregated based on various factors like age, ethnic and racial background, socio-economic status, gender, delivery mode, and program type. Here’s a sample of what this reporting section looks like in Section III of the [sample online program review template](http://web.dvc.edu/pdfs/wepr/2019/index.php?iu=sample&iuprYear=2019&view) that reports course success rate of “C” or better by different teaching modality, gender of students, and ethnic background:



**Analysis and Evaluation**

Contra Costa College’s evaluation of learning outcomes and programs utilize data on student learning and achievement and leads to improvements and changes for continuous quality improvement.

**Evidence**

|  |  |
| --- | --- |
| [I.B.5-1](https://web.dvc.edu/wepr/) | Web Enabled Program Review Online Form |
| [I.B.5-2](http://web.dvc.edu/pdfs/wepr/2019/index.php?iu=sample&iuprYear=2019&view) | Sample Program Review Template |
|  |  |
|  |  |

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

**Evidence of Meeting the Standard**

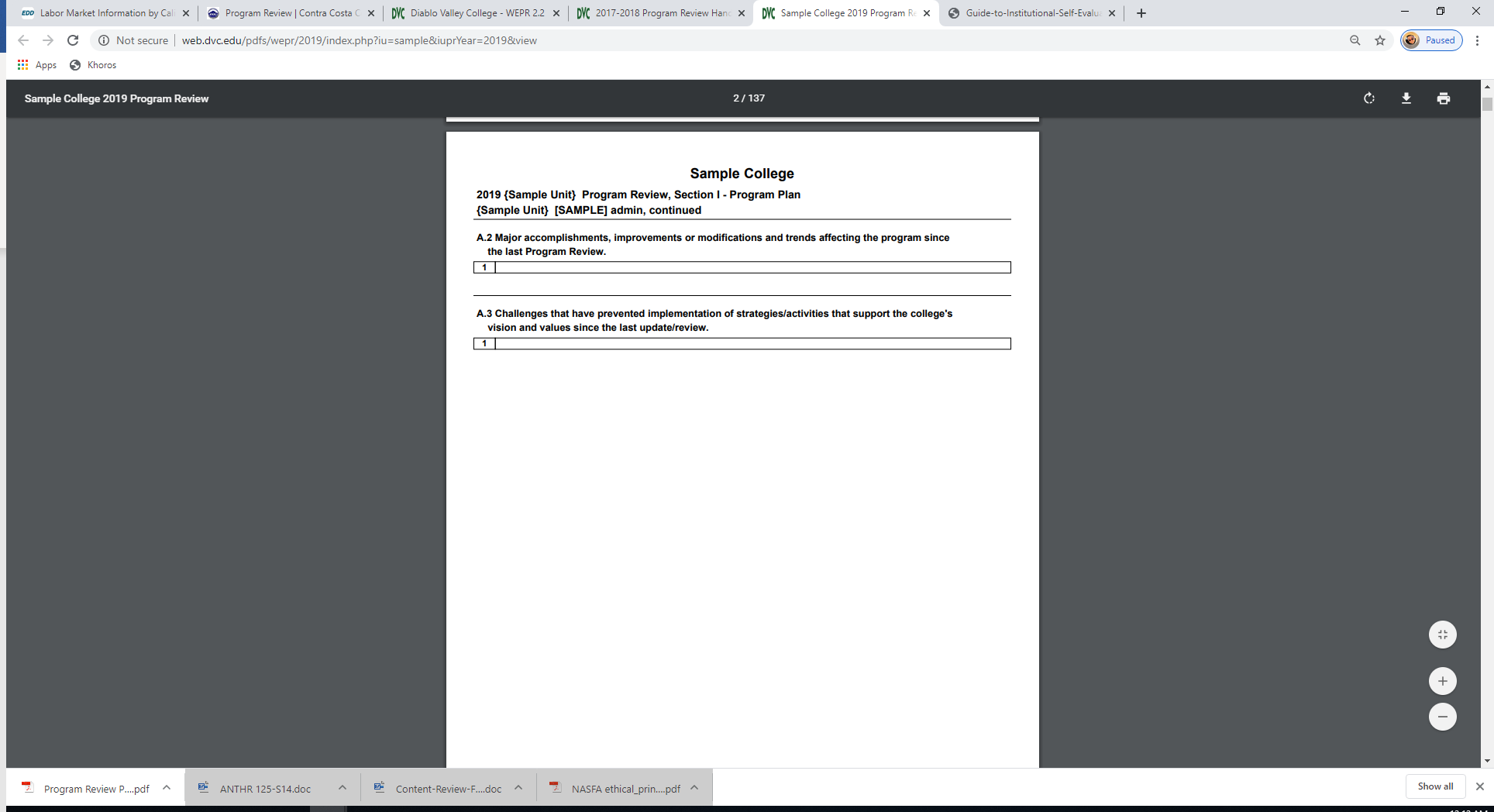
Learning outcomes and achievement data are disaggregated, as exemplified in Standard I.B.6, based on various factors like age, ethnic and racial background, socio-economic status, gender, delivery mode, and program type. These data points are aligned with the equity and success metrics in various college plans and College Scorecard, also described in Standard I.A.2.

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

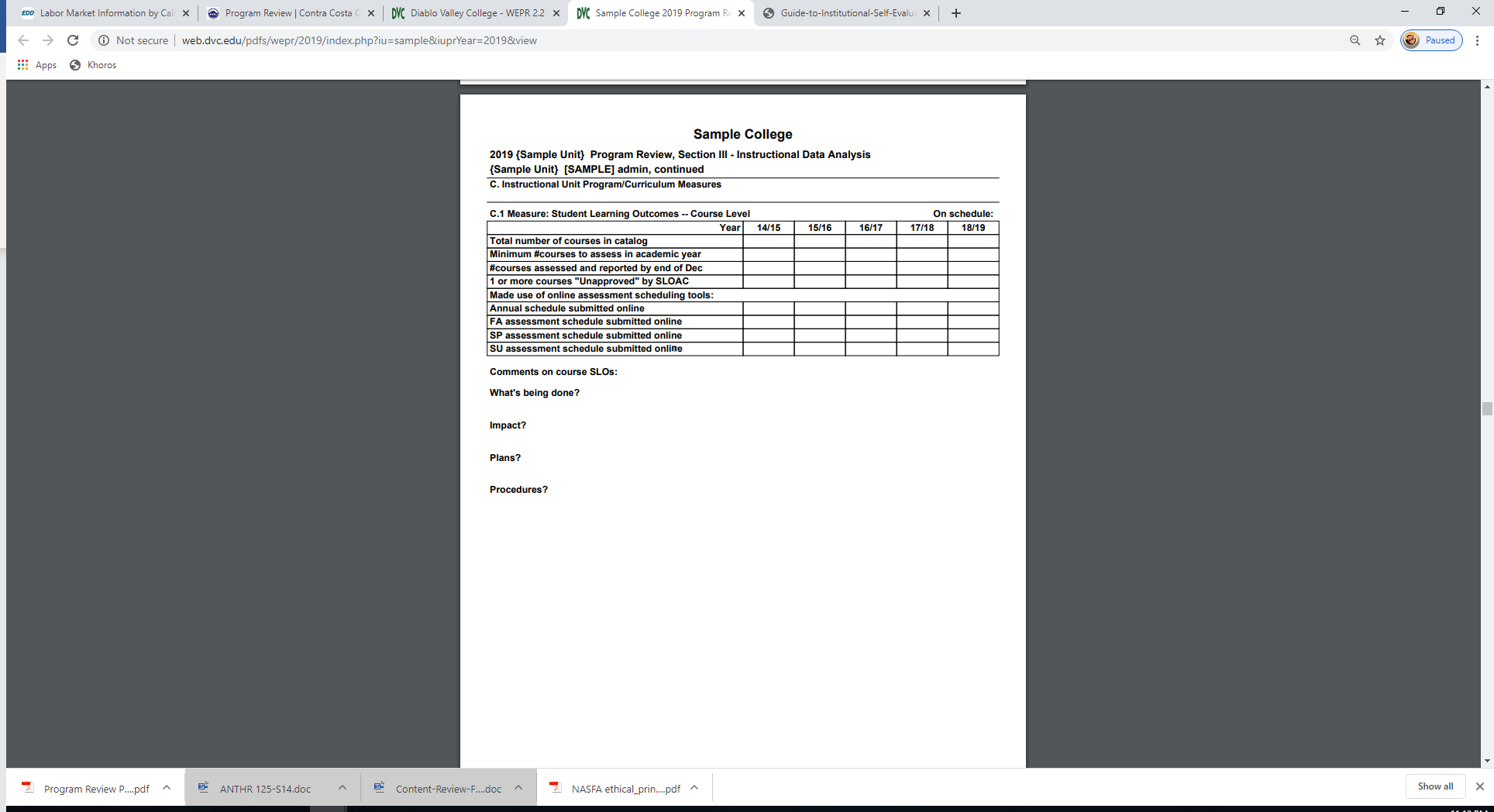
|  |  |
| --- | --- |
| General Funds | Personnel, facilities requests, equipment repair, items not allowed in grants. |
| Categorical: (Student Equity and Achievement, Strong Workforce, Perkins, etc.) | Personnel, supplies, equipment, and other grant specific allowable expense. |
| Bonds: (Different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

In Section I of the program review template, the assessment of outcomes and strategies are reported an analyzed. Strategies adopted by departments and units also include facilities, personnel, and other requests. Here are examples of the areas in the program review that documents reflection, strategizing, reporting of resource impact and ranked requests:

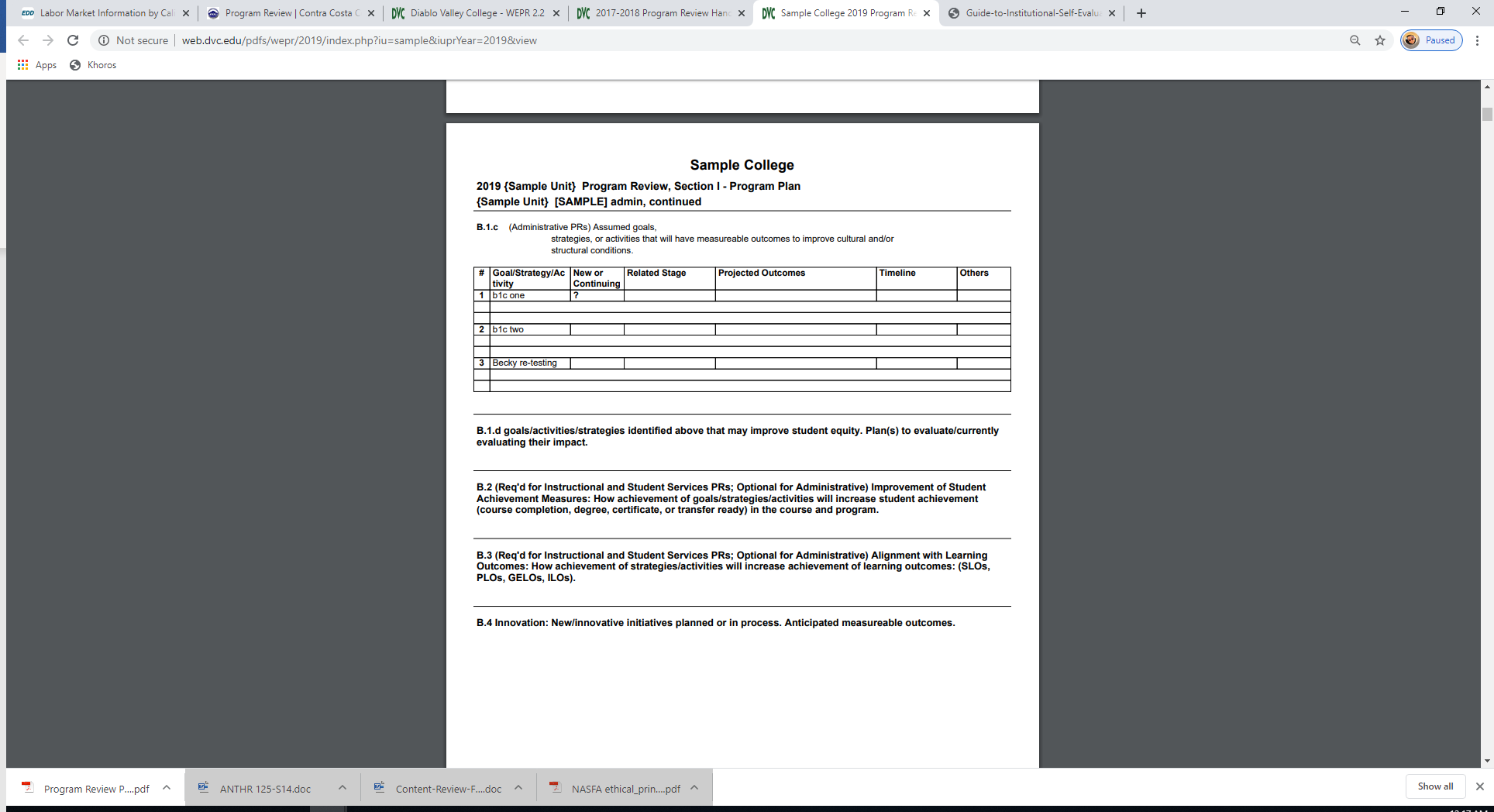
Reflection on Strengths and Challenges in the Implementation of Strategies and Activities:



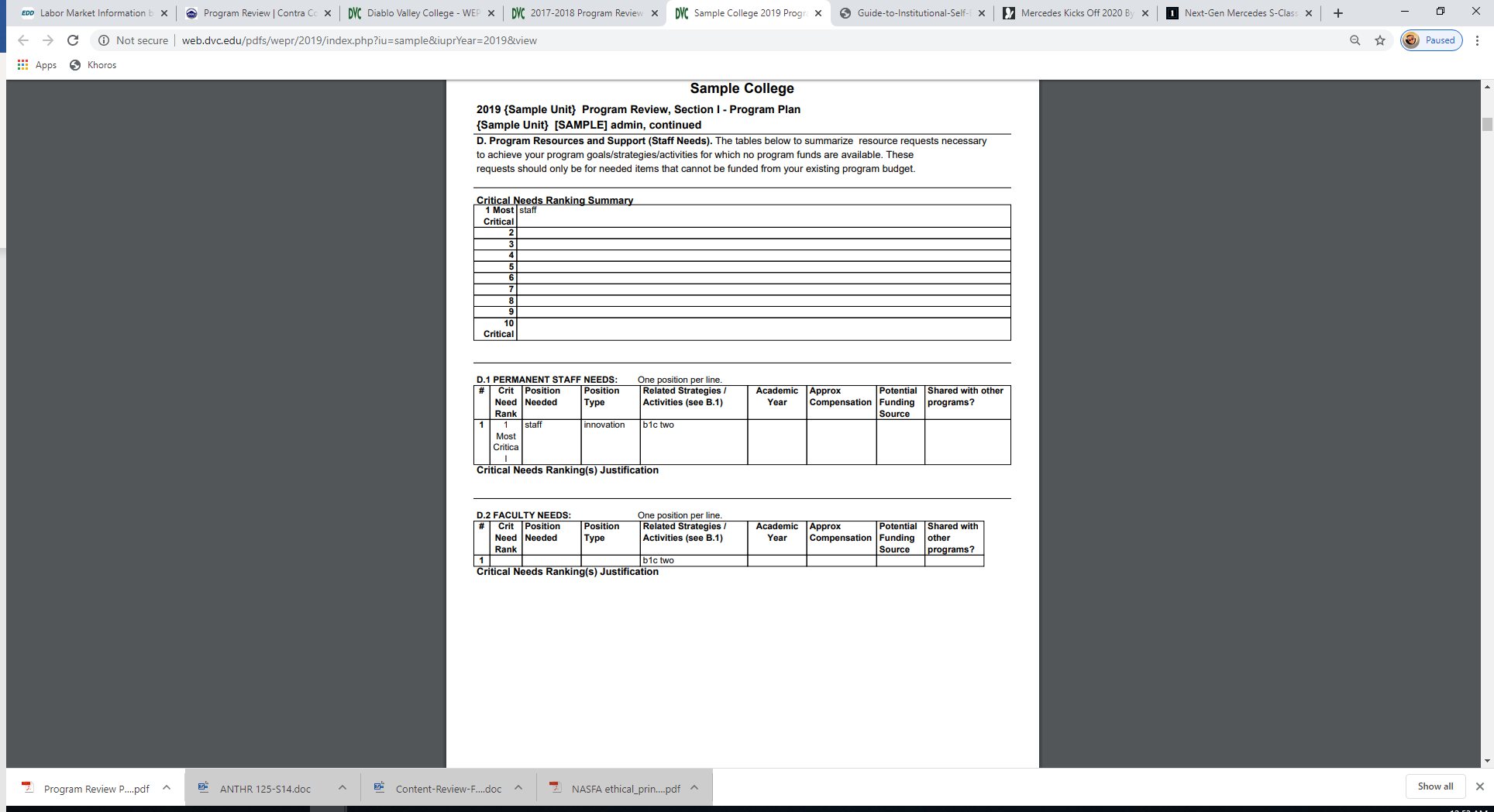
Reflection on SLO Assessment:



Reflection and Strategy Development.



Request for Program Resources and Support:



**Analysis and Evaluation**

Disaggregated data and analysis of learning outcomes for subpopulations of students lead to implementation of strategies and allocation of resources in support of the college’s mission for equitable learning. The college is dedicated to developing better mechanisms to evaluate and report efficacies of strategies.

**Evidence**

|  |  |
| --- | --- |
| I.B.6-1 |  |

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

**Evidence of Meeting the Standard**

Contra Costa College and the Contra Costa Community College District review and update policies and procedures as needed. However, the College recognizes that not all processes have updated policies in light of new initiatives and development and evaluations have not been formalized for all policies.

[District Governance Committee](http://www.4cd.edu/about/committees/dgc/docs/DGC%20Operational%20Guidelines.pdf)

Governance process review by the College Council, Academic and Classified Senates, and Associated Students of Contra Costa College. College Council is the primary committee charged with approving campus-wide policies and procedures, especially as they related to goals, resource allocation, and evaluation. Subcommittees such as [Curriculum Instruction Committee](https://www.contracosta.edu/faculty-resources/cic/) (CIC) is charged with examining and approving courses and programs at Contra Costa College, including developing policies concerning curriculum issues. Another campus committee charged with assisting in coordinating, supporting, planning, and monitoring institutional effectiveness is the [Planning Committee](https://www.contracosta.edu/event/planning-committee/).

Budget Committee

Student Success

**Analysis and Evaluation**

**Evidence**

|  |  |
| --- | --- |
| [I.B.7-](https://www.contracosta.edu/event/college-council-meeting-2/) | Contra Costa College College Council |
| [I.B.7-](https://www.contracosta.edu/faculty-resources/cic/) | Contra Costa College Curriculum Instruction Committee |
| [I.B.7-](https://www.contracosta.edu/event/planning-committee/) | Contra Costa College Planning Committee |

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

**Evidence of Meeting the Standard**

[insert response]

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| I.B.8- |  |
| I.B.8- |  |

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

**Evidence of Meeting the Standard**

There are many ways integrated planning occur at Contra Costa College. Integrated planning is critical in the development of performance metrics, assessing outcomes, discussion of results and resources, and strategic planning. This model from Contra Costa College’s Strategic Plan 2015-2020 best visualizes the integrated planning process for the college.

Need Integrated Planning Visual

Integrated planning is well demonstrated in College’s strategic planning process. Integrated planning is evident in the In Appreciation, Plan Development Chronology, and College Integrated Planning sections of the current 2015-2020 [Strategic Plan](https://www.contracosta.edu/wp-content/uploads/2017/02/Contra-Costa-College-Strategic-Plan-2015-2020-FINAL.pdf). These sections list the philosophy and process behind integrated planning at Contra Costa; the collective efforts and contribution of faculty, staff, and students; and the opportunities for feedback from campus constituencies. In addition, Contra Costa College is utilizing the Planning Committee, a sub-committee of the College Council charged to review and revise the Strategic Plan that will lead Contra Costa through 2025.

Another evidence of integrated planning at Contra Costa College is in the development of the [2017-19 Integrated Plan](https://www.contracosta.edu/wp-content/uploads/2018/01/1217-special-BU-CCC-Integrated-Plan-Executive-Summary.pdf) that aligned Basic Skills, Equity, and Student Success and Support Program activities, goals and funding. The goal of this plan to streamline the goals, initiatives and activities, as well as data gathering and funding to maximize the impact of the work of the college on equity and student success.

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

**Analysis and Evaluation**

**Evidence**

|  |  |
| --- | --- |
| [I.B.9-](https://www.contracosta.edu/wp-content/uploads/2017/02/Contra-Costa-College-Strategic-Plan-2015-2020-FINAL.pdf) | Contra Costa College 2015-2020 Strategic Plan |
| I.B.9- | Planning Committee updates on Strategic Plan progress |
|  | * + Final strategic plan update – STD4 evidence moved copy to STD1 |
| [I.B.9-](https://www.contracosta.edu/wp-content/uploads/2018/01/1217-special-BU-CCC-Integrated-Plan-Executive-Summary.pdf) | Contra Costa College 2017-19 Integrated Plan |

**Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness**

[insert response]

**Changes and Plans Arising out of Self Evaluation Process**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Change, Improvement and Innovation** | **College Lead(s) & Venues** | **Timeline** | **Outcome and Status** |
| I.B.6-1 | Update assessment tools and reporting processes to evaluate the efficacies of strategies identified in program review. | Shared Governance Committees; Academic Disciplines, Academic Support Programs, and Student Services Units, and Public Forums | Spring 2020 -Ongoing | Analysis and evaluation of strategies in program reviews to “close the loop”.  Develop timeline and process for communicating results. |

**Evidence List**

[insert list]

### Institutional Integrity

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

**Evidence of Meeting the Standard**

Contra Costa College strives to ensure the clarity, accuracy, and integrity of information provided to internal and external stakeholders by utilizing a systematic and inclusive process for generating, refining, and approving content in conjunction with regular review cycles. When necessary, a [Catalog Addendum](https://www.contracosta.edu/wp-content/uploads/2019/11/2019-20-Addendum-Final.pdf) is published to correct inaccuracies and/or to provide pertinent program updates.

**Mission Statement**

The current mission is published on the Contra Costa website and in the catalog (page 8). The [Contra Costa College Council](https://www.contracosta.edu/event/college-council-meeting-2/) is charged with review of mission, goals, and assessment. The mission is reviewed every five years.

**Learning Outcomes and Educational Programs**

Educational programs are published on the [web](https://www.contracosta.edu/classes/degrees-certificates/), in the [2019-2020 catalog](https://www.contracosta.edu/classes/class-schedule/) (pages 73-213), and various outreach materials. The Curriculum Instruction Committee oversees the revision and approval of programs. Educational programs are also reviewed regularly through program review process.

Learning outcomes for all program and course are reviewed by the Curriculum Instruction Committee as well and can be found on a variety of publication on the web and [catalog](https://www.contracosta.edu/classes/class-schedule/). Courses’ student learning outcomes are also distributed to students. Copies are available at academic deans and department offices. Learning outcomes are assessed and reviewed by program faculty and lecturers for currency and efficacy.

**Student Support Services**

An inventory of student support services is located on Contra Costa College [Student Services](https://www.contracosta.edu/student-services/) tab of the homepage, in the [2019-2020 catalog](https://www.contracosta.edu/classes/class-schedule/) (pages 21-54), and on various outreach publications. Student support services include a wide range of services including, but not limited to, services designed to help meet students’ basic needs, counseling, career services, and retention services. The Student Services webpage and catalog content is subject to the college’s website and catalog content review processes articulated earlier in this section. The Dean of Students and Dean of Enrollment Services share responsibility for ensuring that the web and catalog content, as well as all related marketing materials, are up-to-date and accurate.

**Accreditation**

Contra Costa College publishes its accreditation status and related reports on the [Accreditation webpage,](https://www.contracosta.edu/about/accreditation/) located on the college’s home page. The college’s accreditation status is also published in the Contra Costa College 2019-2020 Catalog (Page 8). The Accreditation Liaison Officer (ALO) is responsible for the accuracy and currency of the information.

**External Accreditation**

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| [I.C.9-](https://www.contracosta.edu/about/accreditation/) | Contra Costa College Homepage |
| [I.C.9-](https://www.contracosta.edu/classes/degrees-certificates/) | Contra Costa College Degrees + Certificates |
| [I.C.9-](https://www.contracosta.edu/student-services/) | Contra Costa College Student Services |

1. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

**Evidence of Meeting the Standard**

The catalog is published annually and is available to view or download on the College’s website and in hard copy form. The process of updating and publishing the catalog is a campus-wide task and responsibility. Faculty, staff and administrators to assure that information published in the catalog is the most current and accurate. Department/division chairs, unit managers, and program coordinators are responsible for checking the catalog for accuracy and currency, paying attention to areas under their purview. As noted in Standard I.C.1, a [Catalog Addendum](https://www.contracosta.edu/wp-content/uploads/2019/11/2019-20-Addendum-Final.pdf) is published to correct inaccuracies and/or to provide pertinent program updates.

Here are the required sections of the catalog:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ACCJC Catalog Requirement Location in CCC 2019-20 Catalog   |  |  | | --- | --- | | **General Information** | Page | | Official Name, Address(es), Telephone Number(s), and Website Address of the Institution | 1 | | Educational Mission | 8 | | Representation of accredited status with ACCJC and Board of Nursing | 8 | | Course, Program, and Degree Offerings | 21-22; 73-213 | | Student Learning Outcomes for Programs and Degrees | 73-213 | | Academic Calendar and Program Length | 4, \_\_\_\_\_\_ | | Academic Freedom Statement | 8 | | Available Student Financial Aid | 31, 33 | | Available Learning Resources |  | | Names and Degrees of Administrators and Faculty | 216-218 | | Names of Governing Board Members | 4 | |  |  | | **Requirements** |  | | Admissions |  | | Student Tuition, Fees, and Other Financial Obligations | 11; 30-34 | | Degrees, Certificates, Graduation and Transfer | 22, 37, 48, 52, 57-59; 62-69 | |  |  | | **Policies Affecting Students** |  | | Academic Regulations, including Academic Honesty | 11-12; 19; 34-35 | | Nondiscrimination | 9 | | Acceptance and Transfer of Credits | 60-65 | | Transcripts | 31-32 | | Grievance and Complaint Procedures | 19-20 | | Sexual Harassment | 10 | | Refund of Fees | 33-34 | |

**Analysis and Evaluation**

**Evidence**

|  |  |
| --- | --- |
| [I.C.2-1](https://www.contracosta.edu/wp-content/uploads/2019/06/ContraCostaCollege2019-2020Catalog.pdf) | Contra Costa College Catalog |
| [I.C.2-2](https://www.contracosta.edu/classes/class-schedule/) | Contra Costa College Catalog Homepage |
| [I.C.2-2](https://www.contracosta.edu/wp-content/uploads/2019/11/2019-20-Addendum-Final.pdf) | Contra Costa College Catalog Addendum |

1. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

**Evidence of Meeting the Standard**

**Student Learning**

The [Student Learning Outcome](https://www.contracosta.edu/faculty-resources/student-learning-outcomes/) and [Program Review](https://www.contracosta.edu/faculty-resources/program-review/) websites document the process and results of assessments. The websites contain resources, rubrics, templates, and other information about outcomes and assessment. Publications and reports like Accreditation Annual and Midterm Reports also contain information about assessments of learning outcomes. Results are shared in departments, committees, and meetings.

**Student Achievement**

Contra Costa College collects and publishes a variety of student achievement data. As described in Standard I.A.2, here are examples of achievement data are collected are analyzed and how they are shared:

* The California Community College Chancellor’s Office provides information on the a variety of metrics such as degree attainment, enrollment information, and impact on achievement gaps through the [Student Success Scorecard](https://scorecard.cccco.edu/scorecard.aspx).
* Data and result from various plans such as Integrated Plan, Equity Plan, SSSP Plan are also collected, evaluated and reported because their goals support the mission of the college for equitable and quality education. These results are published in NOVA.
* The [District](http://www.4cd.edu/research/default.aspx) and College Institutional Research web pages publishes different data about enrollment, demographics, other completion data, and environmental scans.

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

**ADD Student Placement Data**

**Analysis and Evaluation**

[insert response]

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

**Evidence of Meeting the Standard**

A comprehensive list of degrees and certificates that Contra Costa College is available through the [website](https://www.contracosta.edu/classes/degrees-certificates/), printed catalog (pages 73-213), and different publications used for outreach.

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

**Analysis and Evaluation**

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

**Evidence**

|  |  |
| --- | --- |
| [I.C.4-](https://www.contracosta.edu/classes/class-schedule/) | Contra Costa College Catalog |
| I.C.4- |  |
| I.C.4- |  |
|  | Impacted publications: CCC Procedure Handbook, Catalog descriptions, CTE booklet, program booklets, possible careers section on program pages, Student Success marketing materials, etc. |

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

**Evidence of Meeting the Standard**

Contra Costa College is part of a three-campus district cluster. Contra Costa College operates under Board, Administrative, District and College Policies. The District Governance Committee is charged with

Personnel like President, VP, Deans, and other managers are responsible for oversite and in assisting the consistency and accuracy of messaging. Specifically, Campus Director of Communications and Community Relations..

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| I.C.5- | Contra Costa Community College District – District Governance Committe |
| [I.C.5-](http://www.4cd.edu/hr/recruitment/class_specs/Director%20of%20Communications%20and%20Community%20Relations.pdf) | Contra Costa College District Director of Communications and Community Relations |

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

**Evidence of Meeting the Standard**

Contra Costa College publishes the total cost of education, including the cost of tuition and fees on its [Fees + Tuition](https://www.contracosta.edu/admissions/fees-tuition/) website, in the printed 2019-20 Catalog (page 30-31), and in the printed course schedules. Textbooks and related supplies are available through the [bookstore](https://www.contracostabooks.com/). [Gainful Employment](https://www.contracosta.edu/classes/degrees-certificates/gainful-employment/) information also includes the anticipated cost of completing Career Education courses. Lastly, Financial Aid publishes the [Student Cost of Attendance Budget](file:///C:\Users\jcifra\Google%20Drive%20(jason.cifra@gmail.com)\001%20Project%20Talino\CCC\Accreditation\Accreditation%20Draft\Standards%20Drafts\Student%20Cost%20of%20Attendance%20Budget).

**Analysis and Evaluation**

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

**Evidence**

|  |  |
| --- | --- |
| [I.C.6-](https://www.contracosta.edu/admissions/fees-tuition/) | Contra Costa College Fees + Tuition |
| [I.C.6-](https://www.contracostabooks.com/) | Contra Costa College Bookstore |
| [I.C.6-](https://www.contracosta.edu/classes/degrees-certificates/gainful-employment/) | Contra Costa College Gainful Employment |
| [I.C.6-](file:///C:\Users\Jason%20Cifra\Google%20Drive\001%20Project%20Talino\CCC\Accreditation\Accreditation%20Draft\Standards%20Drafts\Student%20Cost%20of%20Attendance%20Budget) | Contra Costa College Student Cost of Attendance Budget |

1. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

**Evidence of Meeting the Standard**

The college’s commitment to upholding academic freedom and responsibility is codified in [Board Policy 2018](http://www.4cd.edu/gb/policies-procedures/board/BP2018.pdf) (I.C.7-1), which guards the “academic freedom of faculty, management and students to teach, study, conduct research, write and challenge viewpoints without undue restriction”. The College’s commitment to academic freedom is reiterated in the catalog (page 8), as well as in the CCC [Procedures Handbook](https://www.contracosta.edu/wp-content/uploads/2017/02/Colleges-Procedures-Handbook-2015.01.23.pdf) (B2100.0). In addition to insuring that members of the CCC community can learn and teach without risk of institutional censorship through Board Policy 2018, the Contra Costa Community College District Governing Board also calls all members of the District community to the “highest standards of conduct” in the Code of Ethics, [Board Policy 2056](http://www.4cd.edu/gb/policies-procedures/board/BP2056.pdf) (I.C.7-4). The District’s commitment to academic freedom for all constituency groups is undergirded by the responsibility to seek out fairness and equity in a community characterized by “respect, responsibility, fairness, and stewardship”.

**Analysis and Evaluation**

**Evidence**

|  |  |
| --- | --- |
| [I.C.7-](http://www.4cd.edu/gb/policies-procedures/board/BP2018.pdf) | Contra Costa College District Board Policy 2018 Academic Freedom |
| [I.C.7-](https://www.contracosta.edu/wp-content/uploads/2017/02/Colleges-Procedures-Handbook-2015.01.23.pdf) | Contra Costa College Procedures Handbook |
| [I.C.7-](http://www.4cd.edu/gb/policies-procedures/board/BP2056.pdf) | Contra Costa College District Board Policy 2056 Code of Ethics |

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

**Evidence of Meeting the Standard**

**Code of Ethics –** The employee Code of Ethical Behavior ([Human Resources Procedure 1040.08](http://www.4cd.edu/gb/policies-procedures/hr/H1040_08.pdf)) states that the conduct of District employees as public employees shall be “worthy of the respect and confidence of the community we serve.” The policy lists the expected employee behavior and also identifies behaviors that are not allowed and that could lead to disciplinary action, up to termination.

**Student Behavior –** [College Policies E5001 to E5001.8](https://www.contracosta.edu/wp-content/uploads/2017/02/Colleges-Procedures-Handbook-2015.01.23.pdf) in the College Procedures Handbook and on the Catalog details disciplinary actions related to disruptive behavior of students. The policies also detail important information defining grounds for disciplinary actions, types of consequences, procedures for suspension, and appeal process.

**Academic Honesty -** [College Policy C3015-C3015.1](https://www.contracosta.edu/wp-content/uploads/2017/02/Colleges-Procedures-Handbook-2015.01.23.pdf) in the College Procedures Handbook is the Academic Honesty Policy that defines behaviors that are considered dishonest and unethical and describes the expectation set forth by the college on learners and consequences of violating the Academic Honesty Policy.

**Student Authentication in Online Classes –** Students are required to log in to their student portal to enter Canvas. Faculty use a variety of tools to proctor tests and validate work including Proctorio, Uproctor, and Honorlock.

**Analysis and Evaluation**

**Evidence**

|  |  |
| --- | --- |
| [I.C.8-](https://www.contracosta.edu/wp-content/uploads/2017/02/Colleges-Procedures-Handbook-2015.01.23.pdf) | College Procedures Handbook |
| [I.C.8-](http://www.4cd.edu/gb/policies-procedures/hr/H1040_08.pdf) | Contra Costa College District Human Resources Procedure 1040.08 |

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

**Evidence of Meeting the Standard**

**Code of Ethics –** The employee Code of Ethical Behavior ([Human Resources Procedure 1040.08](http://www.4cd.edu/gb/policies-procedures/hr/H1040_08.pdf)) states that employees shall “Adhere to the principles of nondiscrimination and equality without regard to race, color, gender, sexual orientation, marital status, age, religion, or natural origin.”

**Academic Freedom –** [Board Policy 2018](http://www.4cd.edu/gb/policies-procedures/board/BP2018.pdf) on Academic Freedom is another policy, while guaranteeing faculty’s rights, addresses fair and objective behavior. Specifically, it states, “As persons of learning with institutional affiliations, they should remember that the public may judge their profession and institution by their statements. Hence, they should at all times be accurate, exercise appropriate restraint, show respect for the opinion of others…” Added to that, faculty should “make every effort to indicate that they are not expressing their institution's views.”

**Analysis and Evaluation**

The college has policies that encourages professionalism, supports academic freedom and codifies ethical behaviors.

**Evidence**

|  |  |
| --- | --- |
| [I.C.9-](http://www.4cd.edu/gb/policies-procedures/hr/H1040_08.pdf) | Contra Costa College District Human Resources Procedure 1040.08 |
| [I.C.9-](http://www.4cd.edu/gb/policies-procedures/board/BP2018.pdf) | Contra Costa Community College District Board Policy 2018 on Academic Freedom |

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

**Evidence of Meeting the Standard**

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

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

**Evidence of Meeting the Standard**

Contra Costa College does not operate in foreign locations.

1. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

**Evidence of Meeting the Standard**

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

Information about eligibility and archive of accreditation reports, correspondence and follow-up report can be found on the Contra Costa College [Accreditation website](https://www.contracosta.edu/about/accreditation/).

**Analysis and Evaluation**

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

**Evidence of Meeting the Standard**

|  |  |
| --- | --- |
| [I.B.12](https://www.contracosta.edu/about/accreditation/) | Contra Costa College Accreditation |

1. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

**Evidence of Meeting the Standard**

Contra Costa College demonstrates honestly and integrity in its relationships with external agencies, including compliance with regulations and statutes, by publishing all of its communication with external agencies such as ACCJC on the [accreditation website](https://www.contracosta.edu/about/accreditation/).

Additional accreditation information are…

**Analysis and Evaluation**

**Evidence of Meeting the Standard**

|  |  |
| --- | --- |
| [I.B.13-](https://www.contracosta.edu/about/accreditation/) | Contra Costa College Accreditation |
| I.B.13- | Additional program accreditation info. |

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

**Evidence of Meeting the Standard**

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

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

**Conclusions on Standard I.C. Institutional Integrity**

[insert response]

**Improvement Plan(s)**

[insert response if applicable]

**Evidence List**

[insert list]

## Standard II: Student Learning Programs and Support Services

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

### Instructional Programs

* 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

**Evidence of Meeting the Standard**

According to its [mission statement](https://www.contracosta.edu/about/mission-vision/), “Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education, since 1949. The College equitably commits its resources using inclusive and integrated decision-making processes to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning.”

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

As of fall 2019, CCC offers 22 associate degrees for transfer (AD-T's), which correspond to our program offerings, and have been developed in accordance with California state approved criteria. Contra Costa College also offer Career Education (CE) degrees and certificate to train students in highly valued careers. All degrees and certificates are listed in the college catalog. All degree-applicable courses articulate to other colleges and universities for [transfer](https://www.contracosta.edu/student-services/transfer/) or are designed to develop career skills and employment readiness.

Each program has a description on the [CCC website](https://www.contracosta.edu/classes/academic-departments/) providing the following information: (1) general description/overview of the field; (2) details on the outlook in terms of employment prospects and possible careers in the given field; (3) a general description of the program at CCC including the degree(s), certificate(s), courses offered within that area of study, and when available, external certification and licensure information. Here's are two examples to program information on the web for [Public Health Science AD-T](https://www.contracosta.edu/classes/academic-departments/public-health/) and [Automotive Collision Repair](https://www.contracosta.edu/classes/academic-departments/automotive-collision-repair/). The Program Student Learning Outcomes for this (and all) programs are listed in the [catalog](http://www.contracosta.edu/wp-content/uploads/2019/03/CCC-Catalog-2018-19-Final-1.pdf).

**Analysis and Evaluation**

Contra Costa College meets the standard. All of CCC’s programs are offered in fields of study consistent with the institution’s mission and vision. The college conforms to state requirements related to transfer focusing primarily on California state university systems. All CCC programs articulate possible career advancement and gainful employment opportunities related to the degrees and certificates obtained. The college will continue to explore the possibility of additional AD-T's and CE programs.

**Evidence**

|  |  |
| --- | --- |
|  | Contra Costa College Mission |
| [II.A.1-](https://www.contracosta.edu/student-services/transfer/) | Contra Costa College Transfer Services |
| [II.A.1-](https://www.contracosta.edu/classes/academic-departments/) | Contra Costa College Academic - Departments |
| [II.A.1-](https://www.contracosta.edu/classes/academic-departments/automotive-collision-repair/) | Contra Costa College Automotive Collision Repair Program |
| [II.A.1-](https://www.contracosta.edu/classes/academic-departments/public-health/) | Contra Costa College Public Health Program |
| [II.A.1-](http://www.contracosta.edu/wp-content/uploads/2019/03/CCC-Catalog-2018-19-Final-1.pdf) | Contra Costa College 2019-2020 Catalog. |
|  |  |

* 1. ***(Applicable to institutions with comprehensive reviews scheduled through Fall 2019.[[1]](#footnote-1))***Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

(***Applicable to institutions with comprehensive reviews scheduled after Fall 2019.******)*** Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

**Evidence of Meeting the Standard**

**Curriculum –** All college courses have been developed by faculty who meet minimum qualifications in relevant disciplines. For online course[, assistance and resources](https://www.contracosta.edu/faculty-resources/distance-education-faculty-information/) are provided to faculty to ensure that content and methods of instruction meet quality standards. All course outlines require faculty to include pre and co-requisites, measurable course objectives and student learning outcomes, and a description of course content that reflects the evolving educational needs of our students as well as academic and professional standards. Courses undergo content review every six years is conducted by full-time faculty to ensure currency and appropriateness. (Regularly review content review cycle – Lynette's list).

The [Content Review Form](https://www.contracosta.edu/faculty-resources/cic/) assists with content review; as well as, validation of pre- or co-requisites. The [CIC](https://www.contracosta.edu/faculty-resources/cic/) certifies each content review and course reviews and updates are noted in [committee minutes](http://docs.contracosta.edu/docs/committees/index.php?dir=Curriculum+Instruction+Committee+%28CIC%29%2FMINUTES%2F2019-20%2F). Methods of instruction are reviewed as part of the regular faculty evaluation process. Programs are reviewed on a two-year (CE programs) or four-year cycle. As part of the program review process, programs examine achievement and success data, and conduct analyses to determine areas for improvement.

Until Fall 2019, CurrIQunet to facilitate curriculum tracking and content updates. Beginning in Fall 2019, Contra Costa College began transitioning from CurricUNET to eLumen. To protect all CurrIQunet data, all course outlines are being stored on a college server until full eLumen integration is complete.

**Assessment**

**Program Review**

**Instructional Improvement**

**Analysis and Evaluation**

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

**Evidence**

|  |  |
| --- | --- |
| [II.A.2](https://www.contracosta.edu/faculty-resources/distance-education-faculty-information/)- | Contra Costa College Distance Education Faculty Information |
| [II.A.2-](https://www.contracosta.edu/faculty-resources/cic/) | Contra Costa College Content Review Form |
| [II.A.2-](https://www.contracosta.edu/faculty-resources/cic/) | Contra Costa College Curriculum Instruction Committee |
| [II.A.2-](http://docs.contracosta.edu/docs/committees/index.php?dir=Curriculum+Instruction+Committee+%28CIC%29%2FMINUTES%2F2019-20%2F) | Contra Costa College Curriculum Instruction Committee Minutes |
| 1. | Sample of Programs that demonstrate continuous cycle of review that utilized findings to improve or incorporate findings in their programming and review. |
| 2. | Update the SLO and Program Review website: program review documents, rubric, timelines, list etc.  \*https://www.contracosta.edu/faculty-resources/student-learning-outcomes/ \*https://www.contracosta.edu/faculty-resources/program-review/ |
| 3. | Good info for Online Course Development: <https://www.contracosta.edu/faculty-resources/distance-education-faculty-information/> |

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

**Evidence of Meeting the Standard**

[insert response]

**Analysis and Evaluation**

[insert response]

**Evidence**

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

**Evidence of Meeting the Standard**

Historically, CCC has offered pre-collegiate classes in such areas as English, Math, and English as a Second Language (ESL), as well as adaptive courses offered through our Disabled Students Programs and Services office. Pre-collegiate courses are developed by subject-matter experts with an eye towards skills development and approved through the college’s CIC processes.

A pre-requisite matrix is filled out (when needed) to show the correlation between skills developed in pre-collegiate classes and content of college-level classes. Pre-collegiate and college-level courses are clearly identified in the [catalog course descriptions](https://www.contracosta.edu/wp-content/uploads/2019/06/ContraCostaCollege2019-2020Catalog.pdf) (page 71, as non-degree (ND) or degree applicable. Students enrolled in these classes are supported through the Campus-Wide [Tutoring](https://www.contracosta.edu/classes/tutoring/tutoring-locations-hours/) program, which offers tutoring in a variety of modalities, including one-on-one tutoring, group study sessions, and Peer-Led, Team-Learning (PLTL) sessions.

With the advent of [AB 705](https://www.contracosta.edu/admissions/apply-now/math-english-placement-faqs/), Math and English Departments have created new courses to help students accelerate into college-level courses For students who would previously have placed into developmental English courses, ENGL1AX will allow them to complete their ENGL1A college-level requirement in a class with additional support provided. Similarly, the Math Department has created a set of one-unit support classes to be linked to sections of Intermediate Algebra, Statistics, and Pre-calculus. Students have the option of either self-reporting or guided self-placement for Math and/or English when enrolling. The ESL Department offers six levels of classes in four skill areas to support language learners. This department is also working on AB705 implementation, primarily through the creation of non-credit course options for lower-level English speakers.. (<https://www.contracosta.edu/admissions/apply-now/placement/>)

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| II.A.4- |  |
| II.A.4- |  |
| II.A.4- |  |
| II.A.4- |  |

* 1. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

**Evidence of Meeting the Standard**

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

* [Degree types](https://www.contracosta.edu/classes/type-degree-right/) have specific requirements and definition. For example, Associate degrees must be at least 60 semester credits. It also must contain a minimum number of general education requirement credits, and a minimum number of program specific requirements to ensure breadth, depth, and rigor.
* [The Standards of Scholarship](http://www.4cd.edu/gb/policies-procedures/curriculum/CI4001.pdf) defines the ratio of credit to hours, credit by examination, non-credit course grading option, grading symbol, grade point average calculation, appeals and dismissal, and course repetition.
* Course Prerequisites, corequisites, and course content review are standardized in [Curriculum and Instruction Procedure 4014](http://www.4cd.edu/gb/policies-procedures/curriculum/CI4014.pdf). The procedure includes definition of requisites, limitation of its usage, challenges, and course content review for appropriateness and alignment to skills required in the program.
* [Graduation Policies and Procedures](https://www.contracosta.edu/admissions/admissions-records-help-center/graduation-policies-procedures/) describe number of credits required, the program requirements and course sequencing, grade point average, and other requirements for degree conferral.
* ADD CCSSE data even from previous years to show active learning and challenge.

**Analysis and Evaluation**

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

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

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

**Evidence**

|  |  |
| --- | --- |
| [2.A.5-1](https://www.contracosta.edu/classes/degrees-certificates/) | Contra Costa College Degree Type Definition |
| [2.A.5-2](http://www.4cd.edu/gb/policies-procedures/curriculum/CI4014.pdf) | Contra Costa College District Curriculum and Instruction Procedure 4014 |
| [2.A.5-3](http://www.4cd.edu/gb/policies-procedures/curriculum/CI4001.pdf) | Contra Costa College District Curriculum and Instruction Procedure 4001 |
| [2.A.5-4](https://www.contracosta.edu/admissions/admissions-records-help-center/graduation-policies-procedures/) | Contra Costa College Graduation Policies and Procedures |

* 1. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

**Evidence of Meeting the Standard**

The scheduling process at Contra Costa College is a collaborative effort involving the Office of Instruction, division deans, and department chairs. Department chairs generate an initial schedule, taking into consideration student demand as well as faculty preference. Over the last several years, the college has taken steps to diversify its schedule in response to student demand, increasing the number of hybrid and online sections, for example. The table below shows the change in course offering in the last few years.



Three other critical developments aim to ensure that students to complete their programs on time:

* First, through the establishment of a [Guided Pathways](https://www.contracosta.edu/faculty-resources/guided-pathways/) Steering Committee to implement Guided Pathways practices, Departments have begun to develop course-sequence and conceptualization of meta-majors.
* Second, guidelines on cancellation of classes are followed to maximize enrollment, while at the same time ensure that low-enrolled courses can be offered when they are needed for degree completion.
* Third, [Effective Fall 2018](https://www.contracosta.edu/event/new-calendar-schedule-info-session/) the college moved to a 16-week schedule featuring standardized scheduling blocks, assisting the college in creating a more efficient schedule for students as well as efficient use of college facilities. Additionally, the college offers short-term online intersession classes in both winter and pre-summer, annually

**Analysis and Evaluation**

Contra Costa College recognizes the changing needs of students and in the effort to ensure that students have the opportunity to graduate on time, the college has adopted Guided Pathways practices like program mapping, adopted scheduling guidelines, moved to 16-week semester model, and increased online offers.

**Evidence**

|  |  |
| --- | --- |
| 2.A.6- | Coursework by Delivery Table |
| [2.A.6-](https://www.contracosta.edu/faculty-resources/guided-pathways/) | Contra Costa College Guided Pathways |
| 2.A.6- | Scheduling Guideline |
| [2.A.6-](https://www.contracosta.edu/event/new-calendar-schedule-info-session/) | 16-Week Announcement and Forum |
| 1. | Program Maps? |
| 2. | Guided Pathways/workplan goals of sequencing requirements? |

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

**Evidence of Meeting the Standard**

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



**Teaching methodology –** Faculty are encouraged to utilize different teaching methodologies in order to accommodate students’ various learning styles. The faculty incorporate different teaching strategies that display an awareness of different learning styles and is one criterion of the faculty evaluation process as evident in the Classroom Observation and Self-Evaluation [Forms](http://uf4cd.org/evaluation-forms-and-procedures/pc-users-evaluation-forms).

**Services –** Contra Costa students have access to many services and programs to ensure all students can be successful. These services include programs like Library and Learning Resource Center for a variety of tutoring help for a variety of courses, Disability Services for on campus accommodations and assistance, and Counselors to assist with academic planning, career counseling, transfer guidance, and personal development. Services at Contra Costa can be found on the student services [website](https://www.contracosta.edu/student-services/) and [Campus Resource Guide](https://www.contracosta.edu/student-services/campus-resource-guide/).

**Learning Communities –** Contra Costa College provides enriching learning environments to students with similar interests and backgrounds in a cohort format. These [learning communities](https://www.contracosta.edu/classes/learning-communities/) build peer-to-peer relationship and mentors support learners through a selection of meaningful activities, field-trips, events, and coursework. One of the goals of all learning community is to increase the success of students who have been identified as underserved or high risk.

**Equity Initiatives – Write about activities prior to AB 705. Math and English activities: Math Jams, English pre-requisites, utilizing equity and BISOT. Multiple Measure.**

**Evidence**

|  |  |
| --- | --- |
| [2.A.7-](http://uf4cd.org/evaluation-forms-and-procedures/pc-users-evaluation-forms) | Contra Costa College Faculty Evaluation Forms |
| [2.A.7-](https://www.contracosta.edu/student-services/) | Contra Costa College Student Services |
| [2.A.7-](https://www.contracosta.edu/student-services/campus-resource-guide/) | Contra Costa College Campus Resource Guide |
| [2.A.7-](https://www.contracosta.edu/classes/learning-communities/) | Contra Costa College Learning Communities |
| 2.A.7- |  |
|  |  |
|  | **Great to be able to show or document success** |

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

**Evidence of Meeting the Standard**

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

* Incoming Nursing students at Contra Costa College are required to take the national Test of Essential Academic Skills (TEAS) exam, a product of Assessment Technologies Institute (ATI), which assesses the students’ knowledge of science, math, reading, and English and language use skills. A grant from the State of California requires that students pass the exam or be remediated for one year, at which time they may take the exam again. Once students pass the exam, they are allowed into the program. **Evidence**
* Contra Costa College’s ESL Department has a common midterm and final exam for writing courses. Instructors participate in a group scoring session for both the midterm and final exams, during which each exam is scored by 2 separate instructors, then there is a discussion of the scores to norm the scoring standards. All scores are re-checked and, if the scores are more than one number apart, a third instructor is brought in. All students’ names are hidden to reduce bias. **Evidence**
* The College’s Chemistry Department uses common exams to assess SLOs in all courses, and these exams are administered to every section every semester. Most classes use exams created by the American Chemical Society, and instructors are able to compare averages to the national average and between sections of the same course taught by different instructors.
* The College’s English Department participated in a two-day summer institute when the remedial classes two- and three-levels below college-level were slated to be cancelled - Accelerated English Pathway: English 142B Course Redesign. Discussions of curriculum, best practices, challenges, and standards occurred during follow-up meetings with peer collaborators in FA17 and SP18. During these collaboration meetings, instructors engaged in evaluative norming sessions. Instructors also use a common rubric for the class that is one-below college-level (English 142B) and hope to develop a common rubric for our college-level classes, with and without extra support, as remedial classes are phased out. **USE English Rubric**

**Prior Learning (Credit by Exam, Articulations, and Portfolio Review)**

Contra Costa College allows students to earn credits through other means. Credit by Examinations enables students to earn credits based on their previous attainment of course competencies by taking an exam. Credit by Examination are available for select [courses](https://www.contracosta.edu/wp-content/uploads/2017/02/Credit-by-Examination-Courses-Allowed.pdf). The [Application for Credit Examination form](https://www.contracosta.edu/wp-content/uploads/2017/02/Application-for-Credit-by-Exam.pdf) details the requirement and procedure.

**Analysis and Evaluation**

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

**Evidence**

|  |  |
| --- | --- |
| 2.A.8- |  |
| 2.A.8- |  |
| 2.A.8- |  |
| [2.A.8-](https://www.contracosta.edu/wp-content/uploads/2017/02/Credit-by-Examination-Courses-Allowed.pdf) | Contra Costa College Credit by Examination Courses |
| [2.A.8-](https://www.contracosta.edu/wp-content/uploads/2017/02/Application-for-Credit-by-Exam.pdf) | Contra Costa College Application for Credit Examination |

* 1. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

**Evidence of Meeting the Standard**

Contra Costa College awards degrees and certificate based on students’ mastery of learning outcomes as reflected by their successful completion of courses. Passing grades in courses result in earning credits that are used to meet requirements for programs. Course credit, degrees, and certificates are aligned with district and college policies and follow generally accepted norms in higher education. In addition, as an institution that participates in Pell Grant and federal loan program, Contra Costa also aligns with the eligibility requirements listed on Federal Regulation 34 CFR parts [600](https://www.govinfo.gov/content/pkg/CFR-2019-title34-vol3/xml/CFR-2019-title34-vol3-part600.xml) and [602](https://www.govinfo.gov/content/pkg/CFR-2019-title34-vol3/xml/CFR-2019-title34-vol3-part601.xml).

As mentioned in Standard II.A.5, Contra Costa College’s graduation requirements are defined and regulated by policies and are similar to other community colleges:

* [Degree types](https://www.contracosta.edu/classes/type-degree-right/) have specific requirements and definition. For example, Associate degrees must be at least 60 semester credits. It also must contain a minimum number of general education requirement credits, and a minimum number of program specific requirements to ensure breadth, depth, and rigor.
* [The Standards of Scholarship](http://www.4cd.edu/gb/policies-procedures/curriculum/CI4001.pdf) defines the ratio of credit to hours, credit by examination, non-credit course grading option, grading symbol, grade point average calculation, appeals and dismissal, and course repetition.
* [Graduation Policies and Procedures](https://www.contracosta.edu/admissions/admissions-records-help-center/graduation-policies-procedures/) describe number of credits required, the program requirements and course sequencing, grade point average, and other requirements for degree conferral.

**Analysis and Evaluation**

Contra Costa College follows accepted practices in awarding of course credit and, ultimately, degrees and certificates. All courses have SLOs that have been developed by discipline faculty and that are based on mastery of course content. Demonstrated mastery of course content is assessed through various mechanisms, including exams, writing assignments, and lab projects.

**Evidence**

|  |  |
| --- | --- |
| II.A.9- |  |
| II.A.9- |  |
| II.A.9- |  |
| II.A.9- |  |
| 3. | Board Policy CI4001 (Link/PDF) |
| 4. | Policy on seat time? District-wide?  Unit of credit policy: <https://www.contracosta.edu/wp-content/uploads/2019/06/ContraCostaCollege2019-2020Catalog.pdf> page 71 |

* 1. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

**Evidence of Meeting the Standard**

**Transferring to Contra Costa College –** The College accepts transcripts and credits from institutions currently recognized by regional accrediting organizations as recognized by the US Department of Education. Contra Costa College Catalog (pg39).When a student is using course work from other institutions, a member of the Admissions & Records office evaluates the transfer coursework to ascertain transferability, and if questions arise, A&R consults discipline faculty. Policies in Standard II.A.9 govern how transer credits can be used to meet degree requirements. **Need more info on Transfer credit evaluation/Emailed Cathy Frost**

**Transferring from Contra Costa College –** Contra Costa College supports students transfer to California State University, University of California, California Independent Colleges and Universities, Historically Black Colleges and Universities and out-of-state public and private institutions. The [Transfer Services](https://www.contracosta.edu/student-services/transfer/) available to students interested in transferring include educational planning, college tours, workshops, assistance with application, and meeting with visiting college representatives. Transfer Services also maintain transfer [agreements](https://www.contracosta.edu/student-services/transfer/transfer-agreements-guarantees/) and [options](https://www.contracosta.edu/student-services/transfer/how-do-i-transfer-to/) with colleges and universities that Contra Costa College students transfer to. The state-wide [articulation website](http://www.assist.org) also provides students and counselors with transfer information to facilitate educational planning.

To further support student transfer of classes from and to other institutions, the College Articulation Officer, a 40% Counseling Faculty release position, attends regional articulation conferences yearly; as well as, completes the required UC/CSU program and course articulation update report to ensure a seamless articulation process for our student

**Analysis and Evaluation**

Contra Costa supports students who are transferring into the college and/or transferring to one of its partner institutions by ensuring sound articulation policies and procedures, services are available to students, and transfer articulation is current.

**Evidence of Meeting the Standard**

|  |  |
| --- | --- |
| II.A.10- |  |
| II.A.10- |  |
| II.A.10- |  |
| [II.A.10-](https://www.contracosta.edu/student-services/transfer/) | Contra Costa College Transfer Services |

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

**Evidence of Meeting the Standard**

All CCC programs have program level student learning outcomes (PLO’s), which are listed in the college catalog and online in the various [academic department sites](https://www.contracosta.edu/classes/academic-departments/). These PLO’s have been developed by discipline faculty to represent the skills and knowledge students will achieve by completion of the relevant course sequences. SLO’s and PLO’s are also aligned with Institutional Learning Outcomes.

Furthermore, all associate degree programs, whether for transfer or not, require students to complete a sequence of courses that give learners a depth and breadth of learning experiences. [Board Policy 4011](http://www.4cd.edu/gb/policies-procedures/board/BP4011.pdf) states that General Education component of curriculum developed at Contra Costa College is intended for learners to better “self-understanding and the ability to evaluate and appreciate the physical environment culture, and society in which one lives. General Education requirements include courses in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives, along with the specific requirements of each individual program

**Analysis and Evaluation**

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

**Evidence**

|  |  |
| --- | --- |
| II.A.11- | Alignment of SLO, PLO, to ILO |
| II.A.11- | Example demonstrating alignment with a couple of disciplines. |
| II.A.11- | Policy or statement on Institutional Learning Outcomes and assessment? (Breadth and Depth)  ILO should be reviewed by virtue of Program Review and SLO’s? |
| II.A.11- |  |
| [II.A.11-](http://www.4cd.edu/gb/policies-procedures/board/BP4011.pdf) | Contra Costa College District Board Policy 4011 |

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

**Evidence of Meeting the Standard**

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

A. Natural Sciences

B. Social and Behavioral Science

C. Humanities

D. Language and Rationality Courses. Such courses include:

(i) English Composition Courses fulfilling the written composition requirement

shall be designed to include both expository and argumentative writing.

(ii) Communication and Analytical Thinking Courses fulfilling the

communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

Similarly, transfer degrees follow a required set of general education courses, depending on the transfer agreement. For example, the Intersegmental General Education Transfer Curriculum (IGETC) satisfies the lower-division general education requirements for any California State University (CSU) or University of California (UC) campus. However, students can also use a CSU Transfer specific General Education Pattern as well. These models can be found on the [catalog](file:///C:\Users\jcifra\Google%20Drive%20(jason.cifra@gmail.com)\001%20Project%20Talino\CCC\Accreditation\Accreditation%20Draft\Standards%20Drafts\contracosta.edu\wp-content\uploads\2019\06\ContraCostaCollege2019-2020Catalog.pdf) (Pages 66-70). Course that meet General Education for transfer goes through a formal approval processes facilitated and coordinated by at the state chancellor’s office [Transfer and Articulation Program](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Transfer-and-Articulation-Program).

**General Education Inclusion**

When faculty develop or revise a course, it goes through the Curriculum Instruction Committee for review and approval. Additionally, it goes through an articulation approval processes at the [state level](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Transfer-and-Articulation-Program) to ensure:

* Articulation to a General Education area.
* Consistency in course numbering.
* Transferability
* Inclusion into the Assist.org database.

**Analysis and Evaluation**

**Evidence**

|  |  |
| --- | --- |
|  |  |
| **II.A.12-** | **Contra Costa College Catalog** |
| [**II.A.12-**](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Transfer-and-Articulation-Program) | **California Community Colleges Transfer and Articulation Program.** |
|  |  |

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

**Evidence of Meeting the Standard**

Contra Costa College currently offers a rich variety of degrees and certificates that have focused study on one area of inquiry or discipline and key theories and practices appropriate for the certificate of achievement or associate degree level to give students the opportunity to learn and master key theories and competency of an area or disciplinary core. Each program on the [catalog](file://C:\Users\jcifra\Google%20Drive%20(jason.cifra@gmail.com)\001%20Project%20Talino\CCC\Accreditation\Accreditation%20Draft\Standards%20Drafts\Similarly,%20in%20our%20Automotive%20Department,%20classes%20are%20developed%20using%20industry%20standards.%20%20The%20department%20uses%20their%20Advisory%20Committee’s%20input%20and%20the%20already%20established%20standards%20of%20the%20Automotive%20Service%20Excellence%20(ASE)%20Educational%20Foundation%20which%20serves%20to%20link%20program%20standards%20to%20the%20industry.%20We%20are%20an%20ASE%20Educational%20Foundation%20certified%20program.%20%20The%20ASE%20also%20has%20specific%20requirements%20for%20majors%20in%20the%20Automotive%20field.%20%20When%20developing%20our%20major%20program,%20we%20created%20courses%20that%20met%20the%20standards%20of%20the%20ASE%20Education%20Foundation%20Certification.%20As%20a%20result,%20all%20of%20our%20classes%20follow%20and%20match%20their%20standards.) (page 63) list required core courses, grade requirement, and program learning outcome, demonstrating a clear focus on what students will be learning and level of mastery.

All degree programs and certificates are created by college faculty with careful consideration of competencies required for student success within each field of study. All Associate Degrees require a minimum of 18 units of study from within the discipline with a grade of “C” or better. Transfer degrees also adhere to the Course Identification [CID] requirements to ensure that students master the foundation necessary for their selected program as detailed in the IGETC or transfer agreements detailed in the [catalog](https://www.contracosta.edu/wp-content/uploads/2019/06/ContraCostaCollege2019-2020Catalog.pdf) (page 66-69).

Career Education (CE) follow a stringent process as well. CE programs work in collaboration with industry partners and/or accrediting agencies in determining appropriate course requirements for each program. These processes ensure that any student receiving a degree in a specific field has mastered the necessary competencies for said field. For example, in the Nursing/CNA Department, when developing new courses, standards are based on the requirements of the relevant regulatory bodies – The Board of Registered Nursing for the Nursing Program and The Department of Public Health for the CNA Program. Once courses are developed within the department, they are approved by the appropriate State regulatory body. Furthermore, the Nursing/CNA certificates and degrees are based on required courses designated by the Board of Registered Nursing.

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

**Analysis and Evaluation**

**Evidence**

|  |  |
| --- | --- |
|  |  |

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

**Evidence of Meeting the Standard**

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

CCC’s website maintains current information of external requirements and other factors related to career-technical degree and certificate programs and current information about employment opportunities. The website has a page specifically dedicated to career education, which features easily navigable links to all career-education programs.

Contra Costa College also report job placement and licensure information to ACCJC in annual and midterm reports. Aggregated data on Career and Technical education completers’ employment can also be found on the state’s LaunchBoard [Student Success Metrics website](https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx). The College also completed a survey follow up on 203 respondents to identify the impact of their training to their employment. The survey results show that completing Contra Costa College CTE courses and training lead to positive employment outcomes. Many students are working in the fields they trained for and are earning greater wages.

Review info on CE Advisory Committees.

**Analysis and Evaluation**

**Evidence**

|  |  |
| --- | --- |
| II.A.14- |  |
| II.A.14- | Contra Costa College Career & Technical Education Employment Outcomes Survey |
| [II.A.14-](https://www.contracosta.edu/career-education/) | Contra Costa College Career Education |
| [II.A.14-](https://www.contracosta.edu/about/accreditation/) | Contra Costa College Accreditation |
| [II.A.14-](https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx) | LaunchBoard Student Success Metrics |

**Analysis and Evaluation**

[insert response]

* 1. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

**Evidence of Meeting the Standard**

The college ensures enrolled students can complete their education in a timely manner as evidence by the College procedure manual and making proper updates in the college catalog. [E5005.5] In some cases, programmatic changes require immediate response due to change in state licensure. In such cases Program Leads seek opportunities for students to meet program and licensing requirements by utilizing other existing courses in substitution [Evidence added: sample blanket course sub form from MEDIC SP19].

**Analysis and Evaluation**

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

**Evidence of Meeting the Standard**

|  |  |
| --- | --- |
| II.A.15- |  |
| II.A.15- |  |

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

**Evidence of Meeting the Standard**

Contra Costa College courses, regardless of delivery methods and location, are evaluated on a regular cycle. As reported in Standard I.B.2, all courses have identified learning outcomes that are aligned with program level outcomes and both are assessed periodically and results are used to validate outcomes, revise outcomes, inform strategies for improvement, and support requests for resources.

Career Education programs also go through a self-study every two years, a full program review with SLOA Report every four years, and during the intervening two year period, a Program Review Update is also completed as documented in the the [Program Review and Student Learning Outcomes Assessment Report Instruction and FAQ’s](https://www.contracosta.edu/wp-content/uploads/2017/11/Online-Instructional-Program-Review-Instructions-updated-Fall-2017.pdf).

Additionally, all programs are expected to create an annual unit plan, in which they report on progress toward accomplishing the goals and recommendations identified in the program review (sample annual unit plan from EMT: <https://web.dvc.edu/wepr/forms/2018/summary.ccc.php>; sample unit plan from ESL: <https://web.dvc.edu/wepr/forms/2018/summary.ccc.php>). Instructional units are also required to conduct content review on all their course offerings. Courses are reviewed every six years, as departments conduct content reviews, which are then submitted to the CIC for approval. (Evidence: Master content-review schedule; CIC agendas).

The program review process requires departments to include a set of goals for the following cycle. Those goals are endorsed through the program review validation process. The program review validation team evaluates the effectiveness of the department vis-a-vis their stated goals. Changes and/or improvements are recommended through this body. [evidence: past program review recommendations]

This program review process is consistently followed for all college programs, regardless of the type of program. Instructional units are also required to conduct content review on all their course offerings. Courses are reviewed every six years, as departments conduct content reviews, which are then submitted to the CIC for approval. (Evidence: Master content-review schedule; CIC agendas).

The results of program evaluations are also used in institutional planning. The Budget Committee at Contra Costa College uses program reviews as a basis for funding considerations and as part of the continuous cycle of improvement. [Need evidence: budget committee minutes reflecting decisions linked to program reviews.]

**Analysis and Evaluation**

[insert response]

**Conclusions on Standard II.A. Instructional Programs**

[insert response]

**Improvement Plan(s)**

[insert response if applicable]

**Evidence List**

[insert list]

### Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

**Evidence of Meeting the Standard**

The college assesses the effectiveness of its own library and learning support services in terms of quantity, quality, depth and variety. Contra Costa College offers print and electronic sources, which are sufficient in quantity, depth, and variety to support our educational programs, regardless of location or means of delivery. Library resources as of June 30, 2017, include a reference and general collection of 54,905 volumes and an additional 51,705 e-books. In 2015-2016, the Library added 2,465 volumes to the collection and circulated 24,033 items. In 2016-2017, 2,654 volumes were added and 18,667 items circulated. The Library also subscribes to 63 print periodicals and 44 online databases (II.B.1-1, II.B.1-2, II.B.1-3, II.B.1-4, II.B.1-5). The Library also offers instruction for library uses which includes: Library Student 110, Library and Information Research Skills course, which is a one-unit transferrable course that introduces students to a variety of print and electronic sources as well as ferreting out credible sources online (II.B.1-7); six library research skills workshops offered once every semester (II.B.1-8, II.B.1-9); library orientations in the Library or in classrooms to meet the needs and assignments of individual classes (II.B.1-10); and one-on-one instruction with our reference desk librarians when the library is open.

The institution has established evaluation processes to determine it has sufficient depth and variety of library materials, including technology support, to meet the learning needs of its students. The Library takes a survey of student satisfaction with the Library that includes: services of reference desk, services of circulation desk, usability of library website, and satisfaction with open hours (evidence, new student survey coming fall 2019).

All students and all college instructional programs are equally supported by library services and accessibility. Campus-wide tutoring at Contra Costa College offers a variety of academic support services for students to increase levels of student achievement and learning as part of the Guided Pathways system, all of which are available to students enrolled in the ENGL-875N or MATH-875N, including:

|  |  |
| --- | --- |
| Academic Support Service | Overview |
| Math Lab | Faculty and peer tutoring for students enrolled in math classes; tutors will have understanding of material through Calculus II, and help will be available for all levels of math.  The Math Lab is located on the second floor of the Applied Arts building, in room AA-210.  The Math Lab is open from Monday through Thursday, from 9:00 am to 3:00 pm. (II.B.1-13) |
| CSE (Center for Science Excellence) | Peer tutoring for students enrolled in STEM classes; subjects include biology, biotechnology, microbiology, anatomy, astronomy, computer science, physics, general chemistry, organic chemistry, engineering, and math.  The CSE is located on the first floor of the Physical Sciences building in room PS-109.  The CSE is open from Monday through Thursday, from 9:00 am to 5:00 pm. (II.B.1-13) |
| Speech Lab | Peer tutoring for students enrolled in speech classes; tutors are available for help with topics including choosing topics for a speech, researching information, organizing ideas, and doing oral presentations.  The Speech Lab is located on the first floor of the Applied Arts building in room AA-113C.  The Speech Lab is open Tuesday and Thursday from 11:00 am to 3:00 pm, and by appointment. (II.B.1-14) |
| Early Childhood Education Tutoring | Tutoring for students enrolled in Early Childhood Education classes, located on the third floor of the General Education building in room GE-304.  Early Childhood Education Tutoring is open Monday through Thursday from 2:00 pm to 7:00 pm. (II.B.1-13) |
| LRC (Learning Resource Center) | Faculty and peer tutoring for all Contra Costa College students; faculty are available for English courses (reading, writing, and ESL) and peer tutors are available for English, math, and all other courses.  The LRC offers a supportive tutoring and studying environment with tutoring areas, a conference room, several study rooms, and computers available for academic use.  The group study room is available for students to reserve and is located in LLRC-124, and the quiet study room is located in LLRC-126.  The conference room is located in LLRC-125 and some classes and workshops are held there.  The LRC is located in the Library, to the right of the entrance (LLRC-121).  The LRC is open Monday through Thursday from 8:30 am to 8:00 pm and on Friday and Saturday from 9:15 am to 2:00 pm.  Tutors are available on a first-come, first-served basis. (II.B.1-14) |
| Online Tutoring (NetTutor) | NetTutor Online Tutoring is available 24/7 for Contra Costa College students if they need help when the other numerous centers on campus are closed or busy. NetTutor is available through the student portal, Canvas. (II.B.1-14) |
| Peer Led Team Learning (PLTL)/Embedded Tutors | Embedded tutors are enrolled in the class that they tutor; they attend and participate in class meetings as well as meetings with the teacher outside of class.  Embedded tutors have already taken the class and hold the knowledge needed to help their fellow students.  They hold Peer-Led Team Learning (PLTL) sessions outside of class, usually in the LRC or Math Lab.  These sessions are group study sessions, which allow the students to interact with each other and the tutor to further their understanding of the subject. (II.B.1-14) |

The college provides equitable learning support services for distance education/correspondence education (DE/CE) students and traditional on-campus students. Contra Costa College utilizes specialized computer labs located within the Learning Resource Center (LRC). In the main computer area the LRC possesses 27 computers, as well as a printing station. In the conference room, LLRC-125, there are 35 computers available for student use. The Library has a total of 92 computers (desktops and laptops) available to students for use. Also, at least one librarian is on duty during open hours: 52.5 hours per week in 18 week semesters, 43 hours per week in 6 week summer sessions. The Library’s numerous online databases make the sources students and faculty need available 24/7 from anywhere there is an internet connection to ensure accessibility regardless of location or mode of delivery (II.B.1-6). In fall 2015, the Library acquired Question Point, a 24/7 online chat service that gives access to our DE students and off-campus students for research and bibliographic assistance (II.B.1-11).

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| II.B.1- | **Library Brochure and Website:** <https://www.contracosta.edu/quick-links/library/> |
| II.B.1- | **Library Services** <http://libguides.contracosta.edu/site/services> |
| II.B.1- | **Math Lab** |
| II.B.1- | **Center for Science Excellence** |
| II.B.1- | **Speech Lab** |
| II.B.1- | **Early Childhood Education Tutoring** |
| II.B.1- | **Resource Center** |
| II.B.1- | **Online Tutoring** |
| II.B.1- | **Embedded Tutoring** |
| II.B.1- | **Table of Academic and Student Support/Success Services including Learning Communities…Great to highlight ones that are available for online/hybrid learners** |
| II.B.1- | **List of activities like Math Jams, any midterm or final prep activities, capstone or final project support, etc.** |

1. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

**Evidence of Meeting the Standard**

Faculty and library personnel work together to develop and maintain appropriate library resources. Librarians select books, e-books, and other library materials through subject faculty requests, reviews from professional periodicals, course assignments, requests from students, course reading lists, and a lens toward reflecting the diversity of our campus and community (II.B.2-1 collection dev).

Faculty and library personnel work together to inform the selection of educational equipment and materials to support student learning. Requests for instructional equipment are reviewed by the Budget Committee, which uses the criteria and rubric established for this purpose. Final recommendations for funding are presented to College Council for approval (II.B.2\_IE fund allocation). Both online and face-to-face students can find materials to support student learning through our website, which has links to the library catalog and databases (IIB2\_5).  Online students who cannot visit in person may contact the library through phone or email (IIB2\_6).  They can also use our 24/7 chat service to have research and citation questions answered (IIB2\_5).  Additionally, the library provides Canvas modules of library orientations in an online format (IIB2\_4).  This way, online students can get the necessary information that their face-to-face students receive in research and citation to be informationally literate.

The institution has established evaluation processes to determine it has sufficient depth and variety of materials to meet the learning needs of its students. For example, the Contra Costa College Library Collection Development  Guidelinesstates as its main purpose: “To support the instructional program of the college with the books, periodicals, media, electronic and other non-print resources necessary for effective classroom teaching and student learning.”  Additionally, collection development reflects the multicultural and multiethnic composition of our community, supports professional growth of the faculty and staff, encourages the habit of reading, and forms a basic information collective for subjects that fall outside of campus community concerns.  This is an effort to assure that conflicting viewpoints on political and social matters are adequately reflected (IIB2-1 collection dev).

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| II.B.1- | **Any survey using feedback from Faculty and Students?** |
| II.B.1- | **Language in plans (SEAP, Integrated Plan, Equity, Technology etc) that demonstrates thoughtful, deliberate, and vetted method in selecting and supporting learning materials and equipment?** |
| II.B.1- | **Agenda and Minutes that support College Council process of vetting, discussing, and recommending supporting instructional equipment, including software and other services.** |
| II.B.1- | **Library program review that shows prioritization and requests for instructional technology.** |

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

**Evidence of Meeting the Standard**

[insert response]

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| **1.** | Program Review – Andre will provide, Brandy will provide for tutoring |
| **2.** | Tutoring Center – Evan will reach out to Brandy Gibson |
| **3.** | SLO outcomes – Library Studies Course, Amanda Choi |
| **4.** | Instructor Survey – Andrew to provide |
| **5.** | Other evidence – Service Evaluation Results? |
|  |  |
| **\*** | **Great for evidence to show a cycle where evaluation pointed to a need, a strategy was put in place, a follow up evaluation was conducted, and the result discussed (closing the loop).**  **For example: Change in service hours as a result of student survey and program review…then a report showing how many more students (or not) used the service…and then a second strategy adopting online strategies to further increase access.**  **Library catalog updated due to being outdated…** |

1. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

**Evidence of Meeting the Standard**

[insert response]

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |
| --- |
| Council Chief Librarians of California supports discounted pricing for all CCC libraries – Andrew to provide agreement |
| Library Databases – Andrew to provide contracts, [Link to databases](http://libguides.contracosta.edu/az.php) |
| Media Services – Media Services [Link](https://libguides.contracosta.edu/site/media), waiting to discuss with James Eyestone if any media services contracts exist. |
| Single user sign-on, Scanner contract, security, and self-checkout (Is this part of Service Agreement) |
| **Service Agreement and Technical Specifications we can cite.** |
| Provide Annual Report to demonstrate evaluation of use. |
| Other resources:   * + KIC Scanner maintenance contract   + 44 databases: maintained by several vendors; most of these contracts are through the Council of Chief Librarians Consortium. Use statistics include: 211 Online Reference Chat sessions; 227,405 searches of Electronic Resources; 22,024 uses of Streaming Video; 31,163 uses of E-books.   **I can create a table for this…** |

**Conclusions on Standard II.B. Library and Learning Support Services**

[insert response]

**Improvement Plan(s)**

[insert response if applicable]

**Evidence List**

[insert list]

### Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

**Evidence of Meeting the Standard**

Contra Costa College has evaluation processes in place to measure the quality of its student support services to ensure that services support student learning. All of the student support services provided by the college are outlined in the College Catalog and/or college website (evidence = II.C.1-1, II.C.1-2, II.C.1-3, II.C.1-4, II.C.1-5, II.C.1-6, and II.C.1-7). These services range from Welcome Center and Admissions, to Financial Aid and Career Services. District Board Policy 1012 requires that the college implements “regular cycles of review for assessing the effectiveness of student services” and that there is a “formal process by which systematic assessment is conducted” (evidence = II.C.1-10). The college’s complex shared governance structure maintains accountability that the ongoing review and assessment of support services is conducted systematically and at regular intervals, as depicted by the shared governance committee organizational chart (evidence = II.C.1-11). Additionally, the college’s Strategic Plan specifically identifies the evaluation of services to support student learning outcomes in strategic objectives 1.3, 1.4, 1.5, and 3.3, and identifies specific strategies to achieve those objectives (evidence = II.C.1-7).

The evaluation of student support services occurs at regular intervals, and the data and outcomes are disaggregated by location or means of delivery. The Planning Committee is the body responsible for the validation of Program Review Self-Study reports (evidence = II.C.1-12), thus maintaining accountability that the evaluation of services is occurring. Every student support service program is required to complete a disaggregated Program Review Self-Study every four years. The college publishes a Program Review Schedule (evidence = II.C.1-13), which is distributed through the Planning Committee annually.  Furthermore, data regarding the age, race, ethnicity, gender, educational attainment, academic performance, and success rates of students, as well as data collected from student satisfaction surveys, is disaggregated, collected, and evaluated as part of the college’s Strategic Plan, also coordinated through the Planning Committee (evidence = II.C.1-8 and II.C.1-9).

Student services programs are aligned with the institutional mission. District Board Policy 1012 states that college plans “shall be based on the college’s mission, vision and values” (evidence = II.C.1-10). The most recent Program Reviews for all student support services areas (Admissions & Records, Financial Aid, Counseling, DSPS, ELC, Enrollment Service, EOPS, and Student Life) demonstrate a consistent process for evaluating the quality of support services to ensure student learning and alignment with the college’s mission, vision, and values (evidence =  II.C.1-14 through II.C.1-21). Furthermore, the college mission is included in the Strategic Plan and integrated into the Program Review Self-Study template, requiring student support services to identify how their services align with the college mission, thus emphasizing student services and their effect on student learning (evidence = II.C.1-7).

Contra Costa College has established protocols to verify that these services are of comparable quality and support student learning regardless of location or means of delivery. Contra Costa College does not have any correspondence education programs but does offer distance education. In 2018, the college developed a Distance Education Strategic Plan in response to the fall 2014 Accreditation Team recommendations which, in part, addresses the need for the college to “provide a student orientation and online student and learning support services.” Specifically, this plan supports a goal of expanding student support services and reports progress in the area of Counseling, which signed a contract with Cranium Café in fall 2017 to develop online counseling support services (evidence = II.C.1-22). Currently, Counseling now provides distance counseling services by offering telephone counseling appointments (evidence = II.C.1-24 and II.C.1-25). The college’s Distance Education Strategic Plan goes on to include a five-year time table of what the college plans to accomplish with DE strategies. Specifically, the college has successfully joined the Online Education Initiative (OEI) cohort and has plans to continue assessing and evaluating support services to ensure accessibility and that the needs of students are being met (evidence = II.C.1-23). The college has also developed a Student Equity Plan which lists access strategies related to direct student support. Specifically, the college has utilized equity funding to hire Counselor Assistants and an Outreach Manager (upgraded from an Outreach Coordinator) to better facilitate online application completion, online orientation, and career/academic pathways workshops through visits to local high school campuses (evidence = II.C.1-26). For example, the Outreach Manager plans and implements numerous off-campus outreach activities to bolster support services to students outside of the physical campus (evidence = II.C.1-27), totaling 175 off-site activities in 2017-2018 and 102 off-site activities so far in 2018-2019.

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| II.C.1- | Link to a comprehensive list of services and a short description…  Or create a table…   * Differentiate services that area also available online. |
| II.C.1- | Include information on how student services goals in other plans align with mission. |
| II.C.1- | Example: We will figure out a good example. |
| II.C.1- |  |

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

**Evidence of Meeting the Standard**

Contra Costa College regularly assesses our learning support outcomes within Student Services as a part of our regular program review process.  Each area (Financial Aid, Admissions and Records, Student Services Division Office, EOPS/CARE/CalWorks, DSPS, etc.) is required to submit both a comprehensive program review every 4 years ([II.C.2-1](http://www.contracosta.edu/wp-content/uploads/2017/08/New-Timeline-for-PR-revision-20170504.pdf), [II.C.2-2](https://www.contracosta.edu/wp-content/uploads/2017/11/Online-Instructional-Program-Review-Instructions-updated-Fall-2017.pdf)).  The program reviews then go through a validation process with the Planning Committee.  Embedded in our Student Services program review are our student learning outcomes (SLOs) which are connected to our goals.  Programs then speak to their goals under the annual summary which reflects assessment and progress towards continuous improvement of said program.

**Analysis and Evaluation**

Section A.1 of our program review template asks for narrative around “major accomplishments, improvements, or modifications affecting the unit over the past year” and contains information about continuous improvement.  This is reflected as an example in our Financial Aid Office program view where goals based on AUOs and progress towards those goals are listed ([II.C.2-3](https://email4cd.sharepoint.com/:b:/s/CCC/accred2020/EbiRhyAJj09FhRKS1hgsTiQBbhnSFbqgAa2mgrUDAxEJUA?e=CzDhrT)).  Another example of this process can be seen in our Enrollment Services program review.  In the AUO section of the program review for Enrollment Services, it was identified that we did not hit our target on completion of the online orientation.  In a subsequent 3SP team meeting, this was discussed and a strategy of deploying the online orientation as part of our assessment workshops was developed and implemented ([II.C.2-4](https://email4cd.sharepoint.com/:b:/s/CCC/accred2020/EUMjAZIt2bJOhtiGPBxtqCQBjE-LMnBKPcDurt1HvGq4lQ?e=Y4Ot8O), [II.C.2-5](https://email4cd.sharepoint.com/:w:/s/CCC/accred2020/EYa0jleA-31PjAPUyO5HWxEBUTUrMSZeGNGUwIsKLDNg1Q?e=m2bFJX)).

**Evidence**

|  |  |
| --- | --- |
| II.C.2- | Program Reviews of Services and List of goals assessed and any action in a table? |
| II.C.2- | Link back to updated Program Review page with Annual and Comprehensive Reviews. |

1. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

**Evidence of Meeting the Standard**

The institution demonstrates that it assesses student needs for services regardless of location or mode of delivery and that it allocates resources to provide for those services. The college understands that student support services need to be accessible to students wherever they may be and to deliver those services in different ways. Course Schedules and College Catalogs are available completely online, making it easy for students to apply to the college and register for courses completely remotely through our student portal, InSite (evidence = II.C.3-1). Additionally, the full matriculation process (steps 1-6, which include applying for financial aid, assessment, orientation, educational planning, and registration, all of which pertain to student support services), is outlined on our website and can be done completely online (evidence = II.C.3-2). Various student support service departments provide workshops and events outside of and in addition to normal office hours. These workshops and events serve to connect students with the services offered by the college (evidence = II.C.3-7).

The institution establishes protocols to verify that these services are equitable regardless of location or means of delivery. Student support services are comprehensive, reliable, and equitable. Students can access information on support services by visiting the Student Services Center on campus, or by clicking on “Student Services” from our college’s home page (evidence = II.C.3-3). Additionally, we connect with our students to provide access to information about student support services and other resources through our social media presence on Facebook, Twitter, Instagram, LinkedIn, and YouTube (evidence = II.C.3-4). All Student Services departments are available to students in-person, by phone, or via email, with contact information available on the website page of each Student Services department (evidence = II.C.3-6). Specifically, Counseling provides both in-person appointments and telephone appointments to ensure equitable access to counseling services, such as educational planning, regardless of location. Counseling appointments can be booked in person, by phone, or online (evidence = II.C.3-5). Furthermore, Outreach services provide comprehensive and reliable services regardless of location by conducting various workshops to promote high school onboarding and a college-going culture throughout the year. This includes counselor collaboratives, priority registration workshops, college prep workshops, Comet Day, and summer bridge programs (evidence = II.C.3-8), all of which occur off-campus and/or outside of normal Outreach Office hours to ensure equity of information for students and potential students regardless of location.

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| II.C.3- | Surveys? |
| II.C.3- | CCSSE |
| II.C.3- | Pull goals from Equity, SSSP, Integrated and SEAP Plans related to student services into a chart and:   * Alignment * Results * Discussion of impact   We can talk about this more… |
| II.C.3- | Guided Pathways/Onboarding Process for new and returning students |
| II.C.3- | Commitment to AB 705 and AB 705 goals and impact… |
| II.C.3- | Specific Equity Goals in Admissions, Student Success, Completion??? |
| II.C.3- |  |

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

**Evidence of Meeting the Standard**

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

|  |  |
| --- | --- |
| Program | Social & Cultural Contribution |
| Intercollegiate Athletics: 8 programs | Our institution offers 8 athletic programs that provide equitable opportunities for student-athletes.  The California Community College Athletic Association, Bay Valley Conference and the Contra Costa College Athletic handbook ensures compliance of athletic competition.  We have a full-time tenure track athletic counselor to assist with facilitating student academic success.    Mission Statement 11.C.4.0; Coaches/Support Staff - [II.C.4.2](https://www.contracosta.edu/campus/athletics/athletics-department-faculty-staff/); Handbook/Code of Ethics - [II.C.4.3](http://www.contracosta.edu/wp-content/uploads/2017/04/College-Handbook-8-2014.pdf);   * The Athletic Department promote student success through intercollegiate athletic programs while providing equitable opportunities for students ([II.C.4.1](https://www.contracosta.edu/campus/athletics/)).      * Assist students with the matriculation and eligibility process required of all students interested in an intercollegiate athletic program.      * Our students, coaches and support staff comply with all commission on athletics (CCCAA ([II.C.4.2.1](https://www.cccaasports.org/services/constitution)), BVC ([II.C.4.2.2](https://www.cccaasports.org/conference/bvc/index)), CCC ([II.C.4.2.3](http://www.contracosta.edu/wp-content/uploads/2017/04/College-Handbook-8-2014.pdf)). During the preseason, individual team meetings are facilitated by the athletic director.      * Workshops are facilitated by financial aid to educated students on how the process works and how to take advantage of resources available. |
| African American Male Leadership Program | Expose African American male students to models of success of other African American males, participating students learn about experiences of professional Bay Area African American men whose accomplishments have provided global opportunities.    Website - [II.C.4.4](https://www.contracosta.edu/classes/learning-communities/african-american-male-leadership/); |
| Student Government Association | The Associated Student Union of Contra Costa College (ASUCCC) is the legislative body of Contra Costa College Students. Our duty is to represent and coordinate the varying interest of registered students.  This body is composed of 20 active members with titles and functions as defined in the ASUCCC Constitution and Bylaws.    Website - [II.C.4.4](https://www.contracosta.edu/classes/learning-communities/african-american-male-leadership/); Student Senator Application/Requirements - [II.C.4.4](https://www.contracosta.edu/classes/learning-communities/african-american-male-leadership/); Student Rep Application/Requirements - [II.C.4.4](https://www.contracosta.edu/classes/learning-communities/african-american-male-leadership/); Constitution/Bylaws II.C.4.5 |
| Student Clubs (26) | Inclusive opportunity to join one of the 26 student organizations/clubs or develop a club with other students with similar interest.  These clubs provide opportunities for academic support, service, social and cultural exchange.    Website - [II.C.4.7](https://www.contracosta.edu/campus/clubs-student-life/student-clubs/) |
| Student Life | The Student Life office provides personal, academic and financial support through various programs, services and collaborative partnerships. Our goal is to nurture student development from outreach to goal completion, through social and cultural activities, and leadership development.    Website - [II.C.4.8](https://www.contracosta.edu/campus/clubs-student-life/) |
| Badminton Community Education Course | Website – II.C.4.9 ? |
| Center for Science Excellence | Offers financial and academic support to students majoring in science, technology, engineering, or mathematics (STEM) fields.  Support comes in the form of mentoring, tutoring, seminars, academic trips, scholarships, internships, and other related academic activities.     * The Center for Science Excellence (CSE [II.C.4.10](https://www.contracosta.edu/classes/learning-communities/center-science-excellence/)) is a program within the Natural Social and Applied Science Division at Contra Costa College. The program answers the national call for increasing the number of underrepresented students in the STEM fields.  The goals are three fold: 1. To provide comprehensive academic support (mentoring, faculty-led science and math workshops and tutoring), 2. To ease transfer process to university (via educational planning and counseling) and 3. To provide academic breadth activities (via seminars, trips and internships).      * Mentors meet with their learning groups for at least three hours per week. Initial sessions focus on educational plan, short/long term goal and writing personal statement and resume. End of term sessions focus on careful review and refinement of personal statement for scholarships, internships and transfer applications.  Some sessions involve mini-lectures on science topics that the mentor wants to review while other mentoring activities include mock job interviews, test preparation and study strategy sessions, field trips to sites of interest, and sometimes simply study or tutoring sessions.      * Each qualified student in the program receives a scholarship; the amount of scholarship ranges from his/her unmet need (determined through FAFSA) to a maximum of $3400 per academic year.  The scholarship helps encourage students to reduce their off campus work to allow more time to academic achievement.  Students must fulfill program obligation: 1. fulltime enrollment with science and math classes, 2. maintaining B average, 3. Participating in program activities, and 4. PELL grant eligibility.      * CSE director works cooperatively with scientists and engineers from the Lawrence Berkeley National Lab, Western Regional Research Center United States Department of Agriculture (WRRC USDA), UC Berkeley, UC Davis, CSU East Bay, Children Hospital Oakland Research Institute (CHORI) and a couple of engineering firms to provide CSE students summer research opportunities.  The fact that the Center pays the student has allowed us to create internship opportunities at sites where we would not otherwise be able to do so.      * Our college has achieved incredible success with our African American and Hispanic student transfers to four year colleges and universities. CSE has helped our college retaining underrepresented minorities in a science based curriculum and transferring them to Bachelor level institutions.  From Fall 1996 to Spring 2018, more than 900 students have actively participated in the program. |
| Speech/Debate Team | Website – II.C.4.11 ? |
| The Advocate Student Voice Newspaper | The Advocate provides journalism students the opportunity to work in a real newsroom, where students cover events, take photos, write and edit stories, manage social media, create audio and video content for the student newspaper website.     * The Advocate and its accompanying website ([II.C.4.12](https://cccadvocate.com/)) while a student-run newspaper/website, is a part of the college curriculum and is funded (primarily) by Contra Costa Community College District.      * A college faculty member ([II.C.4.12.1](https://www.contracosta.edu/classes/academic-departments/journalism/)) teaches the News Production classes and supervises the New Practice laboratory classes (which produce the publications), and because of a California bill (AB2581) that was signed into law by Governor Arnold Schwarzenegger on Aug. 28, 2006, the student editors run their paper free of prior restraints and other forms of censorship that could come from faculty or administrators ([II.C.4.12.2](file://whiplash.ccc.local/Users$/nferguson486/Desktop/Standard%20II.C.4/II.C.4.12.2.html)). The journalism department has an open door policy, as the New Production and News Practice classes are free of pre-requisites that could keep a student from joining the classes.      * The Advocate publishes between 20 and 23 printed editions a year, focusing on the people, events and issues on the Contra Costa College campus and the greater East Bay community.  In a sense, the paper and website serves as a communication, social and cultural hub for the college.      * Student editors and staffers take their jobs as journalists seriously as they work to not only inform the college and community about the college, but they also look out for the best interests of the college’s students and its future.  That said, journalism faculty impress upon staff members the importance of adhering to the ethical and professional standards set in the Society of Professional Journalists (SPJ) Code of Ethics and the standards shared by the California community college journalism programs found in the Canons of Community College Journalism, provided by the Journalism Association of Community Colleges at [(II.C.4.12.4)](file://whiplash.ccc.local/Users$/nferguson486/Desktop/Standard%20II.C.4/II.C.4.12.3%20spj-code-of-ethics.pdf)  The publication also follows its Editorial Board Coverage and Content Policy that originated in the 1960s and was last amended in 2017.      * Students on The Advocate staff regularly attend regional, state and national conventions to stay connected to the journalism industry.  Hundreds of former staffers are working in journalism or other jobs where they can use valuable skills they acquired during their journalistic studies.      * A large group of journalism students’ transfers each fall to four-year colleges, primarily in California      * The Advocate has been a national and state award winner for more than four decades, winning the prestigious Associated Collegiate Press National College Newspaper Pacemaker Award 16 times (most recently 2017 [II.C.4.12.5](file://whiplash.ccc.local/Users$/nferguson486/Desktop/Standard%20II.C.4/II.C.4.12.4%20ACP%20-%202017%20Newspaper%20Pacemakers.html)) and the JACC California Pacesetter Award 21 times (most recently in April 2019).  In Fall 2018, the Advocate won the College Media Association Pinnacle Award as the Best Two-Year College Newspaper News Outlet in the nation.  Individual staffers also win scores of awards each year for their work on the paper and website. |

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| II.C.4- |  |

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

**Evidence of Meeting the Standard**

Contra Costa College currently has 14 full time counselors that provide personal, career, and academic counseling across all student populations including but not limited to Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), Puente, Per Ankh, First Year Experience, Veterans, and Athletes in addition to general counseling.  As stated on the Counseling webpage, counselors provide assistance to students in selecting a major or career, educational planning, understanding degrees, certificates, and transfer requirements, emotional management, and more (II.C.5-1).  The counseling department also offers classes in College Success, Ensuring Transfer Success, Introduction to Educational Planning, Career and Major Exploration, and Job Search Strategies (II.C.5-2).  A counselor is also given sixty percent release time to act as the articulation officer (II.C.5-3).

**Analysis and Evaluation**

Counseling Faculty meet one hour per week for trainings relevant to articulation per United Faculty (UF) Contract Section 7.3.1.  Specific articulation training topics include articulation related to new curriculum, articulation with colleges and universities, local and transfer AA/AS degrees and other related issues such as evaluation of external college transcripts, supporting students in the transfer process, etc.  The counseling department along with transfer services participates regularly in the program review process to evaluate the effectiveness of their services and courses offered.  Additionally, all counseling faculty are tenure track positions and are subject to the tenure review process as is outline in the UF contract, Article 17.

**Evidence**

|  |  |
| --- | --- |
| II.C.5- | Counseling website: <https://www.contracosta.edu/student-services/counseling/> |

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

**Evidence of Meeting the Standard**

Like most colleges in the state, Contra Costa College (CCC) uses CCCApply as its admissions instrument ([II.C.7-1](https://email4cd.sharepoint.com/:w:/s/CCC/accred2020/EQHDf2ShOq9NlYL_Ua-G5cwBxFRLSVAV9NGSzRD2WH3VoA?e=LOw1L6)).  CCC also allows students to utilize a paper application for students who opt to not utilize the online application ([II.C.7-2](https://email4cd.sharepoint.com/:b:/s/CCC/accred2020/EeZWDbQsVmhDtWFu-5Vr2PkBmjaByjRb2OmSzSSasH_PeQ?e=KNqRIb)).  However, we encourage the use of the online application.

CCC utilizes multiple measures as well as guided self-placement for both math and English ([II.C.7-3](https://email4cd.sharepoint.com/:w:/s/CCC/accred2020/EdKjhpbLRXZMpxJRLrdTlkEBRqAjBodEgdIoKzDguMpgeQ?e=tFbdpA)).   CCC currently utilizes Accuplacer for ESL students only ([II.C.7-4](https://email4cd.sharepoint.com/:w:/s/CCC/accred2020/EexnIt58jc1AhtWfpE54VdcBsCUnkK__xFOO7xezU0p2wQ?e=NBZYCO)).  Effective Fall 2020, ESL students will be utilizing a new guided self-placement tool. CCC created its own multiple measures tool to collect data from students electronically which is submitted through the student portal.  CCC has worked to validate our multiple measures decision rules by conducting success surveys via the District Research Office ([II.C.7-5](https://email4cd.sharepoint.com/:u:/s/CCC/accred2020/EbImxHgL2PJEgAoHPFMiLr0BT9AHpMsIh8FdbArmje2MEw?e=EnijXg), [II.C.7-6](https://email4cd.sharepoint.com/:u:/s/CCC/accred2020/EXJLyAIuagZJoLoH9Lc28CoBmyUQsNvu6V-7sah5hv-EzA?e=cguMFD)).  Both the multiple measures data and information provided via guided self-placement are submitted by the student.

|  |  |
| --- | --- |
|  | Governing Board Policy and Administrative Procedures IIC6a |
|  | Student Services Procedures:  Admissions and Enrollment IIC6b |
|  | Student Services Procedures: Student Success and Support Program IIC6c |
|  | Admissions Policies IIC6d |
|  | Admissions Forms and Policies IIC6e |
|  | Apply Now IIC6f |
|  | Placement:  IIC6g |
|  | Counseling: IIC6h |
|  | Registration: IIC6i |
|  | Pathways to All Degrees, Certificates and Transfer IIC6j |
|  | Which Type of Degree is Right for Me. IIC6k |
|  | Guidance for Students Planning to Transfer IIC6l |
|  | Graduation Policies and Procedures IIC6m |
|  | How Do I Apply for Graduation and Change My Major IIC6n |
|  | My Progress IIC6o |
|  | Graduation Application Status IIC6p |
|  | Residency/AB 540 |
|  | Secondary Admissions for special programs? |

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| II.C.6- |  |
| II.C.6- |  |

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

**Evidence of Meeting the Standard**

As is evidence in the program manual, “ACCUPLACER test questions are subjected to rigorous internal and external fairness reviews and statistical analyses to ensure that they are as fair as possible to all populations of students” ([II.C.7-7](https://email4cd.sharepoint.com/:b:/s/CCC/accred2020/Ea2kLwc3qYpIo-H1evvvmzYBryxziImI0B6sKnC79_jBIA?e=xZTzeh)).  Once the math and English departments received the success data from multiple measures, each department made changes to the decision rules for multiple measures both based on that data as well as subsequent curricular changes due to AB705 ([II.C.7-8](https://email4cd.sharepoint.com/:b:/s/CCC/accred2020/Ea2kLwc3qYpIo-H1evvvmzYBryxziImI0B6sKnC79_jBIA?e=xZTzeh), [II.C.7-9](https://email4cd.sharepoint.com/:u:/s/CCC/accred2020/EQFJoZvxNhxBr2W8NodTP08BlZl7u7yBQ4NVV0TnFqXOrQ?e=k873bc)).  We recently developed a guided self-placement for both math and English that were only implemented for Fall 2019.

Add AB 705 and Developmental Education Redesign work…Multiple Measures

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| II.C.7- |  |
| II.C.7- |  |
|  |  |

1. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

**Evidence of Meeting the Standard**

The instruction 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 according to the Governing Board’s Administrative Procedure 1900.0, (IIC8a). All Contra Costa College employees are assigned usernames and passwords to access computers, (IIC8b).Admissions Office houses most of the student records and such office is one of the few offices on campus with an alarm. One of the campus servers has its own room inside the Admissions Office, **(**IIC8c). Only permanent Admission and Records Staff and higher management have access to the office(IIC8d). The College uploads files to OnBase, a document management system, and follows the District’s established document retention timeline (IIC8e).

The institution publishes and follows established policies for release of student records by printing the Family Educational Rights and Privacy Act (FERPA) in the academic catalog, (IIC8f). Student Consent for Access to Education Records forms are available to students, in the Admissions Office and online in the Admissions Office webpage, [(IIC8g).](http://www.contracosta.edu/wp-content/uploads/2017/02/Student-Consent-for-Access-to-Ed-Records-fill-1.pdf) Admissions and Records Staff receive training on FERPA Guidelines during their hiring orientation, (IIC8h) and College Personnel receive training on these guidelines, (IIC8i).

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| II.C.8- | -IIC8a\_Document Retention Policy |
| II.C.8- | -IIC8b\_Username and Password |
| II.C.8- | -IIC8c\_Alarm |
| II.C.8- | -IIc8d\_Key Fob Request |
| II.C.8- | -IIC8e\_OnBase Retention |
| II.C.8- | -IIC8f\_CCC Catalog-FERPA |
| II.C.8- | -IIC8g\_Student Consent Form |
| II.C.8- | -IIC8h\_Hourly Training Schedule-FERPA |
| II.C.8- | -IIC8i\_FERPA Presentation |
| II.C.8- | -IIC8j\_FERPA Update to Everyone |
| II.C.8- | HIPAA (Medical Records) |
| II.C.8- | Record Sharing MOU’s (JFK) |

**Conclusions on Standard II.C. Student Support Services**

[insert response]

**Improvement Plan(s)**

[insert response if applicable]

**Evidence List**

[insert list]

## Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

### Human Resources

* 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

**Evidence of Meeting the Standard**

**Minimum Qualification –** Minimum qualifications required for each job meet the requirements of State chancellor’s office, Title 5 California Code of Regulations and California Education Code ([Article 2. Qualifications and Equivalencies](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I7CB43510D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))). In addition, Classified Employee job classification and description are available on the District Human Resources [website](http://www.4cd.edu/hr/recruitment/class_specs/Forms/AllItems.aspx).

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

* Contra Costa Community College District Uniform Employee Selection [Guide](http://www.4cd.edu/gb/policies-procedures/hr/Uniform.PDF).
* Human Resources Procedures [Manual](http://www.4cd.edu/gb/policies-procedures/hr/TableOfContents.pdf) Section 1010, Recruitment and Selection
* Board Policy [2004](http://www.4cd.edu/gb/policies-procedures/board/BP2004.pdf), Selection, Retention and Termination of District Employees

Hiring procedures are also clearly stated in the United Faculty Contract, and the Local 1 Contract.

Below are the hiring policies and procedures specific to each employee group.

|  |  |
| --- | --- |
| Employee Group | Hiring Procedures Specific to Employee group |
| Faculty | * Contra Costa Community College District Uniform Selection [Guide](http://www.4cd.edu/gb/policies-procedures/hr/Uniform.PDF), Appendix A * Human Resources Procedures [Manual](http://www.4cd.edu/gb/policies-procedures/hr/TableOfContents.pdf) Section 2030 * 2017- 2020 United Faculty [Contract](http://www.4cd.edu/hr/uf_contract/Forms/AllItems.aspx) Article 6.4.3 Hiring |
| Managers, Supervisors and Confidential | * Management, Supervisory, and Confidential Employees Personnel [Manual](http://www.4cd.edu/gb/policies-procedures/manuals/Forms/AllItems.aspx), Section 3.0 – Employment, Salary and Salary Placement Guidelines * Human Resources Procedure [Manual](http://www.4cd.edu/gb/policies-procedures/hr/TableOfContents.pdf) Section 3030.02, Classified Staff on Selection Committees |
| Classified | * Local 1 [Contract](http://www.4cd.edu/hr/localonecontract/Forms/AllItems.aspx), Article 7.11 - 17.12 Paper screening Process and Use of Other Unit Members, Screening Interview Committees * Local 1 [Contract](http://www.4cd.edu/hr/localonecontract/Forms/AllItems.aspx), Article 11, Job Openings * Human Resources Procedure [Manual](http://www.4cd.edu/gb/policies-procedures/hr/TableOfContents.pdf) Section 3030.02, Classified Staff on Selection Committees * Human Resources Procedure [Manual](http://www.4cd.edu/gb/policies-procedures/hr/TableOfContents.pdf) Section 3050.05, Equivalency for Classified Positions Requiring and Associate or a Bachelor Degree |
| Contract Administrators | * [Board Policy 2057](http://www.4cd.edu/gb/policies-procedures/board/BP2057.pdf), Hiring of Contract Administrators * Human Resources Procedure [Manual](http://www.4cd.edu/gb/policies-procedures/hr/TableOfContents.pdf) Section1010.06, Hiring of Contract Administrators * Human Resources Procedure [Manual](http://www.4cd.edu/gb/policies-procedures/hr/TableOfContents.pdf) Section 3030.02, Classified Staff on Selection Committees |

***The institution advertises open positions using appropriate venues to attract quality candidates.*** The District advertises all job openings with job boards and publications that target diverse populations.  These advertising sources were utilized for all faculty recruitment initiatives and are also used regularly for management and classified opportunities.  The list below reflects the job boards and publications commonly used.

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

Latinosinhighered.com

Insightintodiversity.com

Joinandshake.com

DiverseEducation.com

InsideHigherEd.com

ChronicleVitae.com

Indeed.com

CCCRegistry.com

Caljobs.ca.gov

***The institution demonstrates it has a process to verify the qualifications of applicants and newly hired personnel.***

Applicants apply through the District’s careers [website](https://www.4cdcareers.net/) and are required to list all relevant employment history as well as any unofficial transcripts that indicate they have met degree requirements. Following the Uniform Employment Selection guide and union contracts, District human resources conducts the initial screening to determine that applicants have complete applications, have degrees form an accredited institution and that minimum qualifications are met.

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

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

All job announcements include instructions for requesting an equivalency. Human Resources Procedures [Manual](http://www.4cd.edu/gb/policies-procedures/hr/TableOfContents.pdf) Section 3050.05 outlines the equivalency process for classified employees. Applicable occupational and/or educational experience may be used in lieu of specified degree requirements. District Human Resources reviews and applications for equivalency and will determine prior to moving forward in the recruitment. Although unofficial transcripts may be submitted for application purposes, official transcripts will be required at time of employment.

Once an applicant is selected as the final candidate reference checks are conducted as outlined Human Resources Procedure [Manual](http://www.4cd.edu/gb/policies-procedures/hr/TableOfContents.pdf) Section 1010.04 (Reference Check) and the Uniform Selection Guide Section III. A minimum of three references are checked for each candidate and must include at least one supervisor. References should only be checked by the Chancellor, President, Director of Business Services, Chief Human Resources Officer, hiring manager, or designee. If a designee other than the President checks references, the President will review the reference information prior to an offer of employment. District office reviews all classified and management reference information prior to the manager making an offer of employment.

***Checks are conducted on applications regarding the equivalency of degrees from non-U.S. institutions.***

Applicants for faculty and academic management positions with degrees from non-

U.S. institutions are required to obtain a foreign transcript evaluation to compare their

studies against U.S. standards.The district only accepts degrees from non-U.S. institutions that are evaluated by a National Association of Credential Evaluation Services (NACES) approved agency.

A NACES evaluation is a required application attachment for all degrees from a non-U.S. institution. All faculty job announcements notify applicants of the requirements for non-U.S. degrees.

***The institution uses methods to ensure that qualifications for each position are closely matched to specific programmatic needs and that duties, responsibilities, and authority are clearly delineated.***

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

All job descriptions are reviewed by college administration and District Human resources to ensure job descriptions contain accurate minimum qualifications and clearly reflect the duties and responsibilities. Classified positions are also reviewed by Local 1 (Classified Union) All job descriptions are forwarded for approval by the District Governing Board.

***The institution demonstrates that all job descriptions are directly related to the institutional mission.***

The District Office Human Resources Department regularly audits, studies, and updates job descriptions in order to maintain a sound job classification system. We have contracted with an external consultant to conduct thorough job analysis and compensation studies, as deemed necessary. A diversity statement has been added to all job descriptions for every recruitment to convey our commitment to diversity and inclusion. Here is an attached job description.

***The institution employs safeguards to ensure that hiring procedures are consistently followed.***

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

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

**Analysis and Evaluation**

The District has clear, well documented policies and procedures related to hiring. The District administers a formal process to ensure that all hiring procedures are followed and regular training is provided.

**Evidence**

|  |  |
| --- | --- |
| [III.A.1-](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I7CB43510D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)) | California Code of Regulations, Title V, Article 2. Qualifications and Equivalencies |
| [III.A.1-](http://www.4cd.edu/hr/recruitment/class_specs/Forms/AllItems.aspx) | Contra Costa College District Classification Specifications |
| [III.A.1-](http://www.4cd.edu/gb/policies-procedures/hr/Forms/AllItems.aspx) | Contra Costa Community College District Human Resource Procedures Manual  Use this main link to access references for the different sections. |
| [III.A.1-1](http://www.4cd.edu/gb/policies-procedures/hr/TableOfContents.pdf) | Contra Costa Community College District Uniform Employee Selection Guide Recruitment and Selection (1010) |
| [III.A.1-](http://www.4cd.edu/gb/policies-procedures/hr/TableOfContents.pdf) | Contra Costa Community College District Uniform Employee Selection Guide Employment (2030) |
| [III.A.1-](http://www.4cd.edu/gb/policies-procedures/board/BP2004.pdf) | Board Policy 2004, Selection, Retention and Termination of District Employees |
| [III.A.1-](http://www.4cd.edu/hr/uf_contract/Forms/AllItems.aspx) | Contra Costa College District United Faculty Contract |
| [III.A.1-](http://www.4cd.edu/hr/localonecontract/Forms/AllItems.aspx) | Contra Costa College District Local 1 Contract |
| [III.A.1-](http://www.4cd.edu/gb/policies-procedures/manuals/Forms/AllItems.aspx) | Contra Costa College Management, Supervisory, and Confidential Employees Personnel Manual |
| [III.A.1-](https://www.4cdcareers.net/) | Contra Costa College Careers |
|  |  |

* 1. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

**Evidence of Meeting the Standard**

***The college demonstrates that it has a consistent process to verify that faculty selected for hire have adequate and appropriate knowledge of their subject matter.***

Contra Costa subscribes to the [Minimum Qualifications for Faculty and Administrators in California Community Colleges](https://asccc.org/sites/default/files/Minimum_Qualifications2018.pdf) published by the state chancellor’s office. Following a nationwide or geographically appropriate search, separate trained committees screen the applications and interview candidates based only on the stated job-related qualifications. Teaching demonstrations are included in the screening interviews for instructional faculty. Committees typically also include questions about educational philosophy and effective teaching methods.

Based on District personnel procedures and the [United Faculty Contract](http://www.4cd.edu/hr/uf_contract/Forms/AllItems.aspx), faculty play a primary role in the selection of their peers. The instructionaldepartment conducting the hiring takes the lead in staffing the respective committees. Applications are screened by a committee composed of at least two tenured faculty members. Screening interviews are conducted by a committee of two to five tenured faculty members and an academic manager. The committee develops its questions, the teaching demonstration topic and rating sheet, and the evaluation criteria. Final interviews are conducted by the College president and vice president. At the end of the interview process, the College president and vice president reach consensus with the committee on the candidate to be recommended for hire to the Governing Board. Reference checks are then conducted before the candidate is officially offered the position.

***The college has a formal process for vetting credentials, and other forms of preparation, to ensure that qualified faculty are selected for hire.***

Applicants apply through the District’s careers [website](http://www.4cdcareers.net) and are required to list all relevant employment history as well as any unofficial transcripts that indicate they have met degree requirements according to the state chancellor’s office. Following the Uniform Employment Selection [Guide](http://www.4cd.edu/gb/policies-procedures/hr/TableOfContents.pdf) and union contracts, District human resources conducts the initial screening to determine that applicants have complete applications, have degrees form an accredited institution and that minimum qualifications are met.

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

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

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

***All faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment****.*

All faculty job postings use a standardized template to ensure that all faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment as documented in this sample faculty job announcement.

**Analysis and Evaluation**

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

**Evidence**

|  |  |
| --- | --- |
| [III.A.2-](http://www.4cd.edu/hr/uf_contract/Forms/AllItems.aspx) | Contra Costa College District United Faculty Contract |
|  |  |
| [III.A.2-](https://www.4cdcareers.net/) | Contra Costa College Employment Website |
|  |  |
| [III.A.2-](http://www.4cd.edu/gb/policies-procedures/hr/TableOfContents.pdf) | Contra Costa Community College District Uniform Employee Selection Guide Recruitment and Selection (1010) |
| [III.A.2-](https://asccc.org/sites/default/files/Minimum_Qualifications2018.pdf) | 2018 Minimum Qualifications for Faculty and Administrators in California Community Colleges. |
|  | III.A.2-01 Job announcements for faculty, both full-time and part-time if different; |

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

**Evidence of Meeting the Standard**

***The institution demonstrates that it has a process to determine if administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.***

The Management, Supervisory and Confidential Employees Personnel Manual, Section 3.0 instructs that the recruitment and selection of these employee groups shall be conducted in accordance with the Uniform Employment Selection Guide. All administrators and employee responsible for educations program and services go through a rigorous process like what is described in Standard III.A.2 for faculty and may include more steps in the process. For example, many administrators must participate in a public forum as part of the selection process.

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

**Analysis and Evaluation**

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

**Evidence**

|  |  |
| --- | --- |
| [III.A.3-](http://www.4cd.edu/gb/policies-procedures/manuals/Forms/AllItems.aspx) | Contra Costa College Management, Supervisory, and Confidential Employees Personnel Manual |
|  |  |
|  |  |

* 1. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-

U.S. institutions are recognized only if equivalence has been established.

**Evidence of Meeting the Standard**

***The institution demonstrates that it verifies the qualifications of applicants and newly hired personnel.***

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

***Degrees from non-U.S. institutions are validated for equivalency.***

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

Human Resources verifies that official transcripts are from an accredited institution. The process of verifying transcripts from outside of the U.S. requirements is clearly stated on all job announcements:

*Classified In accordance with the Human Resources Procedure 3050.05, all foreign degrees and credits used to meet the minimum qualifications must be evaluated by an approved National Association of Credential Evaluation Services (*[*NACES*](https://www.naces.org/)*) agency prior to the implementation of the equivalency process. You must upload your evaluation with your application when you apply for this position to be considered. We cannot accept foreign degree evaluations after the closing date. The candidate bears all responsibility and costs associated with obtaining the evaluation.*

*Faculty: In accordance with the United Faculty Contract, Article 20.3.1.3.2, all foreign degrees and credits used to meet the minimum qualifications must be evaluated by an approved National Association of Credential Evaluation Services (NACES) agency www.naces.org prior to the implementation of the equivalency process. Please upload your evaluation with your application when you apply for this position. We cannot accept foreign degree evaluations after the closing* date

**Analysis and Evaluation**

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

**Evidence**

|  |  |
| --- | --- |
| [III.A.4-#](https://www.naces.org/) | National Association of Credential Evaluation Services (NACES) |
|  |  |

* 1. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**Evidence of Meeting the Standard**

**The college has a process is in place to ensure that evaluations lead to improvement of job performance.**

For continuous improvement and effectiveness, the Colleges adhere to all District

policies and procedures regarding the systematic evaluation of its personnel. Each

employee type has a performance review cycle which is clearly defined in orientation

materials provided, employment contracts issued, in HR Procedures governing the

type of position, in applicable Union contracts, and various personnel handbooks

***The college demonstrates that performance evaluations are completed on a regular basis.***

**Managers and Supervisors**

[Section 6.2](http://www.4cd.edu/gb/policies-procedures/manuals/MSC_06.pdf) of the Contra Costa Community College District’s Management, Supervisory, and Confidential Employees Personnel Manual clearly describes the criteria for evaluating managers and supervisors, establishes timelines for evaluations, and describes all processes involved. Managers and supervisors are evaluated every year with a goals review evaluation the first year, a regular evaluation the second year, and a comprehensive evaluation in the third year. Evaluation frequency for classified managers is upon completion of the first ten months, two years, and three years of service in the classification and then every third year after that

**Faculty**

Article 17 and Appendix X of the [bargaining agreement](http://www.4cd.edu/hr/uf_contract/Forms/AllItems.aspx) between the Contra Costa Community College District and the United Faculty union clearly describes the criteria for evaluating faculty, establishes timelines for evaluations, and describes all processes involved. This can be found on the District website <http://www.4cd.edu/hr/guidlines_guidbook/Forms/AllItems.aspx>. Faculty evaluation forms are available through [UF4CD.org](http://uf4cd.org/evaluation-forms-and-procedures/pc-users-evaluation-forms).

The evaluation process is monitored at the campus level by the office of the vice president of instruction. It stipulates that regular full-time faculty members are divided into six cohorts to be evaluated in six successive semesters. Part-time faculty are evaluated their first semester teaching with the College and then every six semesters after that. This system ensures that a relatively equal number of faculty members are evaluated each semester and that each of the faculty members are evaluated once every three years.

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

The Evaluation guidebook for Probationary (Tenure-Track) Classroom Faculty (Appendix X1.2) was developed by United Faculty, academic senate at management representative to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. Probationary full-time teaching faculty members are evaluated in the first, second, third, fifth, and seventh semester of teaching by a three-member tenure review committee consisting of an administrator (usually the division dean) and two tenured, full-time faculty peers.

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

If a faculty member receives a below standard or unacceptable rating, an improvement plan is

developed by the evaluators in conjunction with the faculty member that focuses on the

development and implementation of successful teaching strategies. The improvement plan

outlines the performance criteria needing improvement, the activities required for improvement, and the expected completion date. That faculty member will be evaluated again the following semester to ensure that the improvement plan is implemented, and the faculty member is making appropriate progress towards the goals outlined in the improvement plan.

**Classified Staff**

The bargaining agreement between the Contra Costa Community College District and the Local 1 union clearly describes the criteria for evaluating classified staff, establishes timelines for evaluations, and describes all processes involved. The evaluation process is monitored at the campus level by the human resources office. One-year probationary employees are evaluated at the end of the third, sixth, ninth, and eleventh months. Article 14.3 of the [bargaining agreement](http://www.4cd.edu/hr/localonecontract/Forms/AllItems.aspx) makes provisions for more frequent evaluation if necessary. Permanent employees having less than five years of services are evaluated once annually, no later than their increment anniversary date. Permanent classified staff with more than five years of service may be formally evaluated upon proper notice, which is defined as written notification from the District. Local 1 Unit Members are evaluated using the [Employee Evaluation Form](http://www.4cd.edu/hr/localonecontract/Classified%20Evaluation%20Form%20(PDF)%202017.pdf).

**Confidential Employees**

[Section 6.10-18](http://www.4cd.edu/gb/policies-procedures/manuals/MSC_06.pdf) of the Contra Costa Community College District’s Management, Supervisory, and Confidential Employees Personnel Manual clearly describes the criteria for evaluating confidential permanent and probationary employees, establishes timelines for evaluations, and describes all processes involved The performance of confidential employees is evaluated by their immediate supervisor annually in twelve different categories including work organization and planning, work quality, volume of work, organizational and team relationships, administration, innovation/creativity, analytical and problem-solving skills, communication skills, reliability and punctuality, technical application and knowledge, helps meet organizational goals, and customer service. Employees have the option of setting up a career development plan.

***Evaluation criteria accurately measure the effectiveness of personnel in performing their duties.***

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

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

**Analysis and Evaluation**

The District has clearly articulated evaluation procedures and all personnel are evaluated

systematically and at stated intervals.

**Evidence**

|  |  |
| --- | --- |
| [III.A.5-1](http://www.4cd.edu/gb/policies-procedures/manuals/MSC_06.pdf) | Contra Costa College Management, Supervisory, and Confidential Employees Personnel Manual Section 6 |
| [III.A.5-](http://www.4cd.edu/hr/localonecontract/Classified%20Evaluation%20Form%20(PDF)%202017.pdf) | Contra Costa Community College District Local 1 Unit Members Employee Evaluation Form |
|  |  |
|  |  |

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

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

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

**Evidence of Meeting the Standard**

***The institution demonstrates that it has the appropriate staffing levels for each program and service****.*

As of Fall 2018, Contra Costa College District Employed 445 full-time and 1064 adjunct or part-time faculty according to the State Chancellor’s Office [Staffing Report](http://employeedata.cccco.edu/headcount_by_district_18.pdf). Many of these adjunct faculty may work at two or more campuses.

|  |  |  |
| --- | --- | --- |
| Contra Costa College Faculty Count 2019  (From Faculty Staffing Report) | | |
| Full-time | Part-time | Temporary Contract |
| 95 | 283 | 3 |

New faculty hire is determined by program review and availability of funds. The prioritization process, which includes the final decision to approve allocation for faculty position, is made by the college president, academic senate president

**Faculty Responsibility**

The United Faculty Contract Article 7, and Section 15.3 details the workload and considerations for all faculty covered by the contract. These include defining:

* Minimum and general workload.
* Lecture Course and other course type assignments.
* Non-instructional faculty assignment to ensure Counseling and other non-instructional faculty load is based on work requirements, scheduling, and other activities required in the program.
* Maximum class size to ensure quality instruction and safety.
* Faculty responsibilities in curriculum development, hiring, evaluation of other faculty, and committee work.
* Office hours to ensure student access to faculty.

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

* Coordinating the department needs and scheduling courses
* Coordinating program review and institutional planning.
* Oversee and facilitate the development and assessment of courses and program-level student learning outcomes.
* Leading changes in curriculum revisions and catalog updates about courses and programs and disseminate information about curriculum changes
* Advocate on behalf of department to effect changes requested by department.

**T**he assessment processes defined in Standard 1identifies the role of course and program review into improvements and budget consideration. Faculty leads learning and program outcome assessment and reports strengths and weaknesses that inform personnel, budget, and programmatic updates to ensure quality.

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

The committee that reviews and approves faculty position requests consists of the College President, Vice President, Academic Senate President, and United Faculty President or Vice President at the College. It has been the practice of this committee to meet with representatives of departments, if they so choose, to make a case for their faculty position applications. All the applications are ranked, and positions approved for hiring as funds allow. The rubric used in ranking the applications was the same one used for operating budget requests (see attached), adjusted and used formally or informally as the committee saw fit.

Over the past several years, there had been two sources of funding for new faculty positions: designated funds from the State Chancellor’s Office, and faculty retirements and resignations.

**Analysis and Evaluation**

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

**Evidence**

|  |  |
| --- | --- |
| [III.A.7-](http://employeedata.cccco.edu/headcount_by_district_18.pdf) | California Community Colleges Chancellor’s Office Report on Staffing for Fall 2018. |
| III.A.7- | Contra Costa College Faculty Staffing Report |
| [III.A.7-](http://www.4cd.edu/hr/uf_contract/Forms/AllItems.aspx) | Contra Costa College District United Faculty Contract |
| 1. | Emails/Notifications |

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

**Evidence of Meeting the Standard**

***The institution has policies and practices demonstrating that part-time and adjunct faculty have opportunities for professional development, are appropriately oriented to the institution and its student populations, and are engaged in key academic processes.***

The College provides for the orientation, oversight, evaluation and professional development of adjunct or part-time faculty to integrate them into campus and district life. The United Faculty Union has organized web [links](http://www.4cd.edu/hr/training.aspx) to ensure that these faculty member know pertinent information about their employment at Contra Costa College and the district. Part-time faculty are also eligible for staffing preference consideration after their seventh semester of teaching as stipulated in Article 25 of the [United Faculty Contract](http://www.4cd.edu/hr/uf_contract/Forms/AllItems.aspx). The benefit includes scheduling and load preference.

**Orientation**

Over the last several years, the academic and student services deans have offered a pre-semester, Flex-week meeting to new faculty to orient them to college policies and procedures. Many departments also have meetings at the beginning of each semester, to which part-time faculty are invited. These meetings are used to provide guidance on departmental plans for the semester, as well as to provide general orientation to college policies and procedures. Division deans also invite part-time faculty to division meetings. While the department and division meetings are optional for part-time faculty, they do allow these faculty to get important information about the college. Need Evidence: flyers, emails, etc…

**Evaluation:**

All part-time faculty are evaluated during their first semester. The evaluation process follows guidelines established through negotiations with the United Faculty union (UF). These evaluations are collegial in nature, and allow experienced full-time, tenured faculty to provide feedback on each part-time faculty member’s strengths and weaknesses, as well as guidance on ways to strengthen their teaching.

**Professional Development**

At the new employee orientation, employees are given a packet that includes a [hand-out](http://www.4cd.edu/hr/reimbursement/Confidential%20Professional%20Development%20Overview.pdf) for Professional Development. Contra Costa College Professional Development [website](https://www.contracosta.edu/faculty-resources/professional-development/) has information on workshops and activities that part-time faculty can take advantage of. The District Office of Professional Development also offers [workshops](http://www.4cd.edu/hr/training.aspx) throughout the year that are available to all faculty. These workshops focus on such topics as classroom management, pedagogical best practices, online instruction/distance education, etc. Small professional development grants are also available to faculty who wish to attend conferences or engage in other activities to strengthen their teaching.

**Analysis and Evaluation**

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

**Evidence**

|  |  |
| --- | --- |
| [III.A.8-#](http://www.4cd.edu/hr/training.aspx) | United Faculty Part-time Faculty Links |
| [III.A.8-#](http://www.4cd.edu/hr/training.aspx) | United Faculty Contract |
| [III.A.8-#](http://www.4cd.edu/hr/reimbursement/Confidential%20Professional%20Development%20Overview.pdf) | Contra Costa College District Professional Development Handout |
| [III.A.8-#](https://www.contracosta.edu/faculty-resources/professional-development/) | Contra Costa College Professional Development Homepage |
| [III.A.8-#](http://www.4cd.edu/hr/training.aspx) | Contra Costa College District Professional Development Homepage |
|  |  |

* 1. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

**Evidence of Meeting the Standard**

***The institution has policies and practices to determine the appropriate number and qualifications for support personnel.***

Contra College employs 107 qualified classified and non-faculty staff to ensure that is has educational, technological, physical, and administrative capacity to operate the college. The [classification specifications](http://www.4cd.edu/hr/recruitment/class_specs/Forms/AllItems.aspx) define whether positions are exempt or non-exempt and belong to Local 1 Union to ensure its appropriate job description and standardized position requirements. The breakdown below provides a sample of staff positions that help in the operation of programs on campus.

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

Contra Costa Classified Staff listing can be found on the [catalog](https://www.contracosta.edu/classes/class-schedule/) (page 218-220). Request for additional positions are included in the annual unit reviews or in the comprehensive review based on program performance, services, evaluation of outcomes, and other factors including budget.

**Analysis and Evaluation**

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

**Evidence**

|  |  |
| --- | --- |
| [III.A.9-#](http://www.4cd.edu/hr/recruitment/class_specs/Forms/AllItems.aspx) | Contra Costa College District Classification Specifications |
| [III.A.9-](https://www.contracosta.edu/classes/class-schedule/) | Contra Costa College Catalog |

* 1. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

**Evidence of Meeting the Standard**

***The institution has policies and practices to determine the appropriate number, qualifications, and organization of administrators.***

The College is designed to have a sufficient number of administrators to carry out its mission and daily operations. The current organizational chart (Introduction) shows administrators providing coverage for the different functions of the College, including Instruction, Student Services, and Administrative Services. The job descriptions for administrative positions can be found in the [classification specifications](http://www.4cd.edu/hr/recruitment/class_specs/Forms/AllItems.aspx) list. When the President is not on campus, the hierarchy of positions which are designated to take charge is delineated in the [College Procedures Handbook](https://www.contracosta.edu/wp-content/uploads/2017/02/Colleges-Procedures-Handbook-2015.01.23.pdf), Section A1001.0.

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

**This is where the chart of changing management might be appropriate and a plan arising from self-evaluation.**

**Timeline from president’s office and org chart**

**Commitment to institutionalizing these positions.**

**Dean of Institutional Effectiveness and Equity**

**Interim positions**

**Analysis and Evaluation**

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

|  |  |
| --- | --- |
| Position | Expected Appointment Date |
| Vice President | Spring 2020 |
| Dean of NSAS |  |
| Dean of LAVA |  |
| Dean of Economic and Workforce Development |  |
| Dean of Enrollment |  |

**Evidence**

|  |  |
| --- | --- |
| [III.A.10-](http://www.4cd.edu/hr/recruitment/class_specs/Forms/AllItems.aspx) | Contra Costa College District Classification Specifications |
| III.A.10- |  |

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

**Evidence of Meeting the Standard**

**The institution publishes its personnel policies and makes them available for review.**

Policies and procedures are maintained and updated in both hard copy and online format, which

are available for information and review by the public on the District [website](http://www.4cd.edu/gb/pol_proc.aspx). Employees are notified of the location during New Employee Orientation. Contra Costa College also maintains a [web page](https://www.contracosta.edu/about/administration/college-policies-procedures/) for its college handbook of policies and procedures that affect personnel.

**The institution ensures that it administers its personnel policies and procedures consistently and equitably.**

Institutional policies, including our personnel policies are regularly reviewed and revised if necessary. All changes are reviewed and approved through the districts shared governance process. Collective bargaining agreements are analyzed regularly. Personnel policies and procedures are outlined in the [Governing Board Policies and Administrative Procedures](http://www.4cd.edu/gb/policies-procedures/board/Forms/AllItems.aspx), [Human Resources Procedures](http://www.4cd.edu/gb/policies-procedures/hr/Forms/AllItems.aspx), [Payroll Procedures](http://www.4cd.edu/gb/policies-procedures/payroll/Forms/AllItems.aspx), and the [Management, Supervisory, and Confidential Employees Personnel Manual](http://www.4cd.edu/gb/policies-procedures/manuals/Forms/AllItems.aspx).

Governing Board Administrative Procedure [1001.01](http://www.4cd.edu/gb/policies-procedures/board/AP1001_01.pdf) describes the systematic process to

introduce new or revise existing Governing Board policies and procedures. The procedure defines how the process is initiated, which bodies of constituents are involved in the process, and the timelines for such processes. Policies of the Governing Board may be adopted or revised at any regular meeting of the Governing Board by a majority vote of the members.

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

**Analysis and Evaluation**

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

**Evidence**

|  |  |
| --- | --- |
| [III.A.11-](http://www.4cd.edu/gb/pol_proc.aspx) | Contra Costa College District Policies, Departmental Procedures, and Collective Bargaining Agreements. |
| III.A.11- |  |

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

**Evidence of Meeting the Standard**

**The institution's policies and practices promote an understanding of equity and diversity.** As evidence of the District’s commitment to diversity and inclusion, there are several policies that institutionalize organizational values, fair treatment and ensure legal compliance.

|  |  |
| --- | --- |
| Board Policy 1023 | Equity in Student Achievement |
| Board Policy 2001 | Non-Discrimination Policy |
| Board Policy 2004 | Selection, Retention and Termination of District Employees |
| Board Policy 2052 | Equal Employment Opportunity |
| Board Policy 2059 | Diversity |
| Human Resources Procedure 1010.01 | Equal Opportunity Plan |
| Human Resources Procedure 1010.02 | Uniform Employment Selection Guide |
| Human Resources Procedure 1040.07 | Unlawful Discrimination and Unlawful Harassment |
| Management, Supervisory, and Confidential Employees Personnel Manual 2.0 | Equal Opportunity |

## Best Practices for Diversity Hiring Implemented

* The District Office Human Resources Department has continually improved the hiring process and implemented additional steps to advance our diversity efforts.
* A diversity statement has been added to all job postings for every recruitment to convey our commitment to diversity and inclusion.
* All applicants are asked to address diversity, inclusion, or equity in their supplemental questionnaire, first and/or second interview phase. The Human Resources Department ensures that applicants for all positions demonstrate sensitivity to and understanding of diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students and staff in a manner specific to the position for which they are applying.
* An Equal Employment Opportunity Representative attends every faculty and contract administrator interview and selection committee meeting.
* All those who serve on hiring committees must go through diversity training at least every two years to be eligible to serve on a hiring committee.

## Classification and Compensation Review

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

**The District provides a broad range of trainings that address issues related to diversity.**

The efforts listed below highlight several endeavors that support the Board and District’s goals in developing and sustaining a diverse workforce.

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

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

In 2018,thefollowing workshops were offered to Districtwide classified professional staff related to diversity and inclusion:

* **LGBTQ+ 101: Creating Safe and Supportive Campuses presented by Rainbow Community Center:** This workshop addressed gender vs. sexuality; supporting transgender students; and best practices for safe and supportive schools.
* **Working Together: Why Inclusion Matters presented by Managed Health Network:** Workplace inclusion reflects having diverse perspectives, experiences and cultures valued, respected and supported. It is about ensuring the right conditions are in place for each person to pursue his or her full professional potential. Inclusion puts the concept and practice of diversity into action by creating an environment of involvement, respect, and connection. In this workshop, participants become aware of how perspectives affect the workplace; examine the impact of 'difference' in the workplace; identify barriers to inclusion in the workplace; increase awareness of the benefits of inclusion; and learn about communicating more effectively - inclusively.

**2018 4CD Leadership Institute**

The District sponsored the 5th 4CD Leadership Institute Program from December 2017 through May 2018.  A diverse group of 20 employees (faculty, management and classified) from throughout the District attended this six-month leadership program, that included a workshop in the program titled, “Redefining Diversity at Community Colleges.”

**District Office Training**

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

**The institution has methods to determine the kinds of support its personnel need and regularly evaluates the effectiveness of these programs and services.**

Through the program review process the District regularly evaluates it’s programs and services and is able to determine the kinds of support its personnel needs.

**The institution tracks and evaluates its record on employment diversity and equity.**

In 2015, as a result of the district’s commitment to increase diversity within its workforce, the Districtwide Equal Employment Opportunity Advisory Committee (DEEOAC) was restructured to advance workforce diversity efforts. Each fiscal year, the Governing Board receives a complete report of the work done by he the DEEOAC, which includes demographic comparisons and employment trends. (Attach 2018-2019 Diversity report)

**Analysis and Evaluation**

The importance of employee diversity is shown in the DEEAOC’s diversity reports and Human Resources strategic objectives regarding hiring practices.

**Evidence**

|  |  |
| --- | --- |
| III.A.12- |  |
| III.A.12- |  |

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

**Evidence of Meeting the Standard**

***The institution has an approved ethics policy for all of its personnel, which delineates consequences for violation.***

The District’s Employee Code of Ethical Behavior, Human Resources Procedure 1040.08states:

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

Other written policies involving employee ethics are: Academic Freedom, Freedom of Expression; Unlawful Discrimination (includes sexual harassment); Equal Employment Opportunity; the District’s Conflict of Interest Code; the prohibition of “employee participation in applicant selection process of relatives and household members”; and Drug-free Workplace.

Written policies are provided to new employees in their new hire orientation meeting with College or District Human Resources, as evidenced by their signature on the New Employee Orientation Checklist. These checklists verify by the signature of the employee that policies and procedures

have been received or discussed, including hours of work and other vital position information. The checklist also indicates that the manager and human resources have provided all resources needed by employees in their new position (III.A.). Policies that are distributed to all new employees include HR Procedure 1040.01, Protection of Confidential Data; Board Policy 5040, Acceptable Technology Use Policy; Business Procedure 10.06, Acceptable Technology Use; HR Procedure 4000.17, Political Activity; and the group of policies governing no smoking, no sexual harassment, no lethal weapons and drug-free workplace (III.A). Providing policies in advance, discussing them with new employees, as well as the continuing dialogue with employees as part of their supervision and performance evaluations, helps to foster ethnical behavior by all employees.

The mandatory New Employee Orientation at the District level is held once per month for all incoming employees. The training includes a presentation and binder section regarding all District policies, and where to locate them on the District’s website, as well as all our procedural manuals.

Procedures exist for addressing unlawful discrimination and harassment applicable to staff and students. It is the policy of the District to apply the highest ethical principles and standards of conduct to all members of the District community – managers, faculty, classified and students. The District is committed to the principle of trustworthiness, respect, responsibility, fairness, and stewardship. The District’s Code of Ethics and Student Code of Conduct contain general guidelines for conducting business with the highest standards.

**Analysis and Evaluation**

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

**Evidence**

|  |  |
| --- | --- |
| III.A.13- | Pull policies |
| III.A.13- |  |

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

**Evidence of Meeting the Standard**

Contra Costa College has a Professional Development committee that meets the fourth Monday of each month. In addition, there are subcommittees/working groups that meet to plan various professional development events. The committee makes decisions on faculty development grants. Faculty that apply to PD funds can get $550 to attend conferences or participate in PD related activities.

**The institution offers professional development programs consistent with its mission.**

The mission of the District is *to* *transform lives by providing outstanding learning opportunities, nurturing and empowering all students to achieve their educational goals.*

The Districtwide Professional Development Workgroup supports and is consistent with this mission by being responsible for supporting professional development activities of employees that further the mission, strategic directions and initiatives of the District.

The Workgroup designs and supports professional growth activities and training for management, faculty and classified staff throughout the district so they are able to conduct the following:

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

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

**The institution has methods to identify professional development needs of its faculty and other personnel.**

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

**The college engages in meaningful evaluation of professional development activities and uses results for improvement.**

Each location within the District utilizes an evaluation tool following a professional development workshop(s) offering at their respective location(s). The evaluation tool is distributed via email to all participants. The professional development committee at each location reviews and analyzes the evaluation results to identify areas of improvements, if any. See attached sample evaluation tool utilized at each location.

**The college measures the impact of professional development activities on the improvement of teaching and learning.**

Each campus integrates best practices in professional development to promote inclusive excellence, increase student learning, student success, and institutional effectiveness. As an example, one campus has an objective to increase trainings and learning opportunities in order to increase student course completion and retention rates through inclusive excellence. See attached sample campus professional development plan that contains measurement language.

**Analysis and Evaluation**

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

**Evidence**

|  |  |
| --- | --- |
| III.A.14- | Need the links |
| III.A.14- |  |

* 1. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

**Evidence of Meeting the Standard**

The District ensures security and confidentiality of personnel records and provides access to employees and supervisors upon request and as appropriate.

The institution has provisions for keeping personnel records secure and confidential and complies with Human Resources Procedures that protect the confidentiality of records:

* Human Resource Procedure [1040.01](http://www.4cd.edu/gb/policies-procedures/hr/H1040_01.pdf) - Protection of Confidential Data
* Human Resource Procedure [1040.02](http://www.4cd.edu/gb/policies-procedures/hr/H1040_02.pdf) - Personnel File Contents
* Human Resource Procedure [1040.03](http://www.4cd.edu/gb/policies-procedures/hr/H1040_03.pdf) - Retention and Storage of Personnel Files
* Human Resource Procedure [1040.04](http://www.4cd.edu/gb/policies-procedures/hr/H1040_04.pdf) - Disclosure of Employee Records and Information
* Human Resource Procedure [1040.05](http://www.4cd.edu/gb/policies-procedures/hr/H1040_05.pdf) - Information Requests About Current/Former Employees

**Analysis and Evaluation**

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

**Conclusions on Standard III.A. Human Resources**

[insert response]

**Improvement Plan(s)**

[insert response if applicable]

**Evidence List**

[insert list]

### Physical Resources

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

**Evidence of Meeting the Standard**

ADD Delineation of Function and responsibilities between district and campus (From Ines) to set up the College’s responsibility in Grounds and Maintenance.

The College constructs and maintains adequate physical resources that support students, faculty, and staff in completing their duties and activities in an environment conducive to optimum instruction and learning in a safe and efficient manner. The College provides safe and adequate physical resources for its programs and services and regularly evaluates the adequacy, accessibility and safety of these building through established planning processes, and industry standard practices. College (Maintenance and Operations, or Buildings and Grounds Department) inspects buildings and facilities to ensure compliance with all safety, fire, access, security, and sanitary codes and regulations.

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

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

* B&G (Is this Building and Grounds) conducts Slips, Trips, and Falls inspections and reports to CCCSIG
* The Fire Marshall comes to the College to do a periodic inspection for compliance with Fire Code regulations.
* Keenan (Position?) inspects the campus for hazardous waste management and safe disposal and reports its findings to the Health Department. It also performs safety inspections to ensure compliance with safety and building code regulations, and comes back on campus to check that the College has addressed any findings.
* Health Department inspects the swimming pool, kitchen areas, paint booth (Auto)
* Bay Area Clean Air Management checks B&G fuel tank and back-up generator (Biology, PAC, behind Library for IT) usually yearly/periodically

Clery Act and other security and [reports](http://www.4cd.edu/crpa/pd/crimereports/Campus%20Crime%20Awareness%20Report%202018-2019.pdf) are posted on an annual basis and emergency preparedness [plan](http://www.4cd.edu/crpa/pd/emergencypreparedness.aspx) is also posted.

College has several processes in place to ensure that programs and service needs are scheduled for maintenance, repair and replacement. An electronic work order system, *CCCCD Maintenance Plus*, was initiated in April 2010 allowing employees to identify issues that need maintenance (insert here a link to this system). The system has improved the tracking of work order progress and has improved the communication loop with those requesting service: after the online work order is placed, an email is generated to inform the requester it was received, a second email is sent to the requester once the task has been assigned. Finally, a third email is sent after the work has been completed. Telephone orders are also accepted when followed up with a hardcopy work orders.

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

The College buildings maintenance & evaluation is monitored & completed by the following committees:

* Safety Committee
* Operations Council
* College Council
* Building & Grounds reporting to the Business Office

These campus organizations oversee the overall maintenance, safety, and emergency preparedness for the College’s facilities. College buildings maintenance and evaluation is monitored and completed by the (insert department, maintenance and operations or buildings and grounds) and it also involves related shared-governance committees including the (Facilities Committee and the Safety Committee? Insert college specific committees). In its capacity, College (Maintenance and Operations Director, or Buildings and Grounds Manager) is closely involved in all college capital program planning, including facilities master planning, standards development and approval, Measure E bond program oversight of construction, and management of maintenance and improvement of all campus facilities [insert Measure E ESC meeting agendas from last year and current, Facilities Weekly Meetings agendas and notes at all colleges]. This extended involvement provides the director with a regular and broad perspective on campus facility needs.

Additionally, The District Vice Chancellor of Facilities Planning and Construction supports the College in physical resource planning, design and construction of capital projects and assists the College in qualifying and obtaining available State funding for repairs, renovations, land acquisition, and building projects (insert here State Funding Proposals IPPs from last year). As part of the annual update to District’s Five Year Construction Plan, the District submitted Initial Project Proposals (IPPs) that are under review for Final Project Proposals (FPPs) submittal to the State Chancellor’s Office (evidence – 2018/19 Five Year Construction Plan). College plans operate in tandem to provide a framework for the analysis of existing resources, the identification of future needs, and steps to be taken to continue to meet the needs of all end users (insert evidence Measure E Implementation Plan, Education Master Plan, Facilities Master Plan, program reviews reference to facilities)

The College has a strong commitment towards ensuring equitable access on campus and specifically in addressing the American Disabilities Act. (insert language here how DESPS is staffed); DSPS are an integral part of all capital projects review of project drawings and meetings to ensure that the College remains in compliance with the needs of all students and employees (insert meeting notes with DSPS during the ADA transition plan work).

In 2009, the District completed a comprehensive evaluation of its facilities to determine the extent to which individuals with disabilities may be restricted in their access to District services and activities. This resulted in District ADA Transition Plan based on physical evaluation of the College facilities. The document guides the planning and implementation of facility modifications for both capital projects and college campus projects. The Plan was updated in 2017 with completed improvements, and for updates to remaining items for code, cost and schedule updates. When viable, any identified ADA barriers are resolved within the boundary of any major capital improvement project (Insert DVC Art and PE/K projects scope document, CCC Science Bldg. site plan and LMC PE/SU bldg. site or scope docs).

The College is part of District’s Standard for Access Control and Alarm Monitoring System (ACAMS), an Intrusion Detection System (IDS) and a Video Surveillance System (VSS) – insert the board approved resolution package for the standard. The intent of the standard is for all of College’s building and facility renovation and new construction efforts is to have and maintain a consistent campus-wide electronic security systems program. Collectively the systems are an economical solution to provide security and safety while maintaining convenience and flexibility. The District utilizes a standardized software, called Software House, as its access control system provider (insert board approved resolution). All College security projects utilize this system to provide commonality in access card formats, system monitoring/reporting capabilities, and District-wide programming standards.

**Analysis and Evaluation**

**Evidence**

|  |  |
| --- | --- |
| III.B.1- |  |
| III.B.1- |  |
| III.B.1- |  |
| [III.B.1-](http://www.4cd.edu/crpa/pd/crimereports/Campus%20Crime%20Awareness%20Report%202018-2019.pdf) | Contra Costa College District Crime Awareness Report |
| [III.B.1-](http://www.4cd.edu/crpa/pd/emergencypreparedness.aspx) | Contra Costa College District Emergency Preparedness Plan |

* 1. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

**Evidence of Meeting the Standard**

The College maintains various plans to strategize it’s facility utilization:

* Campus Renovation and Construction [Calendar](file:///C:\Users\Jason%20Cifra\Google%20Drive\001%20Project%20Talino\CCC\Accreditation\Accreditation%20Draft\Standards%20Drafts\Campus%20Renovation%20and%20Construction%20Calendar)
* Facilities Master [Plan](https://www.contracosta.edu/wp-content/uploads/2017/02/Facilities-Master-Plan-2008-2018-2.pdf)
* Measure E Capital Improvement [Program](http://www.4cd.edu/business/facilities/docs/Measure%20E%20Capital%20Improvements%20Program.pdf)
* Bond Measure [Report](http://www.4cd.edu/about/committees/measure_a/annualreports/2018%20Annual%20Report%20to%20the%20Community%20(English).pdf)

Currently, the College is undergoing a major construction program funded by the local Measure A 2006 bond and local Measure E 2014 bond. Implementation of these projects will aid the College in addressing the age and condition of its facilities as much of the campus was constructed prior to 1970. It will also aid in upgrades to infrastructure, mechanical and building systems as well as telecommunication capacity such as fiber connectivity and support of WiFI expansions within building interior and exterior spaces.

The College is implementing an extensive Measure E bond program which will provide for (insert major projects for each campus here) ( insert link to the Measure E Capital Improvements Program document on our site) The Measure E Implementation Planning effort started with the passage of 2014 Measure E bond with a series of public forums to establish shared campus priorities for the projects (insert DVC, LMC and CCC for representative meeting minutes. These public forums were followed by extensive discussions at College Council (the primary shared governance body of the College) and by discussions in both Classified and Academic Senate (insert each college meeting notes from these meetings. DVC has theirs). As part of Measure E Planning, the District and College development team evaluated weekly student contact hours (WSCH), WSCH per section, FTES, lecture hours, and lab hours at each campus and off campus in order to understand capacity load requirements for each building project. Space inventory from FUSION was used to inform the existing space allocations. Ultimately, this informed the building scope parameters that are identified in the Implementation Plan and constituted approved project program (insert the Measure E Implementation Plan, insert all of the program studies for major projects at CCC and DVC). For each Measure E project, the process also identified project user groups as well as (for VC Project Steering Committees) and College wide Executive Steering Committees. Four years later, these committees continue to act as a vehicle for soliciting and providing information and for maintaining oversight of the progress.

*Insert a section that describes for each college major improvements that have been completed under 2006 bond so far (CCC the College Center, LMC College Complex, and DVC Commons Project)- IZ add this to each college’s write ups to avoid confusion.*

The College adheres to Board Policy (BP) regarding acquisition, construction and maintenance of physical resources. The District board policies are reviewed and updated in a cycle manner or based on regulatory and environmental changes. Table 1 below provides a list of policies and procedures that govern the District operations.

3461Table 1 District Board Policies and Procedures Related to Facilities and Resource Allocation

The California Division of the State Architect oversees all College major new construction and most renovations. The District Vice Chancellor of Facilities Planning and Construction, College Vice President of Business and Administrative Services/CBO, Maintenance and Operations Director collaborate with key stakeholders and District Chancellor’s Cabinet to review, update and identify current and future capital projects priorities, budgets and schedules. [(Cabinet meeting budget modification approvals)](file:///C:\Users\izildzic333\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\L89QNZ6U\Evidence\IIIB1a-16).

The College uses the *Facilities Planning Manual for the California Community College* and the Facilities Utilization Space Inventories Options Net System (FUSION) to analyze space utilization on campus. [(include reference for both)](file:///C:\Users\izildzic333\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\L89QNZ6U\Evidence\IIIB1a-9). The College also uses various modalities in space planning and specific programming documentation and assessments to analyze utilization, such as space requirements for specialty spaces in Kinesiology and Art departments (insert both projects programming documents from HMC). The *2020 Facilities Master Plan* identifies campus buildings with gross square feet, assignable square feet, the chronological age of each building, examines the instructional programs occupying space in a building, and provides for a capacity load analysis of each project based on existing and future planned usage.

Annually, the College submits a [Scheduled Maintenance Priority List](https://drive.google.com/open?id=1U0gnSY5b2-e_CoWQxJCTMRRpMNa6X8QO) to the District. The District reviews all campus proposed needs to ensure they match and qualify against the funding criteria, and these projects are then entered, categorized, and summarized in the State FUSION reporting system. The District relies on the State’s space standards to evaluate facilities utilization. The District reviews and updates annually its [Space Inventory](https://drive.google.com/open?id=1uz37JpkN2vSQNjTzPvBp9J4NrolL8PyB) for submission to the State Chancellor’s Office. Furthermore, the District reviews annual capacity/load and enrollment growth trends and identifies potential impacts as they relate to the District’s capital improvement planning efforts.

In partnership with the State Chancellor’s Office, the Facilities Planning Department conducts a comprehensive [Facilities Condition Assessment](https://drive.google.com/open?id=1DH4M3at_jIPQY_JhH2MCj-z7vSTl-eYl) every five years. The data collected from the Facilities Condition Assessment plays critical role and informs the [District’s Five-Year Construction Plan](https://drive.google.com/open?id=1qAwwBCOxX9GwCNhyynENl5QVg11avTT9), and [Facilities Plan implementation](https://drive.google.com/open?id=1FrmiIA3KonDN30RZHKwttV6b4gXo2Bbl). This plan is largely reflective of input of campus needs, District and College educational vision, program capacity/load analysis, and adequacy of existing instructional space. This assessment forms the foundation for Capital Infrastructure and Scheduled Maintenance needs.

College: The allocation of space is determined either through the shared governance process or as an executive decision, depending on the need. If the need is for employee offices or program spaces, College leadership identifies/provides the required spaces. For College-wide needs such as for a prayer room, the shared governance process is followed. (see shared governance decision-making chart) For new buildings/facilities, the allocation of space is determined jointly by the user groups and College administration and communicated for implementation to the project manager and project architect.

What is the District FMP (separate) and the College FMP – Need one

Bond Measure E – implementation in April 2016. Articulated the budget and implementation of construction projects in lieu of new FMP.

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| III.B.2- |  |
| III.B.2- |  |
| III.B.2- |  |

* 1. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

**Evidence of Meeting the Standard**

The Contra Costa College Facilities Master Plan is an integral element and linkage to the district-wide physical resources planning document, the Five-Year Capital Outlay Plan (see 2021-25 Five Year Capital Outlay Plan; 2020-24 Five Year Construction Plan). In accordance with Contra Costa Community College District (District) Business Procedure 5.01, Scheduled Maintenance and Special Repair (CCCCD Business Procedure 5.01.pdf), the District Office submits a Five-Year Capital Outlay Plan to the State Chancellor’s Office through the state database FUSION that encompasses Facilities Utilization, Space Inventory Options and Project Planning elements. College specific project planning documents, such as Initial Project Proposals and Final Project Proposals made part of the Five-Year Capital Outlay Plan is guided by the College’s 2020-2025 Facilities Master Plan and 2016 Measure E Implementation Plan (insert link to FP site) and reviewed by the district Vice Chancellor, Facilities Planning and Construction, the College president and vice presidents, maintenance & operations, and other shared-governance units as appropriate.

The Five-Year Capital Outlay Plan (link to the 2019/20 board approved plan) includes a priorities list for Contra Costa Community College District projects for both new, renovation, expansion and infrastructure projects on all campuses each year. The plan lists the gross square footage, assignable square footage, funding timelines, project design and construction milestones, budgets established by the Construction Cost Index and funded by the state and budgets expected to be funded by local bond measures. The campus instructional load is estimated for the current years and projected for the next six years. The Five-Year Capital Outlay Plan takes into account long range capital plans that support institutional improvement goals and was adjusted in 2019 year to align with anticipated 2020 new state school construction bond.

The District’s long-range capital plans are driven by each college’s mission, goals and Educational Master Plan and 2016 Measure E Implementation Plan. The District carefully considers the State’s capital funding criteria and other external funding opportunities in the formulation of its capital plans.

The Building & Grounds Department maintains a vehicle & equipment spreadsheet to track the equipment & the servicing of the equipment. Vehicles are serviced once a year which includes checking the brakes, filters oil change, tires & any other required upkeep. Likewise, the grounds equipment (tractors & mowers) have their oil changed & necessary filters checked once a year also. Besides the annual servicing of the vehicles & equipment the staff are instructed to check the equipment prior to use to ensure there are no unnecessary maintenance issues and for safety. If any issues arise they bring it to senior management’s attention for the appropriate action. Older equipment is replaced when they outlive their usefulness.

Mechanical equipment on the buildings have regular maintenance at least once a year. Technicians replace filters and belts and do a thorough inspection for any other repair concerns. This is done on a staggered basis ensuring that each building’s equipment is addressed during the year. Repair concerns identified during the maintenance are communicated to management for appropriate action. Numerous mechanical contractors/technicians are on campus throughout the year and are familiar with the equipment providing another set of opinions.

**Analysis and Evaluation**

The FMP is outdated.

**Evidence**

|  |  |
| --- | --- |
| III.B.3- |  |
| III.B.3- |  |
| III.B.3- |  |

* 1. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

**Evidence of Meeting the Standard**

In fall of 2019, the College embarked on the process of updating its Educational Master Plan (insert link to the doc). In spring of 2020, the College commenced the process of updating its (insert year for each college respectively) Facilities Master Plan through the collaborative involvement of staff, faculty, and managers over a year long process. The 2020-2030 Facilities Master Plan presents a model that is based on the (2019/2020) Educational Master Plan and addresses the current and projected facilities needs through the year 2030. The long-range capital improvements plan includes information on the assessment of facilities, building standards, information on achieving state mandates for 2025 and 2030 energy efficiency and carbon-neutral campuses, proposed infrastructure and technology improvements, new capital construction as well as replacement of existing and renovation plans, for the College.

The total cost of ownership (TCO) of a college asset is calculated by adding the initial cost of the asset to the cost of operating the asset over its expected life (including power and labor) plus the cost of maintaining the asset, plus the cost of disposing of the asset at the end of its useful life cycle. The updated 2020 Facilities master Plan will include an evaluation of total cost of ownership in its planning scope. While the District planning efforts have focused on implementation of previous facilities and bond implementation plan, ever since the District’s first local construction bond was passed in 2002, District and College plans have taken total cost of ownership into account in planning and design without actually calculating it in the development of capital improvement projects. Many aspects of a comprehensive TCO plan have been implemented by the College to include annual space inventory and utilization reporting and management, energy and building systems efficiency improvements College-wide; implementation of concepts of universal design and standards in order to provide long-term flexibility of College’s physical resources, and standardization of building systems and controls, as well as building materials, and furniture, fixtures, and equipment to minimize repair/operating costs (insert Prop 39 completed projects list; bond list for energy projects; PV presentations/planning; building controls approved standard; FF&E standard).

The College is committed to the creation of an environmentally sustainable campus with Leadership in Energy and Environmental Design (LEED) Silver level certified buildings (need to find college specific approval doc). Building energy efficiency projects seek to lower total cost of ownership by reducing utility costs over the life cycle of the buildings. With state mandates for net-zero energy buildings by 2030, The District has implemented steps towards planning for net-zero energy ready projects by ensuring architectural and engineering design contracts to include language such that new facilities and major renovation projects out-perform energy code by 15 percent and 10 percent respectively, and for net-zero energy ready mechanical systems design (insert CCC Science Bldg. contracts; insert DVC project contracts and LMC Brentwood). In addition, the District has embarked on evaluation of future photovoltaics as the main path forward in offsetting high costs of energy by having battery storage options in order to manage the total cost of ownership for all new and renovation buildings.

**Analysis and Evaluation**

Suggestion: there may be a need for a language or a plan arising from self-evaluation although the development at the campus seem to be replacement or upgrade of the same square-footage.

**Evidence**

|  |  |
| --- | --- |
| III.B.4- |  |
| III.B.4- |  |
| III.B.4- |  |

**Conclusions on Standard III.B. Physical Resources**

[insert response]

**Improvement Plan(s)**

[insert response if applicable]

**Evidence List**

[insert list]

### Technology Resources

* 1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

**Evidence of Meeting the Standard**

College ensures that all of its technology needs are met using colleges own Technology department as well as collaboration with Information Technology services department at the District Office (DoIT). DoIT is responsible for overall districtwide network infrastructure, Wi-Fi, Firewall as well as the Voice over IP (VoIP) phone system. DoIT is also responsible for Ellucian Colleague system which is the Enterprise Resource Planning (ERP) used districtwide.

Network infrastructure at the college includes redundant connections to the college data center from each of the buildings, the data center also contains redundant network cores. Each college also has a 10-gigabyte redundant connection to Internet thru CENIC

District utilizes  [InSite](http://www.4cd.edu/insite/default.aspx), which is a cloud-based student information system platform that can be personalized by individual students based on their preference. InSite utilizes Single-sign on (SSO) and serves as a one-stop for students. InSite contains online services such as email, registration, Financial Aid, access Canvas (district learning management system), bus schedules, college announcements, and other functionalities.

**Analysis and Evaluation**

**Evidence**

|  |  |
| --- | --- |
| [III.C.1-](http://www.4cd.edu/insite/default.aspx) | Contra Costa College District Insite Portal |
|  |  |
| III.C.1- |  |
| III.C.1- |  |

* 1. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

**Evidence of Meeting the Standard**

The College maintains various plans to strategize it’s technology planning and utilization:

* Technology Strategic Plan
* Distance Education Strategic Plan
* Others?

District Information Technology working with the College Technology teams continually works ensures that the technological infrastructure are upgraded and is sufficient to meet the program and operational needs of the college. A 3-year plan to upgrade network Core, Uninterruptable Power Supply (UPS) as well as Wi-Fi is being implemented so college can meet the growing technology needs of students and staff.

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| III.C.2- |  |
| III.C.2- |  |
| III.C.2- |  |

* 1. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

**Evidence of Meeting the Standard**

Provisions for disaster recovery include ongoing unattended automatic scheduled server backup and have a disaster recovery site that utilizes Amazon Cloud services which includes critical systems such as Colleague ERP database, Document imaging, single sign-on and InSite portal), with plans to move the entire ERP system to the Cloud in the event of a disaster . Furthermore, the database Colleague is replicated near real-time to another district location.

Privacy and security are achieved by encrypting the Colleague database at rest as well as use of SSL certificate for data when it is transmitted over the network. Username/password credentials are necessary to access the InSite Portal as well as for authenticating to Wi-Fi network. Firewalls for security measures are also in place to protect and control access to internal systems. Different security levels for Colleague system access are implemented based on users job functions. Access to technology system is revoked based on employee classification as described in the business procedure 10.54

The District monitors the technology systems used on campus and provides a [status](http://www.4cd.edu/webapps/techstat/default.aspx) on performance.

**Analysis and Evaluation**

Technology maintenance occurs during regularly-scheduled monthly downtimes for applying

Upgrades and patches along with other maintenance activities (colleague patch schedule).

The three individual college IT managers meet with the DoIT management team once a month to discuss common issues, get updates on projects and collaborate to solve various technology challenges.

**Evidence**

|  |  |
| --- | --- |
| III.C.3- |  |
| III.C.3- |  |
| III.C.3- |  |
| [III.C.3-](http://www.4cd.edu/webapps/techstat/default.aspx) | Contra Costa College Technology Resource Status |

* 1. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

**Evidence of Meeting the Standard**

The District and College share the responsibility and work in managing the college’s information technology infrastructure and for maintaining the security of data and privacy on campus and online by students, faculty, and staff.

Information and training materials are provided through various sites:

* 4CD [Wifi](http://www.4cd.edu/wifi/default.aspx)
* Computer [Lab](https://www.contracosta.edu/computer-labs/)
* District IT Help Desk Email Address - @it-help@4cd.edu
* Library Information and Services – [Media Services](http://libguides.contracosta.edu/site/media)
* Insite Portal [Help](https://www.contracosta.edu/admissions/apply-now/insite-portal-help/)
* Insite Log In [Instruction](http://www.4cd.edu/pdf/Login_Instructions_InSite_2.0.pdf)

Canvas, which is the online learning management system, is managed by District IT Services. Training materials and workshops are posted on the college’s [distance education faculty information](https://www.contracosta.edu/faculty-resources/distance-education-faculty-information/). Students who take online courses can also find this [Canvas Tutorial Video](https://community.canvaslms.com/videos/1124) on their syllabus.

**Analysis and Evaluation**

**Evidence**

|  |  |
| --- | --- |
| III.C.4- |  |
| III.C.4- |  |
| [III.C.4-](http://www.4cd.edu/webapps/techstat/default.aspx) | Contra Costa College Technology Resource Status |

* 1. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

**Evidence of Meeting the Standard**

The Colleges has policies and procedures that govern the appropriate use of technology and adheres to the following policies and procedures:

* Board Policy [3013](http://www.4cd.edu/gb/policies-procedures/board/BP3013.pdf) Student Information
* Board Policy [4006](http://www.4cd.edu/gb/policies-procedures/board/BP4006.pdf) Software Use Policy
* Board Policy [5030](http://www.4cd.edu/gb/policies-procedures/board/BP5030.pdf) Acceptable Technology Use Policy
* Business Procedure [10.06](http://www.4cd.edu/gb/policies-procedures/business/fin10_06.pdf) Acceptable Technology Use Procedure
* Business Procedure [10.54](http://www.4cd.edu/gb/policies-procedures/business/fin10_54.pdf) Access to Technology Assets
* Implementation Guideline [2012.21](http://www.4cd.edu/gb/policies-procedures/guidelines/IG2012_01.pdf) Email Distribution Lists

Every employee when they login to district computer is required to affirm that they agree that they understand and will abide by the Acceptable Use Policy before they are allowed to login to district computer. (Screen Shot)

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| [III.C.5-](http://www.4cd.edu/gb/policies-procedures/board/BP3013.pdf) | Contra Costa College District Board Policy 3013 Student Information |
| [III.C.5-](http://www.4cd.edu/gb/policies-procedures/board/BP4006.pdf) | Contra Costa College District Board Policy 4006 Software Use Policy |
| [III.C.5-](http://www.4cd.edu/gb/policies-procedures/board/BP5030.pdf) | Contra Costa College District Board Policy 5030 Acceptable Technology Use Policy |
| III.C.5- |  |

**Conclusions on Standard III.C. Technology Resources**

[insert response]

**Improvement Plan(s)**

[insert response if applicable]

**Evidence List**

[insert list]

### Financial Resources

Planning

* 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

**Evidence of Meeting the Standard**

Financial resources at the College are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. Budget allocation is governed by

Contra Costa Community College District (District) distributes the vast majority of its unrestricted revenues to its sites through an internal revenue allocation model. Based largely on the framework of SB-361, this internal revenue allocation model is codified in Business Procedure [18.01](http://www.4cd.edu/gb/policies-procedures/business/fin18_01.pdf). Essentially, revenues and certain off-the-top expenses are allocated based upon each college’s percentage of total budgeted FTES. A total operating allocation is then distributed to each college from which it builds its own local budget.

Since the inception of the internal revenue allocation model, the College has been able to provide program offerings and services that have created financial stability for itself and the District. Not only has the revenue allocation model allowed for consistent course offerings, but it has also enabled the College and District to maintain adequate reserves and strong fiscal viability. The decentralization of the model and the inherent responsibility of each site to monitor and control its expenditures has incentivized responsible behavior and led to positive outcomes. As shown in the table below, the finances of the District are strong and stable with the fund balance over the past three years ranging from approximately 17 to 20 percent of the total expenditure budget. Further, as a testament to the commitment of the colleges to put funds into the classroom, the District’s 50% law calculation is significantly higher than the minimum compliance standard.

|  |  |  |  |
| --- | --- | --- | --- |
| **Unrestricted General Fund** | | | |
|  | **FY 15-16** | **FY 16-17** | **FY 17-18** |
| Ending Fund Balance | $ 41,631,084 | $ 36,416,455 | $ 37,068,053 |
| Fund Balance % of Total Expenditures | 20.50% | 16.85% | 18.06% |
| 50% Law | 54.40% | 54.04% | 53.36% |

Finance functions within the District are largely decentralized with each college responsible for allocating its resources in an efficient manner with the primary objective being achievement of its FTES target. Each college has its own local resource allocation process tied to program review. Other college considerations include maintaining a minimum 1 percent site reserve, funding liabilities, ensuring adequate faculty and staff, and adhering to the institution’s mission. At the District level, significant administrative support is provided to the College particularly in the areas of state and federal compliance, adherence to Governing Board policies and procedures, and communicating and modeling potential impacts of regulatory or legislative changes.

The District and colleges also manage their financial affairs with integrity. Since 2013, under two separate external audit firms, the District has received clean audits with no findings. Financial audits are archived and can be accessed through the District [Audit Report](http://www.4cd.edu/business/auditreports/Forms/AllItems.aspx) website. Moreover, external rating agencies [Standard & Poor’s and Moody’s](http://www.4cd.edu/crpa/pressreleases/District%20Continues%20Exemplary%20Stewardship%20of%20Bond%20Measure%20Funds.pdf) rate the District’s credit as AA+ and AA1, respectively, only one notch below the highest rating available which is primarily reserved for Basic Aid districts.

In addition to the general fund allocation, the College receives restricted categorical funds and seeks competitive grants. Categorical and other grant funds are allocated based upon the respective program plan and aligned with institutional and program review goals. Applications for grants are reviewed internally to ensure the grant aligns with the college mission and strategic goals. Business Procedure 3.30, Grants, prescribes this process.

The Budget Development Process helps the college determine the overall budget and account for key expenditures over the course of the academic year.

Need Budget Development Visual

Budget Development Process

1. Using Business Procedure 18.01, District Finance Services calculates and vets the college allocations.
2. Contra Costa College develops its budget by accounting for the following components:
   1. Salaries and Benefits - Position Budget generates all salaries and benefits for permanent positions, and hourly teaching/non-teaching budget calculated based on FTES goals, FTEF, and productivity ratio assumptions.
   2. Operating Budget for Departments - cost of supplies, travel, classified hourly, and student employment, professional development, and other operating costs. The Budget Committee uses College Procedure C3030.0 as the basis for this allocation. In the past few years, allocation to the departments were rolled over from year to year.
   3. Contingencies – costs to cover unforeseen, unbudgeted items, cost of equipment maintenance or replacement, etc.
   4. Reserves – deficit funding reserve to cover reductions in revenue, minimum 1% reserve as required by Business Procedure 18.01, reserve for anticipated salary increases, etc.
3. Director of Business Services works with District Finance Services to verify budget calculations to validate allocation and balance the budget.
4. Budget presentation and “traveling road show” to share budget information typically happens in September. The Director of Business Services presents the budget at division meetings to give faculty and staff the opportunity to review the budget in an interactive manner. The presentation also includes year-end actuals for the prior year.
5. District-wide budget, including College budgets, is posted on the district website.
6. District-wide budget forums are conducted at each College and the District Office in April. This gives the campus and District communities the opportunity to preview the projected budget, with assumptions and information about the State budget, for the upcoming year.

Budget requests from program reviews are evaluated and funded if approved through the Resource Allocation Process under [College Procedures Handbook](https://www.contracosta.edu/wp-content/uploads/2017/02/Colleges-Procedures-Handbook-2015.01.23.pdf) Section C3030. Salaries and benefits of permanent employees (classified, faculty, management), including vacancies, are automatically budgeted. The part-time faculty budget is then calculated and budgeted based on FTES goals, FTEF, and productivity targets. For the last few years, the operating budgets have been rolled over. Also included in the budget are other obligations such as the 1% required college reserve, deficit funding reserve, college contingencies, Foundation support, etc.

**Analysis and Evaluation**

Business Procedure 18.06, Budget Preparation, details the timeline for the development of the District and college budgets. Through a collegial process, beginning with the Governor’s January budget proposal, budget assumptions for the tentative budget are agreed upon through a shared governance structure. These assumptions are vetted through the monthly Chief Business Officer’s meeting, Chancellor’s Advisory Team, Cabinet and District Governance Council (DGC). DGC convenes monthly, serves as the District Budget Committee and is comprised of leaders from all constituency groups, including faculty, classified professionals, managers, and students. This collegial process has reaped enormous goodwill and has allowed the District and colleges to have widespread agreement on the financial aspects of the organization.

Upon finalizing the assumptions, District Office populates budget templates for the colleges to begin working on the tentative budget. Concurrently, during the month of April the Governing Board receives a “Budget Study Session” report at its open meeting and District Office staff conduct “Budget Forums” at all locations. These venues provide feedback opportunities for Governing Board members and District employees as well as the chance to ask questions or receive clarifications.

Other information, including audited financial statements, state mandated financial reports, budget presentations, and actuarial reports are brought to the Governing Board for information or action as necessary. These reports are accessible on the District website and the contents of these reports are incorporated into presentations given to employees.

**III.D.1. Evidence**

|  |  |
| --- | --- |
| III.D.1- |  |
| III.D.1- |  |
| III.D.1- |  |
| [III.D.1-](http://www.4cd.edu/crpa/pressreleases/District%20Continues%20Exemplary%20Stewardship%20of%20Bond%20Measure%20Funds.pdf) | Press Release: District Continues Exemplary Stewardship of Bond Measure Funds |

* 1. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

**Evidence of Meeting the Standard**

The mission and goals of the District and its colleges set the foundation for financial planning, and financial planning is heavily integrated with and supports all institutional planning. This is demonstrated through highly transparent processes at both the District and college level.

Several board policies and business procedures govern how budget parameters and process are determined:

* Board Policy [5031](http://www.4cd.edu/gb/policies-procedures/board/BP5031.pdf) Fiscal Management
* Board Policy [5033](http://www.4cd.edu/gb/policies-procedures/board/BP5033.pdf) Budget Development
* Business Procedure [18.02](http://www.4cd.edu/gb/policies-procedures/business/fin18_02.pdf), Parameters for Budget Development and Preparation
* Business Procedure [18.06](http://www.4cd.edu/gb/policies-procedures/business/fin18_06.pdf), Budget Preparation

Notably, within Business Procedure 18.06 a timeline is provided that prescribes the participatory governance process of the District’s budget. This transparent process provides for all constituency groups to weigh in on budget parameters and assumptions being used, report to their respective members on areas of interest or concern and ask questions or make suggestions on potential modifications. This three-month vetting process concludes with District staff visiting all sites and conducting open Budget Forums to report on the status of the current year as well as the outlook for the upcoming year; this allows for maximum information dissemination.

In addition, Business Procedure 18.02 prescribes minimum reserve levels, adequate staffing levels, a commitment to paying down the District’s long-term liabilities, and general fiscal constraint. All discussions throughout the budget development process are guided by adherence to the values and criteria within Business Procedure 18.02.

At each Governing Board meeting, financial information is presented to the Board. This information comes in the form of reports or presentations that include financial statements, budget transfers, investment reports, tentative budget presentation, adoption budget presentation, as well as periodic reports on pertinent budget and financial issues. In April every year, the Governing Board has a study-session on the budget that includes assumptions and goals for achieving the priorities of the District. These presentations and reports are available in electronic format.

Additionally on campus, resource allocation follows the [College Procedures Handbook](https://www.contracosta.edu/wp-content/uploads/2017/02/Colleges-Procedures-Handbook-2015.01.23.pdf) Section C3030. The Business Services Supervisor reviews the operating and categorical/grant budgets and spending with the appropriate managers. Grant and other funds pursued by the college are aligned with the college mission. Their goals and funding typically describe activities and initiatives to increase student enrollment and/or success. The alignment of grant funds with the general mission and planning for the College are sometimes implied instead of being expressly stated. The Business Services Supervisor and the Director of Business Services review campus budget throughout the year-end closing process, keeping the College President updated. These year-end expenditures are likewise reviewed with the District Chief Financial Officer.

**Analysis and Evaluation**

The District and college integrate financial planning with institutional planning. This is demonstrated through wide dissemination of information through multiple mediums, well-developed policies and procedures that clearly map out processes, and college-level resource allocation decisions that identify and ultimately evaluate the allocation of resources in order to meet strategic goals and objectives.

**Evidence**

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| --- | --- |
| III.D.2- |  |
| III.D.2- |  |
| III.D.2- |  |

* 1. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

**Evidence of Meeting the Standard**

The District clearly defines and follows its guidelines for financial planning and budget development. Further, all constituencies have appropriate and ample opportunities to participate in the development of institutional plans and budgets. This is also true at the College, where a clearly defined resource allocation process has been institutionalized.

At the District level, financial planning and budget development is governed by Business Procedures 18.02, Parameters for Budget Development and Preparation, and 18.06, Budget Preparation. These procedures detail the budget development process and timeline as well as indicate the various stakeholders and constituency groups that are involved. Budget development kicks off after the January budget proposal by the Governor. That preliminary proposal is reviewed with College CBOs, Chancellor’s Cabinet, and District Governance Council (DGC). DGC serves as the districtwide budget committee and is comprised of faculty, classified professionals, managers, and students.

All constituency groups have a voice in the budget development process. Further, in April of each year the Governing Board is given a “Budget Study Session” where budget assumptions are also vetted and discussed. These finalized assumptions are used in the Tentative Budget presented to the Governing Board in June and then modified for known changes for the Adoption Budget presented in September. Once overall assumptions are agreed upon, the District populates a budget template for each College. Contra Costa College makes its own modifications based upon their local resource allocation process as described in Standard III.D.1.

**Analysis and Evaluation**

Clear policies and procedures exist at the District level that guide planning and budget development. This process is rigorously followed and has been in place for nearly a decade. Further, once the District process is complete the College engages its constituencies in its own budget development process in an open and transparent manner.

**Evidence**

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| III.D.3- |  |
| III.D.3- |  |
| III.D.3- |  |

Fiscal Responsibility and Stability

* 1. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

**Evidence of Meeting the Standard**

Institutional planning does reflect a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The District’s budget allocation model clearly outlines the available, ongoing revenue for the District based on agreed upon assumptions. In addition, the budget allocation model accounts for significant expenditure requirements of the District and colleges. These expenditure requirements, called assessments, include contractual obligations to employee groups, regulatory expenses such as insurance, utilities, and retiree health benefits, and other fixed obligations. These are all paid “off-the-top” from available revenues *before* distributing the revenue allocations to each site.

This expenditure information is distributed and shared broadly with constituency groups, including at DGC, which acts as the districtwide budget committee. As these assessments reduce each college’s overall operating allocation, much attention is paid to ensure accuracy and integrity in the figures.

After the allocation model is fully populated, a budget template is sent to each college to make local adjustments in consideration of its own expenditures and external commitments. Once the template is fully populated, a clear picture emerges as to the amount of available ongoing dollars each location has for resource allocation. Often, other one-time funds can be identified to help supplement the resource allocation process if the request is one-time in nature.

I think we should include SCFF somewhere in this standard…especially here.

**Analysis and Evaluation**

As the vast majority of the expenditures within the District and each college are employee-related, it is essential to have reliable position control. This is achieved through multiple levels of District-level approval needed for the hiring of permanent employees. The budget template that is provided to each location pre-populates every permanent employee and their annual total compensation. The college staff is then responsible for inputting any vacancies they expect to be filled. Further, all previous year non-personnel allocations are also pre-populated for the colleges. This allows college staff to only make changes based upon their local resource allocation process and, more importantly, minimizes the capacity for error and the spread between budget and actuals.

**Evidence**

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| --- | --- |
| III.D.4- |  |
| III.D.4- |  |

* 1. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

**Evidence of Meeting the Standard**

Contra Costa Community College District has sufficient internal control mechanisms and clearly identifies individuals responsible for the preparation of financial documents that are dependable, accurate and timely. These documents allow for sound financial decision-making.

The District utilizes the Ellucian Colleague enterprise resource planning (ERP) system for its financial and purchasing transactions. This ERP system has built-in internal controls that, depending upon specific dollar thresholds, require multiple levels of approval before requisitions are turned into purchase orders. Further, all journal entries and budget transfers initiated by the College are routed to the District Office for review, approval, and entry into the ERP system. (Need screenshot)

Financial documents are produced from the information within Ellucian Colleague and widely disseminated. This information is accessible to College staff either through running reports through the ERP system or through a web-based portal where administrators and other program managers can view their department budgets and expenses. Other high-level tools for the respective college Chief Business Officers, such as forecasting and other ad-hoc reports, are available upon request. Further, multiple financial presentations are made annually for College staff and all necessary financial information is presented to the Governing Board for information or action.

District and college staff regularly discuss ways to improve efficiencies in the reporting and internal controls. As an example, amendments were recently made to Business Procedure [11.15](http://www.4cd.edu/gb/policies-procedures/business/fin11_15.pdf) Vouchers to increase the direct voucher limit for repairs and goods and services. This procedural modification was vetted through the governance process and has proven to be a value-added change to the purchasing experience for the College.

In terms of spending Student Fees, Any request to spend ASU funds has to go through the ASU Board for approval. The ASU Coordinator has to approve, and the Dean of Students has to approve as well. Then the Student Life Disbursement Request form is brought to the Business Office for review, approval, and processing. The checks are then signed off by two signatories who are College administrators. Student fees are governed the following policies and procedures

* Business Procedure [7.00](http://www.4cd.edu/gb/policies-procedures/business/fin7_00.pdf) Student Fees
* Business Procedure [3.41](http://www.4cd.edu/gb/policies-procedures/business/fin3_41.pdf) Student Body Funds and Club Accounting

Two of the indicators of fiscal health are the college reserves and funding of long-term liabilities. The College has maintained a reserve of over $1M in the last several years, which ranges from 3.5% to 5% of the total College General Fund budget. The College has also set aside over $1M for load bank and vacation liabilities, which is almost 50% of the total liability.

**Analysis and Evaluation**

The Ellucian Colleague ERP system enables managers to track financial activity such as purchase orders, budget transfers, and expenditure transfers. Further ad-hoc reports and tools are produced and maintained as needed. The District and College monitors financial transactions regularly to ensure compliance with regulations and policies. The District and College financial management practices provide an adequate internal control structure.

**Evidence**

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| --- | --- |
| III.D.5- |  |
| [III.D.5-](http://www.4cd.edu/gb/policies-procedures/business/fin11_15.pdf) | Contra Costa College District Business Procedures 11.15 Voucher |
| III.D.5- |  |
| III.D.5- |  |
| [III.D.5-](http://www.4cd.edu/gb/policies-procedures/business/fin7_00.pdf) | Contra Costa College District Business Procedures Student Fees |
| [III.D.5-](http://www.4cd.edu/gb/policies-procedures/business/fin3_41.pdf) | Contra Costa College District Business Procedures Student Body Funds and Club Accounting |

* 1. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

**Evidence of Meeting the Standard**

The District’s and College’s budget process accurately reflect allocations and use of financial resources that have been approved through the planning process to improve student learning and support the mission and strategic goals. The District’s resource allocation model provides the basis for the College’s operating allocation. Upon receiving this allocation, the College’s primary objective, as stated in Business Procedure 18.01, is to reach the FTES target that its revenue allocation is based upon. This ensures that the College is not only offering the instructional courses for its students but is also offering the wraparound services so desperately needed for retention and success.

The audits are conducted at the district also provide objective assessment and are performed by the District’s audit firm also recognize the accuracy and appropriate allocation of resources. With clean audits for multiple years running, the District has demonstrated the integrity of its financial management practices. The District maintains an archive of annual audit reports on its [website](http://www.4cd.edu/business/auditreports/Forms/AllItems.aspx) and is accessible to the public. The District also maintains audit [reports](http://www.4cd.edu/about/committees/measure_a/audits/Forms/AllItems.aspx) for bond funds.

**Analysis and Evaluation**

Financial management is sound and credible as seen in the fiscal financial audits of the Contra Costa Community College District. The Ellucian Colleague ERP financial management system functions well in documenting appropriate transactions for financial allocations and resources utilized to support student learning programs and services. The College follows policies and procedures set by the District to ensure internal controls are effective and various levels of budget and spending authority are established to provide multiple reviews of financial transactions.

The financial documents that compare budgets to actuals maintain a high degree of accuracy. Moreover, the resource distribution at the College allows for an appropriate level of student learning programs and services.

**Evidence**

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| III.D.6- |  |
| III.D.6- |  |

* 1. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

**Evidence of Meeting the Standard**

The District has not had an external financial audit finding since 2012 and has had unmodified financials going back at least a decade. The District’s most recent compliance finding was in fiscal year 2014-15 and involved one student from the Disabled Student Programs and Services (DSPS) not having a signed application in the file. This was communicated to the DSPS program at all three campuses, was remediated in the subsequent year, and has not occurred since.

Each January, the external auditors make a presentation to the District’s Governing Board. This allows the Governing Board to hear directly from the external auditors, ask questions, and have the results explained. The District maintains an archive of annual audit reports on its [website](http://www.4cd.edu/business/auditreports/Forms/AllItems.aspx) and is accessible to the public. The District also maintains audit [reports](http://www.4cd.edu/about/committees/measure_a/audits/Forms/AllItems.aspx) for bond funds.

**Analysis and Evaluation**

With multiple audit firms performing the external audits of the District for the past decade, the financials of the District have been thoroughly reviewed and scrutinized. The results of the audit reports provide ample evidence of the financial integrity of the institution.

**Evidence**

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| --- | --- |
| [III.D.7-](http://www.4cd.edu/business/auditreports/Forms/AllItems.aspx) | Contra Costa College District Annual Financial Report |
| [III.D.7-](http://www.4cd.edu/about/committees/measure_a/audits/Forms/AllItems.aspx) | Contra Costa College Bonds and Measures Audits |

* 1. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

**Evidence of Meeting the Standard**

Each month the college Chief Business Officers meet with District leadership to discuss issues and topics of relevance. These monthly meetings provide an opportunity to address potential internal control issues and make modifications as necessary. In addition, these meetings are utilized to review existing policies and procedures and to make modifications as necessary. (meeting page? Agenda?)

Annual audits serve as the primary external source for evaluating the financial management processes of the College and the District. The District and the College use any findings and feedback from these audits to improve financial management systems or to adjust internal controls. As previously stated, no internal control issues have been noted in the District’s annual audits. The District maintains an archive of annual audit reports on its [website](http://www.4cd.edu/business/auditreports/Forms/AllItems.aspx) and is accessible to the public. The District also maintains audit [reports](http://www.4cd.edu/about/committees/measure_a/audits/Forms/AllItems.aspx) for bond funds.

**Analysis and Evaluation**

With the annual external audit consistently coming back with no significant deficiencies or material weaknesses, the District’s internal controls are routinely evaluated. Further, with clear separation of duties and Ellucian Colleague financial input restricted to District personnel, the College and District have a demonstrated history of strong internal control systems.

**Evidence**

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| --- | --- |
| III.D.8- |  |
| III.D.8- |  |
| [III.D.8-](http://www.4cd.edu/business/auditreports/Forms/AllItems.aspx) | Contra Costa College District Annual Financial Report |
| [III.D.8-](http://www.4cd.edu/about/committees/measure_a/audits/Forms/AllItems.aspx) | Contra Costa College Bonds and Measures Audits |

* 1. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

**Evidence of Meeting the Standard**

The District has sufficient cash flow and reserves to maintain stability and respond to unforeseen circumstances or economic downturns. Business Procedure 18.01 stipulates that a districtwide 5 percent general fund reserve will be kept as well as an additional districtwide 5 percent contingency reserve. Each college also keeps its own reserves, capped at no more than 7 percent of its respective expenditure budget. In total, at the end of FY 2018-19, the District had total unrestricted general fund reserves of $41.6 million. This is approximately 20 percent of the total expenditure budget of the District. This level of reserves has been consistent for many years. Moreover, cash is ample as well with greater than $50 million in cash available as of June 30, 2019 within the unrestricted general fund. The large reserves and overall conservative financial approach of the District allows for flexibility and assures the District can respond to financial emergencies or unforeseen circumstances. (Need Documentation…was this shared at a meeting?)

The District participates in the Bay Area Community College Districts Joint Powers Authority (JPA) for property and liability coverage. It is self-insured for the first $10,000 on each claim after which the insurance coverage of the JPA takes over. The District’s self-insurance fund had a balance of approximately $870,000 at the end of FY 2018-19, more than sufficient to meet the needs of potential claims. Lastly, the District participates in another risk pool for its worker’s compensation coverage and has one of the best experience modifications in that pool.

**Analysis and Evaluation**

With large unrestricted general fund reserves of 20 percent and a large property tax base, the District is financially sound and can readily meet all its obligations. Further, the District is the largest member of the Bay Area CCD JPA, one of the largest members of its worker’s compensation pool and has a two-decade history of prudent risk management with these organizations.

**Evidence**

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| III.D.9- |  |
| III.D.9- |  |
| III.D.9- |  |

* 1. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

**Evidence of Meeting the Standard**

Budget managers continually monitor allocations, income, and expenditures from all internal and external funding sources. The vice presidents, deans, directors, and the District Accounting Office provide additional oversight. The District coordinates with appropriate college personnel in overseeing the institutions various financial reporting and management obligations.

The College has a Financial Aid Supervisor who oversees the financial aid programs of the College. As required by law, federal financial aid programs are annually audited for compliance. The District is responsible for drawing down, distributing, and reconciling financial aid funds. Ultimately, District and College staff collaborate in preparing and certifying the Fiscal Operations Report and Application to Participate (FISAP) report. (PPA/FISAP letter)

Grants and other externally funded programs are governed by Business Procedure [3.30](http://www.4cd.edu/gb/policies-procedures/business/fin3_30.pdf) Grants which details the approval process for grant applications as well as a grant application review form. This formalized process ensures that the purpose of the grant aligns with the mission and strategic plan of the College and brings in the Purchasing Department for contract review.

While each of the colleges has a foundation, these are independent, separate legal entities that are not auxiliary organizations. As such, the District has minimal oversight of the financial affairs of these entities. Institutional investments and assets are handled prudently and in accordance with applicable laws and regulations governing investment of public funds. Board Policy [5027](http://www.4cd.edu/gb/policies-procedures/board/BP5027.pdf) Investment Policy provides the framework for which District investments are handled.

**Analysis and Evaluation**

The College works diligently to ensure all funds—financial aid, grants, and investments—are used to ultimately support and sustain student learning and programs. Appropriate approval processes are in place to protect the College’s integrity and maintain fiduciary responsibility. College budget managers, program coordinators, directors, deans, and vice presidents oversee and manage funding sources to make sure funds are utilized to support the institution’s mission and goals. Evidence of proper fiscal management and internal controls may be found in the annual fiscal audit for the District as well as external reports given by outside rating agencies who consistently provide positive feedback on the District’s financial operations.

**Evidence**

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| III.D.10- |  |
| III.D.10- |  |
| III.D.10- |  |

Liabilities

* 1. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

**Evidence of Meeting the Standard**

Business Procedure [18.02](http://www.4cd.edu/gb/policies-procedures/business/fin18_02.pdf) Budget Parameters lists 13 separate guidelines from which financial planning and development of the Adoption Budget adheres. Within the District’s funding model, contractual, legal, and regulatory obligations are paid prior to distributing revenue to any site. Moreover, the District annually sets aside an additional $1 million minimally for other post-employment benefits for eventual transfer into its irrevocable trust. This practice of paying for known liabilities and obligations prior to distributing revenue amongst the colleges has resulted in exceptional stability within the District and is a key component in sustaining short-term and maintaining long-term financial solvency.

The District has a long-standing financial formula with its bargaining groups for allocation of additional funds towards total compensation. This formula takes into account all health benefit cost increases, pension obligation increases, any contractual salary step increments, and other costs and offsets those against any new revenues. Essentially, this formula largely determines increases in salary within a multi-year agreement. It has worked well over time with some years the formula generating salary increases and other years no increases are generated.

The District has also set aside funds to cover the entirety of its compensated absence liability and is now dedicating funds to help offset future pension cost increases. In addition, over $130 million resides either in the irrevocable trust or in an account for future transfers into the irrevocable trust, putting the District at over 50 percent funding for its OPEB liability for retiree health benefits. This level of commitment to funding its liabilities is a major reason for the District’s recent credit rating of Aa1 with Moody’s and AA+ with Standard & Poors. Both those ratings are just one grade below AAA.

**Analysis and Evaluation**

The District and College follow stringent guidelines for budget development and have a demonstrated commitment to funding liabilities to offset future increases. This is clear through the remarkable growth in the irrevocable trust, the full funding of the compensated absence liability, and the additional funds earmarked for future pension cost increases. All of these achievements are indicative of an institution that looks to the future in its financial planning. This sentiment is shared by the rating agencies who continually call out the solvency and well managed finances of the District.

**Evidence**

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| --- | --- |
| III.D.11- |  |

* 1. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

**Evidence of Meeting the Standard**

The District has fully funded its compensated absence liability with greater than $13 million set aside to pay for the vacation and load bank associated with its employees. Other known expenditure increases such as health care and pension obligations are taken into account in a total compensation formula the District utilizes with its bargaining groups. These known increases are built into the Adoption Budget.

Perhaps most impressive for the District has been the growth in its irrevocable trust for retiree health benefits. As of June 30, 2019, the District’s irrevocable trust had assets of greater than $118 million with an additional $17 million in earmarked funds for future transfers into the trust. These dollars represent a funding level of greater than 50 percent of the approximate $250 million total liability. Five years ago, the irrevocable trust had $66.9 million in assets. Since June 2014, between investment returns and additional contributions the value of this trust has increased $51 million or 76 percent.

The irrevocable trust’s actuarial report is current as of June 30, 2019. This trust is managed by a Retirement Board of Authority which consists of members of all constituency groups within the District as well as a retiree of the District. The trust is fully in compliance with applicable laws and regulations and a plan in place for continued funding of the liability.

**Analysis and Evaluation**

The District and the College have a demonstrated history of funding long term obligations and have designed the funding model to ensure this practice continues. It is current in its actuarial report and its irrevocable trust is audited annually. With full funding of its compensated absences accomplished, the District is working towards building up its reserves for funding future pension obligation increases.

**Evidence**

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| III.D.12- |  |
| III.D.12- |  |
| III.D.12- |  |

* 1. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

**Evidence of Meeting the Standard**

The District has passed three general obligation bond measures since 2002 totaling $856.5 million. These bond measures have revitalized the buildings at all three campuses and continued construction is anticipated for the next several years. The debt incurred on these bond measures are paid by the taxpayers of Contra Costa County through ad valorem taxes collected by the County Treasurer. The payment to the bondholders is made through these collections and have no impact on the financial condition of the District.

No other locally incurred debt exists.

**Analysis and Evaluation**

The District’s general obligation bond debt service is paid through ad valorem taxes collected by the County Treasurer. The District has no other locally incurred debt instruments.

**Evidence**

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| --- | --- |
| III.D.13- |  |
| III.D.13- |  |

* 1. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

**Evidence of Meeting the Standard**

The District and College utilize its funds in a manner consistent with its intended purpose. Business Procedure [3.30](http://www.4cd.edu/gb/policies-procedures/business/fin3_30.pdf) Grants guides the application, review, and acceptance of external funding sources. This formalized process ensures a plan is in place to utilize these funds in a manner consistent with the stated purpose. In addition to the annual external audits in which no findings have been noted, the District has been audited by other outside agencies on its federal grants and has had no issue with the spending of the funds.

The District’s bond funds undergo performance and financial audits in addition to the District’s overall financial audit. The District also has a [Bond Oversight Committee](http://www.4cd.edu/about/committees/measure_a/agenda_minutes/default.aspx), a requirement of Proposition 30, that reviews the bond programs for compliance with the ballot language. The bond programs have had no audit findings.

The bookstore auxiliary operations are a component of the District’s annual external audit and there have been no audit findings. The costs associated with the bookstore are reviewed and the bookstores are self-sustaining operations. Do the bookstore revenues get distributed?

As previously stated, the District has no locally incurred debt instruments and its general obligation bonds are paid through ad valorem taxes assessed by the County Treasurer.

**Analysis and Evaluation**

The College and its program managers diligently monitors the use of restricted and auxiliary funds. These restricted funds are then annually audited for compliance. External auditors review bond expenditures and a Bond Oversight Committee monitors projects to ensure that construction is consistent with the ballot language.

**Evidence**

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| --- | --- |
| III.D.14- |  |
| III.D.14- |  |

* 1. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

**Evidence of Meeting the Standard**

The USDE official cohort Student Loan Default Rate (FSLD) (3-year rate) for CCC is as follows:

Cohort Year 2015 – 13.3%

Cohort Year 2014 – 20.4%

Cohort Year 2013 – 22.2

Contra Costa College’s three-year default rate is within federal guidelines. Schools face federal sanctions when the default rate exceeds 30%. Contra Costa College’s most recent default rate for 2016 is 14.6%. Not only is this well below the federal guidelines, but we are also below the California Community College system-wide default rate for the same year, which is 14.8%, and the national default rate for all public two-year schools, which is 15.9% (Default Rate Comparison-1 evidence).

**Analysis and Evaluation**

Contra Costa College’s default rate has been significantly reduced due in large part to our partnership with third-party default prevention services. In 2017, we began an agreement with Educational Credit Management Corporation (ECMC) to provide outreach services to students at risk of loan default. In July 2019, we switched providers to Borrower Connect, which is providing similar services. These outreach efforts have proven to be effective in reducing our cohort default rates, as well as being cost effective.

**Evidence**

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| --- | --- |
| III.D.15- | PPA/FISAP |
| III.D.15- | FSA Audit |

Contractual Agreements

* 1. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

**Evidence of Meeting the Standard**

There are substantial controls in place for the District entering into contractual agreements. Business Procedure [9.45](http://www.4cd.edu/gb/policies-procedures/business/fin9_45.pdf) Request to Place Contract on Governing Board Agenda includes a form to attach to potential contracts. After campus review for consistency with mission and strategic goals, the documents are routed to the Director of Purchasing and Contracts for review. Two other procedures specific to contracts for personal and professional services (Business Procedures [9.40](http://www.4cd.edu/gb/policies-procedures/business/fin9_40.pdf) and [9.42](http://www.4cd.edu/gb/policies-procedures/business/fin9_42.pdf)) are also in place. All contracts include appropriate clauses for amendments, termination, and indemnity. Federal contracts are also reviewed for specific requirements.

**Analysis and Evaluation**

The College, in coordination with the District, ensures that all contractual agreements with external entities are consistent with the institution’s mission and goals. The District requires that contracts contain termination language that allows for maximum flexibility for the District and College to ensure continued quality of its programs, services, and operations. All contracts are managed to ensure that Public Contract Code requirements and compliance with federal guidelines occurs.

**Evidence**

|  |  |
| --- | --- |
| [III.D.16-](http://www.4cd.edu/gb/policies-procedures/business/fin9_45.pdf) | Contra Costa College District Business Procedure 9.45 Request to Place Contract on Governing Board Agenda |
| III.D.16- | Contra Costa College District Business Procedure 9.40 |
| III.D.16- | Contra Costa College District Business Procedure 9.42 |

**Conclusions on Standard III.D. Financial Resources**

[insert response]

**Improvement Plan(s)**

[insert response if applicable]

**Evidence List**

[insert list]

## Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### Decision-Making Roles and Processes

* 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

**Evidence of Meeting the Standard**

**Shared Governance**

Policies

Committee Updates

**Administration Led/Supported Activities**

Dean of Equity and Institutional Effectiveness

Campus Innovations

* GP
* AB 705
* Promise
* HSI
* Learning Community

Flex Day and Professional Development

Community Activity

**Program Review**

CCC has a number of examples of innovative activities, each of which have enjoyed strong support in its area of focus. For example, the First Year Experience team coalesced after Promise Grants **[Website shots of promise,** grant info? **]** were secured by the college, and many of these practices are being institutionalized as part of the Guided Pathways work [evidence: FYE reports and notes from FYE GP group]. An HSI grant seeded the creation of pre-semester STEM jams in Math, Chemistry, Physics and Biology [evidence: advertisements, outcome reports from grant]. Per Ankh and Puente are cohort model support programs spearheaded by faculty in History, African-American studies, Math, English and Counseling departments. These structured learning communities focus on students in populations highlighted in our equity plans (African American and Latino/a/x).[**Website of learning communities,** Program review of Puente, **PR of Per Ankh**] Those who worked to create accelerated curricula in English and Math to meet AB705 compliance have led to the formation of the AB705 workgroup [**notes from AB705 workgroup, CIC minutes from approval of accelerated courses**].

While many of these have not yet had broad campus impact, the institutionalization of equity and planning practices in management by the creation of the “Dean of Equity and Institutional Effectiveness” is evidence that the college is moving to broaden effective innovative practices in a systematic manner. [evidence, **management structure**, of this being a permanent position, description of duties, scope, some initial deliverables]. A second example of the college’s commitment to supporting campus-wide innovation through systematic participative processes is in the structuring of the work related to the CA Guided Pathways Initiative. The tri-chair model of the GP steering committee includes classified, management and faculty positions, and the working groups also follow a tri-chair model. This systematic process was implemented prior to most of the innovation that is expected through CCC’s Guided Pathways work. [evidence = s**lide showing the structure**, **website with GP information**, **SC reports from each work group illustrating innovation**]

Systematic Participative processes include College Council and its “big four” subcommittees. Every aspect of college activity and area of expertise has a place in these and their sub-committees. The College Council serves as an area of synthesis, global perspective, and definitive voice of each constituency group. When activated and utilized fully, this systematic structure invites thoughtful discussion and actions based on the intent of college-wide plans and communication. [evidence: **governance structure in handbook and in college website, minutes of college council (9/12/13 = org char; 5/8/14 = tutoring starting; 11/12/15 = equity plan approved; 4/14/16 = equity hour; 12/8/16 = categorical funds for dean of equity and institutional effectiveness; 12/14/17 = division ranking of unit plan allocation]**

**Analysis and Evaluation**

**Note:**  Evidence from the non-committee/non-Program Review activities is harder to find, as was work on AB705 compliance prior to workgroup. Continuous improvement would be to ensure that innovative work be associated with current structures on campus for reporting and advice.

**Note:**  the GP structure is not clearly tied to existing shared governance structures

**Note:** evidence found in college minutes may not point to full utilization of the big-four structure and use of plans in decision-making.

**Evidence**

|  |  |
| --- | --- |
| IV.A.1- |  |
| IV.A.1- |  |
| IV.A.1- |  |
| IV.A.1- |  |

* 1. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

**Evidence of Meeting the Standard**

**Shared Governance Policies and Model**

* **Diagram**

**College Procedures Handbook and Shared Governance Manual**

* Institutional policies and procedures describing the roles for each group in decision- making processes.
* These policies and procedures encourage student participation in matters which concern them and take into consideration the student perspective when making decisions.

**Analysis and Evaluation**

**Evidence**

|  |  |
| --- | --- |
| IV.A.2- |  |
| IV.A.2- |  |
| IV.A.2- |  |

* 1. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

**Evidence of Meeting the Standard**

Faculty have clearly defined roles in specific areas of academic and professional matters in the 4CD district [**District administrative procedure 1009.01**]. Many of these functions are carried out through the Academic Senate Council (ASC) and its sub-committees, the Curriculum Committee, Equivalency Committee, and Distance Education Committee [**ASC by-laws (which contain CIC, DE, and Equivalency by-laws)**, **Handbook**]. As noted in other standards, voting positions in the college council and all of its sub-committees serve to involve faculty expertise in decision-making in budget, planning, and policy development. [handbook with committee membership, **minutes from college budget, planning, operations, and college council showing faculty involvement**]

Management council, as an advisory committee to the College President, serves a somewhat parallel role to the ASC providing a decision-making body that relies primarily on management expertise, and also assigns managers to voting positions on the governance committees discussed above. [management council charter defined in handbook, management council minutes, **minutes from committees showing manager participation**]

It should be noted that the Classified Senate and Associated Students Union have similar constituency roles and that members of those groups are also voting members of governance committees.

**Analysis and Evaluation**

**Note:**  CCC as a whole should work to improve procedures for policies, planning, and budget decisions, as management likely has a stronger voice than other groups currently, and the college could benefit from decisions better informed by other constituencies.

**Evidence**

|  |  |
| --- | --- |
| IV.A.3- |  |
| IV.A.3- |  |
| IV.A.3- |  |

* 1. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

**Evidence of Meeting the Standard**

**Policies and Procedures –** Procedures, processes, and policies regarding curriculum and program development are well-defined and utilized. The Curriculum Instruction Committee (CIC) defines and administers processes for new curriculum proposals, new program proposals, SLO definition, and periodic content review. [**minutes discussing adoption of CurrucuNET**, **changes to procedure during transition**, **approval of courses/programs/SLO’s, content review**]. The CIC is a sub-committee of the ASC, and is comprised of faculty from each of the academic divisions. The Chief Instructional Officer (currently the Senior Dean of Instruction, but has been the VP in the past) and the instructional office staff attend the meetings as ex oficios [**charter(ASC by-laws), and minutes showing attendance**]. The SLO committee, a sub-committee of the student success committee, is tasked with managing assessments and analysis of cSLO’s, pSLO’s and iSLO’s, and works with the CIC to assure that useful SLO’s are defined/refined at the curriculum level. [**CIC minutes with SLO chair contributing, SLO committee minutes**] Academic programs document SLO assessment activities during the program review process, which is administered through the Planning Committee [**WEPR shell section IIC** , **planning minutes**]. The 4-year Program Review process and yearly Unit Plans define plans for curricular and program changes, with multi-constituiency input via the validation teams [**planning minutes with validation team info, WEPR, example of unit plans (Section I) with program plans**]

**Recommendations about Curriculum and Student Learning Programs and Services –** Student learning programs and services include Per Ankh, Puente, and Center for Science Excellence. These undergo program review (as described above), allowing for recommendations from faculty and managers through this well-defined structure. [**program reviews from these**] One area for improvement is the systematic incorporation of the tutoring program more broadly.

CCC’s guided pathways work will undoubtedly result in recommendations related to curriculum and student learning programs and services. Through the tri-chair structure of the planning committee and workgroups, responsibility is well-defined, even though this work is not institutionalized in governance structures. [**guided pathway documents, workgroup notes, etc**].

**Analysis and Evaluation**

CCC’s guided pathways work will undoubtedly result in recommendations related to curriculum and student learning programs and services. Through the tri-chair structure of the planning committee and workgroups, responsibility is well-defined, even though this work is not institutionalized in governance structures. [**guided pathway documents, workgroup notes, etc**].

**Evidence**

|  |  |
| --- | --- |
| IV.A.4- |  |
| IV.A.4- |  |

* 1. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

**Evidence of Meeting the Standard**

* Reiterate IV.A. 1-3
* Reintroduce function of DGC
* Reiterate Policies on Governance and committee charge

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| IV.A.5- |  |
| IV.A.5- |  |

* 1. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

**Evidence of Meeting the Standard**

* What can we document?
  + Policy changes through shared governance
  + Budget allocation
  + Prioritizations of hiring
  + Institutional changes and updates
  + Planning
  + Program Review
  + Accountability and efficacy
  + Shared governance responsibilities

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| IV.A.6- |  |
| IV.A.6- |  |

* 1. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

**Evidence of Meeting the Standard**

Survey added to A1008.0: Survey every 5 years in the spring – “planning office” gets input regarding governance process. (it’s planning because this functional area is charged with gathering data to inform decisions) - college council is tasked with making decisions based on this survey.

Note efforts to address updating policies and procedures. Many have been started, but few have been carried out to completion. CCC can improve in this area: (Dr. Nolden noted at CC 11/14/13 the need for handbook updates, Dr. Medizadeh highlighted campus wish for improved processes, Dr. Tsang worked to improve handbook, Dr. VanDerWoude wrote IEPI #2 asking for advice on this exact topic. LFM team (2019) tasked with addressing this topic re. Guided Pathways

Does this section need a plan arising from self-evaluation?

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| IV.A.7- |  |
| IV.A.7- |  |

**Conclusions on Standard IV.A. Decision Making Roles and Processes**

[insert response]

**Improvement Plan(s)**

[insert response if applicable]

**Evidence List**

[insert list]

### Chief Executive Officer

* 1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

**Evidence of Meeting the Standard**

[Board Policy 1009](http://www.4cd.edu/gb/policies-procedures/board/BP1009.pdf) establishes the power of the Board, Chancellor and the college Presidents in providing leadership and direction to meet the mission of the district and college. The classification specification of the president position at Contra Costa specifically holds the chief executive of the college responsible for the following major areas:

* Develops and maintains channels of communication with staff members regarding all aspects of college operations including curriculum; instruction; business administration; finance; planning; construction and maintenance of physical facilities; personnel; student services; and educational planning.
* Maintains the college as a community institution by serving as the chief interpreter of the needs of the students and service area of the college and promotes the development and implementation of needed programs and services.
* Provides leadership for the college as whole, including, planning, development, implementation and evaluation of educational and fiscal programs of the college.
* Assures compliance with college and District policies, state and federal regulations and requirements of accreditation agencies.
* Provides administrative direction in the development and initiation of college policies and procedures, as well as the organizational structure, which affect curriculum, instruction, student services and activities, and other college operations.
* Presides over the decision-making process and participates in the governance structure of the college to ensure that final decisions and college policies are in accord with the general Districtwide policies and decisions officially adopted by the Governing Board.
* Oversees the preparation of the annual college budget and directs operations of the college within the provisions of the budget once it is approved by the Governing Board.
* Supervises, coordinates, and evaluates the general activities of all college administrators, and delegates to them such authority and responsibility as is required to perform their assigned duties.
* Participates in hiring, training and evaluation of diverse faculty and staff highly qualified to achieve college goals.
* Encourages professional excellence among faculty, staff and administration to achieve the college's mission and goals.
* Maintains a highly visible leadership role in the communities served and develops strategic partnerships between educational institutions, corporations, businesses, civic and cultural organizations.
* Serves as an advocate for the college and articulates the mission and vision of the college and the California Community Colleges locally, statewide and nationally.

Interim President Damon Bell, Ph.D. and former presidents of Contra Costa College provide visionary leadership and foster a dynamic college atmosphere conducive to academic excellence and optimal campus operations. The president reports to the chancellor and is part of the chancellor’s cabinet.

**Analysis and Evaluation**

The job classification specification of the president’s job ensure that the CEO has the experience, competence, and follows a comprehensive list of responsibility to ensure the operation and mission of the college.

**Evidence**

|  |  |
| --- | --- |
| IV.B.1- |  |
| IV.B.1- |  |

* 1. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

**Evidence of Meeting the Standard**

As listed in the classification specification of the position of the president, it is the responsibility of the president to:

* Maintains the college as a community institution by serving as the chief interpreter of the needs of the students and service area of the college and promotes the development and implementation of needed programs and services.
* Provides administrative direction in the development and initiation of college policies and procedures, as well as the organizational structure, which affect curriculum, instruction, student services and activities, and other college operations.
* Supervises, coordinates, and evaluates the general activities of all college administrators, and delegates to them such authority and responsibility as is required to perform their assigned duties.

The college’s updated organizational structure reflects the changing operations of the college. The president’s office and the various divisional organizational structure updated their reporting structure due to changes in programing, personnel, and scope of responsibilities.

In the absence of the president, College Procedure Handbook Policy [A1001.0](https://www.contracosta.edu/wp-content/uploads/2017/02/Colleges-Procedures-Handbook-2015.01.23.pdf) details the order of designation of who is in charge when the president is not on campus. First in line is the Vice President, then the Senior Dean of Instruction, followed by the Business Director and then the various Deans. The policy also clarifies the scope of responsibility a designee has in ensuring the welfare and safety of the college.

Evaluation of the president and other senior managers are completed annually as established in [Board Policy 2026](http://www.4cd.edu/gb/policies-procedures/board/BP2026.pdf) and guided by the Management, Supervisory, and Confidential Employees Personnel [Manual](http://www.4cd.edu/gb/policies-procedures/manuals/Forms/AllItems.aspx).

**Analysis and Evaluation**

The president has a comprehensive responsibility for the operation of the college and ensuring quality in programming and services. There is a process in ensuring leadership continuity and evaluation of the president and other managers are completed annually to assess the effectiveness of the efforts of the president.

**Evidence**

|  |  |
| --- | --- |
| IV.B.2- |  |
| IV.B.2- |  |

* 1. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
     + establishing a collegial process that sets values, goals, and priorities;
     + ensuring the college sets institutional performance standards for student achievement;
     + ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
     + ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
     + ensuring that the allocation of resources supports and improves learning and achievement; and
     + establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

**Evidence of Meeting the Standard**

Under the president’s leadership, Contra Costa College establishes and follows processes that support innovations in instruction and student services. The philosophy of collaborative and collegial approach on campus is clearly established in various policies:

* Administrative Procedure 1009.01 Participatory Governance
* Board Policy 1009 Institutional Leadership, Governance, and Decision-Making
* Board Policy 1013 Statement of Cooperation

These policies confirm faculty, classified staff, and students roles and responsibilities and working with administration. The president work with these groups for input in operational and critical decision.

The president leads the college in district-wide discussion and alignment on goals, objectives, and performance standards, with consideration of new state mandates and the state chancellor’s office’s Vision for Success. While the college is currently adopting a new strategic plan, the previous strategic plan aligns with the Contra Costa Community College District district-wide goals and objectives and incorporates governing board priorities. These goals are:

* Enhance student learning and success
* Strengthen current and create new partnerships
* Create a culture of continuous improvement and tangible success
* Be good stewards of the district resources

These goals also lead to assessment and evaluation. Contra Costa College has policies and procedures that guide the processes of assessments and how findings direct resource allocation, budget, short and long-term planning, and evaluation of the mission of the college, which are ultimately under the purview and approval of the president.

Contra Costa College Presidents communicate to the campus community through the President Weekly Campus Update via email. These communications update the campus on all aspects of campus life and operations. For example, the campus is updated on new Wi-Fi application being deployed district-wide and campus incidences that impact the welfare of faculty, staff, and students.

**Analysis and Evaluation**

The president’s role in improving academic and learning environment on campus is evident in the president’s leadership and collaborative work in planning and establishing goals, adopting a culture that seeks continuous improvement, and leveraging the feedback and expertise of campus constituencies.

**Evidence**

|  |  |
| --- | --- |
| IV.B.3- |  |
| IV.B.3- |  |

* 1. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

**Evidence of Meeting the Standard**

The president is charged with the responsibility of compliance with accreditation and that the college meets or exceeds accreditation standards set forth by the ACCJC Commission. The president identifies an Accreditation Liaison Officer (ALO) on campus and supports that role in ensuring that mid-term, annual, institutional self-evaluation reports and submitted on time. In addition, the president ensures that requests and other communication from the commission are addressed on time.

As described in the process of developing this report, there is a collaborative effort in the preparation and review of the self-evaluation. The ALO identified an Accreditation Steering Committee comprised of faculty, staff, and managers from all aspects of the campus. The ALO also collaborated with the district to ensure that data requests were submitted and sub-standards that required input from the district were completed. The president is also responsible in submitting the report to the Board for its review and endorsement. Previous submissions and communication to ACCJC are also archived on the Contra Costa Accreditation website, making evident of the college’s continuous compliance to eligibility requirements, accreditation standards, and policies set by the Commission.

**Analysis and Evaluation**

The president is responsible for ensuring that the college is consistently eligible and meets the accreditation requirements. The president empowers the ALO and ad hoc committees to make sure that the timely submission of reports or responses to requests are met. The college has been responsive to the recommendations and communication from the Commision.

**Evidence**

|  |  |
| --- | --- |
| IV.B.4- |  |
| IV.B.4- |  |

* 1. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

**Evidence of Meeting the Standard**

As defined in the Classification Specification, the president is responsible for providing leadership in the development and initiation of college policies and procedures that affect operation and complying with federal, state, and district policies and procedures. Ultimately the president oversees the preparation and implementation of the annual budget. The following are examples of compliance:

* Internal and external finance audit finding
* Financial Aid Eligibility
* Annual Campus Safety Report

The president ensures that the college practices are consistent with the mission. In order to accomplish this, the president works with the appropriate committees on campus.

|  |  |
| --- | --- |
| Committee | Charge and Responsibility Related to Compliance, Policies, and Budget |
| President’s Cabinet | * Take action on proposal regarding planning and evaluation; on recommendations for College. * procedure development/codification; on College-wide budget issues. * Develop a system for planning, implementing, maintaining and evaluating all programs and services. * Provide final recommendations for all program review departments/units. |
| College Council | * Approve the annual college’s plans, goals and objectives. * Review the college philosophy/mission goals. * Decide the process for resource allocation. * Decide policies and procedures that impact all constituent groups. * Ensure that accreditation standards and recommendations are addressed. |
| Budget Committee | * Evaluate procedures for the allocation and use of revenue and to disseminate budget information to the college for the operating budget. |

In addition, the president is responsible for the college fiscal management. The budget development process is completed with the assistance of the district and with the additional leadership of the Director of Business Services. The budget development process includes a district-wide budget study, feedback from the college community, and when approved, presented to the college departments for their awareness. The president and the Director of Business Services strive to ensure that the campus budget is balanced, covers major expenditures, and maintains a reserve.

**Analysis and Evaluation**

The president ensures that the college follows statues, regulations, and required policies. The president also works with the district, shared governance committees, and other leadership to ensure that practices support the mission and effective budget controls.

**Evidence**

|  |  |
| --- | --- |
| IV.B.5- |  |
| IV.B.5- |  |

* 1. The CEO works and communicates effectively with the communities served by the institution.

**Evidence of Meeting the Standard**

* Community organizations and meetings the president is involved in
* President’s commitment to community
* Community meetings

**Analysis and Evaluation**

[insert response]

**Evidence**

|  |  |
| --- | --- |
| IV.B.6- |  |
| IV.B.6- |  |

**Conclusions on Standard IV.B. CEO**

[insert response]

**Improvement Plan(s)**

[insert response if applicable]

**Evidence List**

[insert list]

### Governing Board

* 1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

**Evidence of Meeting the Standard**

The Contra Costa Community College District is comprised of three colleges (Contra Costa, Diablo Valley, and Los Medanos Colleges), San Ramon Campus and the Brentwood Center. The Governing Board consists of five members elected by geographic regions, known as wards, for four-year, staggered, terms. Though elected by geographic region, Board members represent the interests of all county residents as stated in Board Policy 1010, Code of Ethics of the Governing Board. Serving a one-year term, the sixth member of the Governing Board is the Student Trustee, who is selected by rotation among the three colleges and who has an advisory vote on actions other than personnel-related and collective bargaining items.

The Governing Board has full legislative authority for the operation of the Contra Costa Community College District, in accordance with State of California Education Code, rules of the Board of Governors of the California Community Colleges and Statutes of the State of California. The Board has overall authority and final responsibility for all policies necessary to carry out their legislative responsibilities. The Board receives regular reports on student success, achievement and completion as part of their oversight role to assure academic quality and integrity of the student learning programs and services. In addition, the Board receives regular reports on the financial stability of the District and each of the colleges in the District. The Board is also directly involved in the preparation of the District budget with a least one study session devoted to that process every year.

**Analysis and Evaluation**

The Governing Board of the Contra Costa Community College District has full authority over and responsibility for all policies related to academic quality, integrity, and the financial stability of the District and all colleges within the District. The Board maintains its focus on the effectiveness of student learning programs and services in pursuit of educational excellence.

**Evidence**

|  |  |
| --- | --- |
| IV.C.1- |  |
| IV.C.1- |  |

* 1. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

**Evidence of Meeting the Standard**

Most votes taken by the Board are unanimous. When decisions are not unanimous, members who dissent on an issue support the decision of the whole in compliance with the Rules and Regulations of the Governing Board. In addition, Board members agree to uphold standards of good practice that contribute to Board effectiveness, ensure the notion of the Governing Board as a team/unit, guide ethical behavior, ensure the reliability of information to be communicated, and comply with accreditation standards as noted in Board Policy 1022, Governing Board Communication Protocols and Board Policy 1010, Code of Ethics of the Governing Board.

**Analysis and Evaluation**

**Evidence**

|  |  |
| --- | --- |
| IV.C.2- |  |
| IV.C.2- |  |

* 1. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

**Evidence of Meeting the Standard**

The Governing Board has the responsibility for hiring the chancellor; the chancellor has the responsibility for hiring the college presidents. For both positions, a national search, managed by a search firm, is typically conducted. Representatives from each District constituency group (classified staff, faculty, managers, and students) are selected to serve on the hiring committees as well as members of the community. Open forums are held for finalists, giving the entire District community the opportunity to interact and give feedback on the candidates.

Governing Board Policy 2057 and Human Resources Procedure 1010.06, Hiring of Contract Administrators, clearly delineate all the steps involved in hiring contract administrators, including College Presidents. These steps were followed by the Governing Board in 2016 when the most recent permanent Chancellor was hired. Human Resources Procedure 2030.13, Evaluation of Academic Contract Administrators, and Human Resources Procedure 3080.05, Evaluation of Classified Contract Administrators, clearly establish the process for the evaluation of College presidents and the chancellor. The evaluation process, identifies those management/supervisory positions to be included in the evaluation interview/survey. College presidents and the chancellor are evaluated annually.

Dr. Helen Benjamin, the long-time Chancellor (2005-2016) was evaluated annually, with the exception of her final year per an agreement with the Board. Dr. Fred Wood was hired effective January 1, 2017 and rather than do an evaluation for less than six months (most evaluations are completed in June), he and the Board agreed to wait and complete his first evaluation in June 2018. At that time, as a result of undocumented conversations in closed session, both Chancellor Wood and the Board President were both under the impression the Board preferred a written narrative to the forms and survey as prescribed in HR 2030.13 and that all future evaluations by the Chancellor would include only a narrative report.

In 2019, the Chancellor prepared a narrative report without the standardized forms. When the Board attempted to take action based on this submitted information, an anonymous complaint was filed. At their meeting of November 19, 2019, the Board established a subcommittee of two members to complete Chancellor Wood’s evaluation prior to his departure on December 31, 2019. The subcommittee conducted a full evaluation per HR 2030.13 and a report was made at the December 11, 2019 regularly scheduled Board with regard to the resulting salary placement.

**Analysis and Evaluation**

An inclusive and effective process has been developed and implemented for the selection and evaluation of a chancellor for the District and the president for each of the colleges within the District. The goals for the chancellor’s job performance are developed and jointly agreed upon by the Governing Board and the chancellor; the goals for the presidents and other contract administrators are developed and jointly agreed upon by the chancellor and the respective president/contract administrator.

**Evidence**

|  |  |
| --- | --- |
| IV.C.3- |  |
| IV.C.3- |  |

* 1. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

**Evidence of Meeting the Standard**

The Contra Costa Community College District is comprise of three colleges (Contra Costa, Diablo Valley, and Los Medanos Colleges), San Ramon Campus and the Brentwood Center. The Governing Board consists of five members elected by geographic regions, known as wards, for four-year terms. Though elected by geographic region, Board members represent the interests of all county residents as stated in Board Policy 1010, Code of Ethics of the Governing Board and Rules and Regulations of the Governing Board. Serving a one-year term, the sixth member of the Governing Board is the Student Trustee, who is selected by rotation among the three colleges and who has an advisory vote on actions other than personnel-related and collective bargaining items.

The Code of Ethics for the Governing Board (BP 1010) articulates the following principles under which the Board operates: Board members represent all residents of the District and act in the best interests of the students as they support the mission of the colleges. They represent the District as a whole, but recognize the unique needs of the individual colleges and local communities. Board members agree that they are not advocates for special interest groups.

All members will conduct meetings in an atmosphere of mutual trust and respect, acknowledging the values and opinions of fellow trustees and maintaining a forum within which controversial issues are debated respectfully. Board members recognize that they have a fiduciary responsibility to the taxpayers of the District and as such, will approve budgets that maintain the fiscal integrity and stability of the District. The Board recognizes that the public deserves responsive colleges, and they will ensure that all services and programs meet the needs of District students and communities.

Board members agree to devote adequate time to Board work, take the needs of the many communities seriously, and will thoughtfully examine data and trends to ensure well prepared students to meet those needs. The Board agrees to adhere to the highest standards of responsibility, integrity and honesty, and will not engage in activities that could be considered a conflict of interest or impair fair judgment. Board members will not use the position of trustee for personal benefit.

A case in point occurred in 2017 when one board member began to advocate for one of the colleges to name a facility in honor of a previous board member. After the matter was brought up at multiple meetings, the board directed the Chancellor and two members of the board (acting as a subcommittee) to prepare a board policy to address this matter for presentation to the full board. This action resulted in Board Policy 1026 (Honorary Naming of Facilities, Properties and Memorials). This policy was adopted by the Board on June 27, 2018). The Chancellor’s Cabinet subsequently developed an administrative procedure (AP 1026) to implement the policy.

Finally, Board Policy 1020, Conflict of Interest, specifically prohibits board members from engaging in any activities that could be considered a conflict of interest. Board members operate under principles outlined in Board Policy 1010, Code of Ethics of the Governing Board, which states in part, ‘...we will not engage in activities that could be considered a conflict of interest or impair our fair judgement.’

**Analysis and Evaluation**

Governing Board members work together to support the interests of the District and take an active role in advocating for the interests of the community as a whole as an independent policy-making body. Throughout the year, Governing Board members routinely attend College and/or community meetings to offer information, speak on behalf of, and seek support for the Colleges and students of the District. Governing Board members work with elected officials and other community members when necessary on behalf of the District. They ensure that the interests of the District are protected. When there are exceptions, the Governing Board takes corrective action.

**Evidence**

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| IV.C.4- |  |
| IV.C.4- |  |

* 1. The governing board establishes policies consistent with the college/district/sys- tem mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

**Evidence of Meeting the Standard**

The Governing Board reviewed, revised, and approved the District’s purpose, mission statement, vision statement and values statement as part of its development and subsequent approval of the District Strategic Plan 2020-2025 on June 26, 2019. Board Policy 1012 and Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment and Continuous Improvement, ensure that each College shall have integrated planning processes that maintain strategic and operational plans that are linked to resource allocation decisions. Further, a regular cycle of review to assess the effectiveness of the District’s organization, the delineation of roles and responsibilities of the District/colleges, and the District governance and decision-making processes is in place. Policies and procedures that ensure the financial health, the quality of the educational program offerings, standards for graduation, and processes for curriculum development and the subsequent curriculum approval process are in place to support the stated mission of the District. As shown in the Governing Board Policies and Administrative Procedures Manual and the Curriculum and Instruction Procedures Manual, the Governing Board exercises oversight of College educational programs through policies and procedures that establish standards and processes in accordance with the District’s stated mission to provide educational opportunities for students and communities.

The Governing Board ensures that educational programs are of high quality through the execution of Board Policy 4008 and Curriculum and Instruction Procedure 4008, Review, Establishment, Modification and Discontinuance of Courses and Programs. Board Policy 4008 directs that the Educational Planning Committee meet, at a minimum, once per year to review the educational program plans of the colleges and coordinate offerings across the District. The committee membership includes college presidents, instructional and student services managers, Academic Senate presidents, a faculty union representative, the chancellor, executive vice chancellors, and an economic development representative. Results of the committee’s work are documented in the Educational Planning Committee report and presented annually to the Governing Board. Further, Board Policy 4001 and Curriculum and Instruction Procedure 4001, Standards of Scholarship, evidence the Governing Board’s mission to provide quality education, as do Board Policy 4011, Philosophy and Requirements for Associate Degree and General Education, and Curriculum and Instruction Procedure 4007, Philosophy and Criteria for Associate Degree and General Education. Strategic Directions 1 and 2 in the District’s Strategic Plan focus on student learning and success with an emphasis on closing the achievement gap and increasing success and completion rates. The Governing Board bases its goals on the District Strategic Plan and participates in activities that ensure it understands its role in ensuring educational quality and the support required.

Sound management of resources and fiscal practices to provide resources necessary to support student learning are evidenced in the budget development parameters reviewed and approved by the Governing Board annually in the budget development process. Formulas are in place for the equitable distribution of funds to support educational programs and services through the District general fund for College operating and part-time teaching budgets. Governing Board Policy 5007, External Audit of District Funds, provides for an external audit of all District funds. In addition, Board Policy 5034, Internal Audit Services (IAS) - Charter, and Business Procedure 21.01, When to Contact Audit Services (IAS), provide internal auditing procedures. The implementation of sound fiscal practices is, in part, also addressed through the Governing Board approved position of the District director of internal audit services. In addition, the Board conducts a study session annually in April on the budget for the upcoming year, where funding priorities consistent with the mission and goals of the District are established.

Final approval and responsibility for the educational programs, all legal matters, and the fiscal integrity and stability of the District rest with the Governing Board, as evidenced by the Governing Board’s pledge “to carry out its policy-making responsibilities with the highest ethical standards as it fulfills its mission to promote student learning, progress and development” and to do so will “approve budgets that maintain the fiscal integrity and stability of the District” as found in Board Policy 1010, Code of Ethics of the Governing Board.

The Board exercises its responsibility in educational quality by adhering to all policies relating to educational planning, standards of scholarship, and student success. Board members ensure that adequate funding is maintained to support high quality programs and services. In addition, the Board reviews and approves curricular and program offerings educational and facility master plans the five-year construction plan, and other activities related to the maintenance of educational quality. Board members participate in the development of and approve the District Strategic Plan.

Board Policy 5031, Fiscal Management, indicates "District administration keeps the Governing Board current on the fiscal condition of the District as an integral part of policy and decision making." The Governing Board plays a crucial role in fulfilling its ultimate responsibility in maintaining the fiscal integrity of the District by monitoring and/or participating directly in decisions related to District finances.

The Governing Board Agenda Master Planning Calendar outlines the reports the Governing Board will receive during any given fiscal year, noted by action or as information, in addition to topic-specific study sessions, such as facilities, budget, strategic directions accomplishments, etc. On a regular basis, the Board reviews and/or approves the following reports in assessing the financial condition of the District.

* Budget transfers and adjustments. This report shares sources and uses of various District funds. Community College Fiscal Services (CCFS)-311Q prior to submission to the state chancellor’s office. This report reviews the unrestricted portion of the general fund and includes a four-year comparison of revenues and expenditures, as well as significant fiscal events for current and future reporting.
* Financial statements. These reports show budget-to-actual revenue and expenditure data for all budgeted funds of the District.
* Report on investments. This report gives details of the types and yields on investments owned by the District.

The Governing Board also receives regular fiscal trends reports in which the status of spending in several areas, as well as enrollment information, is given. Annually, the Governing Board participates in a study session focused only on the budget for the upcoming year. The session is inclusive in that it includes a report on the financial condition of the District in compliance with guidelines established by the state chancellor’s office in the Sound Fiscal Management Checklist.

**Analysis and Evaluation**

The Governing Board is very serious about and takes an active role in ensuring educational quality overseeing legal matters and ensuring financial integrity. A variety of actions taken by the Board demonstrate its commitment. The results of the meetings of the educational planning committee are presented to the Governing Board for review and discussion. The Governing Board monitors the progress made and the development of student learning outcomes through annual progress reports presented by each college at Governing Board meetings. The Governing Board also annually reviews the findings of the Student Success Scorecard, recently replaced by the California Community Colleges Student Success Metrics, and discusses the findings for each college. The Governing Board ensures that systems are in place that guarantee members are aware of their role and participate accordingly by receiving and reviewing information and/or participating directly in final review and decisions regarding education quality, legal matters, and financial integrity.

The Governing Board has based its annual goals and objectives on the strategic goals established by the District. Governing Board members rate the Governing Board’s performance, as well as the performance of the chancellor, on goals that ensure the quality, integrity, and improvement of student learning and programs as set forth in the District Strategic Plan. Accountability measures have been established for each of the Governing Board’s activities. The Governing Board is mindful of its responsibility to monitor its policies to ensure consistency between the mission and the actions taken on behalf of students and to ensure resources are available to support student achievement.

**Evidence**

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| IV.C.5- |  |
| IV.C.5- |  |

* 1. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

**Evidence of Meeting the Standard**

The Rules and Regulations of the Governing Board, approved by the Governing Board and published in the Governing Board Policy Manual, describe the size, duties, responsibilities, structure, and operating procedures of the Governing Board. The regulations provide for an election procedure for Governing Board officers, a process for replacing Governing Board officers who leave office prior to the end of their term, a process for removing any appointed officer, and stipulate the role and responsibilities of the student trustee. Board Policy 1010, Code of Ethics of the Governing Board, addresses responsibilities as adopted by the Governing Board as does Board Policy 1009, Institutional Leadership, Governance, and Decision-Making and Board Policy 1012 and Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment and Continuous Improvement. In 2013, the Governing Board conducted a facilitated discussion on communication protocols and created a policy on same to ensure behavior on the part of Governing Board members that supports the code of ethics. BP 1021 and AP 1021.01 specify the process for filling a vacancy on the Governing Board. This process was effectively used when a member of the Governing Board resigned, and another member passed away while in office. In both cases, the Board followed BP1021 to fill the empty seats with provisional appointments until the next election cycle.

**Analysis and Evaluation**

The Governing Board is consistent in adhering to the requirements set forth in state Education Code Section 70902 and its own Rules and Regulations regarding its “size, duties, responsibilities, structure, and operating procedures.” The information is included in the Board Policy and Administrative Procedures Manual in hard copy and publicly available on the District website.

**Evidence**

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| IV.C.6- |  |
| IV.C.6- |  |

* 1. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

**Evidence of Meeting the Standard**

Outlined in California Education Code Section 70902, the Governing Board is charged with establishing broad policies, which govern the operation of the District, and has the expectation that all policies and procedures are followed properly. The Governing Board is subject to the provisions of the Constitution of the State of California, the Rules and Regulations of the Board of Governors of the California Community Colleges, and its own policies and procedures. The Rules and Regulations of the District Governing Board, Administrative Officers, No. 18, stipulate that the Governing Board shall delegate to the chancellor the executive responsibility for administering the policies and execute all decisions of the Governing Board which require administrative action. In the initiation and formulation of District policies, the chancellor shall act as the professional advisor to the Governing Board. The development of Governing Board policies and procedures is reflective of the participatory process, as noted in Administrative Procedure 1009.01, Participatory Governance. In addition, the policy manual and all departmental procedures manuals are posted on the website. Links have been established between policy and procedure, ensuring the reader of full disclosure.

The Governing Board is consistent in adhering to the requirements set forth in state Education Code Section 70902 and its own Rules and Regulations regarding its “size, duties, responsibilities, structure, and operating procedures.” The information is included in the Board Policy and Administrative Procedures Manual in hard copy and publicly available on the District website.

The District is an original member of the Community College League of California (CCLC) policy/procedure service and has subsequently reviewed and revised where appropriate all policies and procedures as CCLC notifications are received and on a regular two-, three-, or four-year cycle dependent upon the departmental manual to be reviewed/revised. As a result, all policies and procedures of the Governing Board are current, computerized, linked, uniformly formatted and posted on the Contra Costa Community College District website. A recent example of the Board using its policies (or lack thereof) to address a concern raised by a member of the Board occurred in 2017-18. One member of the Board was advocating for one of the colleges to name a facility in honor of a previous board member. With no existing policy to address this situation, and after the matter was brought up at multiple meetings, the Board decided not to take action on an ad hoc basis. Rather the Board directed the Chancellor and two members of the Board (acting as a subcommittee of the full Board) to prepare a draft Board policy to address this matter for presentation to the full board. This action resulted in Board Policy 1026 (Honorary Naming of Facilities, Properties and Memorials). This policy was adopted by the Board on June 27, 2018). The Chancellor’s Cabinet subsequently developed an administrative procedure to implement the policy.

**Analysis and Evaluation**

With well-publicized notification and provision of attachments via the District website, the Governing Board establishes policies at its open Board meetings and acts within the established policy guidelines.

**Evidence**

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| IV.C.7- |  |
| IV.C.7- |  |

* 1. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

**Evidence of Meeting the Standard**

Typically, the Governing Board receives regularly scheduled reports on key indicators of student learning and achievement. These reports include:

* Study session on Student Success Metrics
* Information report on the Vision for Success Goals
* Information report on Economic and Workforce Development
* Study session on Distance Education
* Study session on High School Graduation and Outreach
* Information report on the colleges’ Annual Report to the ACCJC including Institution-Set Standards

In addition, the Governing Board receives an annual report from the Educational Planning Committee on new programs of study being developed and any programs that will be discontinued. At regular meetings of the Governing Board, members review and approve any new courses, degrees and/or certificates prior to being offered at the colleges.

The Governing Board reviewed, revised, and approved the District’s purpose, mission statement, vision statement and values statement as part of its development and subsequent approval of the District Strategic Plan 2020-2025 on June 26, 2019.

**Analysis and Evaluation**

The Governing Board receives regular reports on multiple indicators measuring student learning and achievement. The Board also receives reports on college and District plans for improving academic quality.

**Evidence**

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| IV.C.8- |  |
| IV.C.8- |  |

* 1. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

**Evidence of Meeting the Standard**

The District Board places a high value on Governing Board development. Three times each year, the Governing Board conducts a study session as a part of its regular meeting. The April and November meetings cover budget and accomplishments toward strategic directions, respectively. The July meeting topic varies. In addition, the Governing Board conducts its retreat in June of each year in which it conducts its self-assessment. They identify areas of future interest for Governing Board development and develop coming-year goals for the Governing Board, in addition to reviewing and assessing the achievement status of prior-year goals.

All Governing Board members are provided training in areas of importance, i.e., Brown Act, ethics, conflict of interest and accreditation. Governing Board members access ongoing individual development through meetings with state and federal legislators, state and national conferences, community meetings, workshops, and reading. Time is set aside at Governing Board meetings to convey the results of these individual efforts. The Governing Board also holds special meetings in which it focuses on new initiatives.

The chancellor and the Governing Board president plan the new Governing Board member orientation, coordinating additional meetings with key staff members regarding budget, staff/personnel, facilities, technology, strategic planning, and other areas of interest to new members. Since the last accreditation visit, the Governing Board held three elections in 2014, 2016 and 2018. Three members have been present since the last visit. Two seats are currently occupied by members elected in 2018. Processes to fill a Governing Board vacancy, either through special election or provisional appointment, were codified in Board Policy 1021 and Administrative Procedure 1021.01, Since the last visit, the Board has used this policy twice to address the death of a sitting Board Member and the resignation of another.

All new Governing Board members selected/elected since the last accreditation visit have been provided an orientation in which they received copies of all essential documents regarding Governing Board agendas, policies and procedures, organizational structure, strategic planning, governance procedures and other important and current issues. The orientation session covered District operations and the roles and responsibilities of Governing Board members. In addition, individual sessions are provided to new Governing Board members on specific topics as requested. Further, Governing Board members are encouraged to participate in the Community College League of California (CCLC) statewide meetings. New Governing Board members also attend the workshop for new trustees sponsored by CCLC.

Provisions for Governing Board elections are provided for in Board Policy 1008, Governing Board Term of Office, Wards, and Election Regulations. Each member serves a four-year term. The 2020 Governing Board is made up of one member in his third term; two members in their second term; and two members in the second year of their first term. Governing Board member elections are staggered so that 40-60 percent of the members are elected every two years. Serving a one-year term, the sixth member of the Governing Board is the student trustee, who is selected by rotation among the three colleges and who has an advisory vote on actions other than personnel-related and collective bargaining items.

The Governing Board President and the chancellor provide an orientation for the student trustee. The student trustee meets individually with the chancellor to review the student trustee information packet, in addition to discussing the role of the Governing Board, the responsibilities of the student trustee, and the operation of the District. The Rules and Regulations of the Governing Board, Student Representation, Nos. 9-15, stipulate the role and responsibilities of the student trustee. S/He also participates in all Governing Board training activities and participates at the regional and state level in professional development activities that improve performance.

**Analysis and Evaluation**

Governing Board member development is a high priority for the Governing Board. Governing Board members participate in a variety of professional development activities to improve their performance and use mechanisms (study sessions, retreats, and special meetings) to increase their knowledge and awareness of issues that have an impact on their decision-making. The Governing Board has a long-standing, effective, and flexible orientation program for new members.

**Evidence**

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| IV.C.9- |  |
| IV.C.9- |  |

* 1. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

**Evidence of Meeting the Standard**

The Governing Board’s Code of Ethics Board Policy 1010, indicates, “The Governing Board is committed to regularly assessing its own ethical behavior and Board effectiveness in order to identify its strengths and areas in which it may improve”. In April and May 2013, the Governing Board revised its evaluation policy and procedure to include not only a self-evaluation but also input from others who interact with the Board on a regular basis.

Governing Board Policy 1015, Governing Board Evaluation Policy, notes the self-evaluation and the comprehensive components of the Board’s evaluation policy. Administrative Procedure 1015.01, Process to Conduct Governing Board Evaluation, delineates the steps in the Governing Board’s evaluation process. The self-evaluation is conducted each year in a Governing Board retreat during June-July. Prior to the retreat, each Governing Board member completes the self-evaluation form, rating the extent to which the Board achieved the goals and objectives it established for that evaluation period.

The self-evaluation also includes questions on Governing Board behavior. Every two years, the Governing Board conducts a 360-degree evaluation in which individuals who regularly attend Governing Board meetings participate. An external facilitator gathers and summarizes all input received and compiles it into a report. The report serves as a basis for the Governing Board evaluation which is conducted in an open meeting annually in June. Each individual selected to participate in the evaluation completes the Governing Board-approved survey prior to the retreat. The results of the surveys of the Governing Board members and others who participate in the evaluation are provided to the Governing Board and discussed in open session, with future Governing Board goals developed as a result. The most recent 360-degree evaluation was conducted in the Governing Board’s special meeting of July 20, 2019.

**Analysis and Evaluation**

[insert response]

**Evidence**

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| IV.C.10- |  |
| IV.C.10- |  |

* 1. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

**Evidence of Meeting the Standard**

Governing Board Policy 1010, Code of Ethics of the Governing Board, adopted in 1992, was last revised in April 2015. In the policy, the Governing Board commits itself to operating with the highest ethical standards, following the principles of service, respect, accountability, integrity, confidentiality, and openness. The policy includes a process for dealing with behavior that violates the code. To strengthen the code of ethics policy, the Governing Board adopted Governing Board Policy 1020, Conflict of Interest, on July 24, 2013. This policy and administrative procedure clarify, per government code, areas of conflict, in addition to providing a Conflict of Interest Declaration to be completed and signed by Governing Board members upon appointment or election to the Governing Board and annually thereafter. This policy was reviewed and amended on July 26, 2017 to broaden coverage from ‘District officials’ to Governing Board Members and all District employees. In addition, a section was added to address possible conflict of interest on Federal Government contracts.

**Analysis and Evaluation**

The Governing Board adheres to its ethics code. Each year in December, when a new Governing Board president is elected (at the Governing Board Organization Meeting), the code of ethics is reviewed as a reminder to the Board. When conflicts are reported, the Governing Board policy is followed. In approving the signing of the Conflict of Interest Declaration, each Governing Board member commits him/herself to the resistance of engaging in activities that could be considered a conflict of interest or impair his/her fair judgment or of using the Governing Board member position for personal benefit.

**Evidence**

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| IV.C.11- |  |
| IV.C.11- |  |

* 1. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

**Evidence of Meeting the Standard**

Pursuant to the Rules and Regulations of the Governing Board, number 17: The Governing Board shall employ a full-time Chancellor to serve as chief administrative and executive officer of the Contra Costa Community College District. The Governing Board of the Contra Costa Community College District shall delegate to the Chancellor of the District the executive responsibility for administering the policies adopted by the Governing Board and executing all decisions of the Governing Board requiring administrative action. In the initiation and formulation of District policies, the Chancellor shall act as the professional advisor to the Governing Board. The Chancellor may delegate to authorized personnel of the District any powers and duties entrusted to the Chancellor by the Governing Board, but the responsibility to the Governing Board for the execution of such delegated powers and duties shall remain with the Chancellor.

**Analysis and Evaluation**

The Board relies on the Chancellor to implement and administer all Board policies and holds the Chancellor accountable for the operation of the District.

**Evidence**

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| IV.C.12- |  |
| IV.C.12- |  |

* 1. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

**Evidence of Meeting the Standard**

The Governing Board is informed about and involved in the accreditation process. In preparation for the 2020 visit, Accrediting Commission for Community and Junior College Commission Vice-President, Dr. Stephanie Droker, facilitated a Board study session on the accreditation process on September 12, 2019. Each Governing Board member participated in the session. Additionally, the chancellor advises the Governing Board of the accreditation process and status.

The college Institutional Self Evaluation Reports (Evidence ISERs) are on the Governing Board agenda for review and approval prior to the deadline for submission to the Commission. The Governing Board members read the reports in advance of the meeting, and each College provides an overview of the report at the meeting. All correspondence relating to any visits or reports by the Commission are reviewed by the Governing Board. The Governing Board ensures recommendations resulting from any special mid-term and/or final accreditation reports are implemented.

Board Policy 1017 requires that the Chancellor ensure that the Board is involved in any accreditation process in which Board participation is required including the review and approval of all college reports to the Commission including Annual Reports and any Special Reports, as needed.

**Analysis and Evaluation**

Governing Board members are aware of the purpose of the accreditation process in giving quality assurance, credibility, and stimulating improvement in the colleges. Further, they have demonstrated that they understand their role and responsibility as Governing Board members in the accreditation process by participating in training sessions and taking an active role in the development, review, and implementation of matters related to the accreditation process.

**Evidence**

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| IV.C.13- |  |
| IV.C.13- |  |

**Conclusions on Standard IV.C. Governing Board**

[insert response]

**Improvement Plan(s)**

[insert response if applicable]

**Evidence List**

[insert list]

### Multi-College Districts or Systems

* 1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

**Evidence of Meeting the Standard**

At the beginning of both the fall and spring academic terms, the Chancellor attends the college President’s pre-semester meeting (convocation) and speaks on key topics, issues, and opportunities facing the colleges and the District. In addition, as issues of Districtwide importance arise, the Chancellor will send an email to all District employees to convey her/his message. The Chancellor also attends regular meetings of the District Governance Council (DGC). DGC is a standing governance committee with representation from all constituencies and all locations. At these meetings, the Chancellor has a standing agenda item in which s/he reports to the committee members on matters of importance to the District and college communities.

The Chancellor exhibits leadership in the regular Chancellor’s Cabinet meetings held twice per month. Cabinet is comprised of the College Presidents, Vice Chancellors, and the Director of Communications and Community Relations. The mission statement for the Chancellor’s Cabinet states the following: “The Chancellor’s Cabinet is to serve as the leadership team insuring the capacity of our District to effectively educate students and meet the needs of our communities in partnership with classified staff, faculty, and other managers”.

Operational responsibilities and functions of the District Office and the colleges in the District are delineated in the document titled Functional Map. The document reflects accurately the roles and responsibilities of the colleges and the District office and is followed in practice. This document was most recently reviewed and updated by the Governing Board at their meeting of November 13, 2019.

**Analysis and Evaluation**

The Chancellor provides leadership for the operation of the District and in cooperation with the executive leadership team, assures support for the effective operation of the colleges, centers and District Office. The Chancellor ensures that the roles, authority and responsibilities as described in the Functional Map are followed.

**Evidence**

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| IV.D.1- |  |
| IV.D.1- |  |

* 1. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

**Evidence of Meeting the Standard**

Operational responsibilities and functions of the District office and the Colleges are delineated in the document titled Functional Map. The document was reviewed and updated in November 2019 by going through the governance process. The document accurately reflects the roles and responsibilities of the Colleges and the District office and is followed in practice.

The Chancellor, acting through managers and staff at the District Office provides support for the colleges in several areas including purchasing, human resources, facilities planning and research (among others). Through application of existing policies and administrative procedures, the Chancellor, in conjunction with the college presidents and executive staff at the District Office, agree on acceptable levels of service in these areas. Fiscal resources are distributed according to the financial allocation model that has been mutually agreed on by all parties.

**Analysis and Evaluation**

The District has a system in place that satisfies the elements of this Standard. The Functional Map is on the District website and known to those who use it on a regular basis and it was distributed District wide in spring 2014, and most recently reviewed and updated by the Governing Board in November, 2019.

**Evidence**

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| IV.D.2- |  |
| IV.D.2- |  |

* 1. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

**Evidence of Meeting the Standard**

The budgeting process includes both long-range and short-term planning, and utilizes the latest information on all significant sources of revenue and operating costs in order to support effective operations of the colleges. Recommendations on resource allocation are encouraged from staff groups, and information related to budget estimates and procedures is reviewed with employees through the District governance council. Full and open disclosure is essential to the District’s budget process and was critical to the review and input of the revenue allocation model by all constituency groups and, ultimately, approval by the Governing Board.

The District’s revenue allocation model is codified in Business Procedure 18.01, The CCCCD General Fund Budget. Implemented in 2010-2011 and built upon agreed principles of transparency, flexibility, accountability, simplicity, local control and shared governance, the model allocates financial resources in the manner in which the District receives funding from the state. Since approximately 97 percent of the District’s unrestricted revenues are directly related to enrollment, the allocation to the colleges is almost entirely based upon full-time equivalent students (FTES) generated. After allocating a portion of total revenues to support District wide costs and services, i.e., utilities, legal fees, retiree health benefits and other contractual obligations, the remainder is allocated to the colleges using the distribution methodology set forth in the allocation model. After each college receives its revenue distribution, local control of the funds allows the college the flexibility to spend in a fashion that suits the needs of each unique college community while still being accountable to the District for achieving its FTES goal.

Board Policy 5033, Budget Development, provides development criteria and values in the preparation of the budget. The District has systems in place to control its expenditures. Business Procedure 11.00, Purchasing, and Business Procedure 11.01, Purchasing Procedure, provide guidance on purchasing within the District and are understood by those who use them. Other procedures delineate day-to-day purchases. The Enterprise Resource Planning (ERP) system has approvals embedded within it requiring management approval for purchases over $1,000. The college business directors and District office finance staff meet monthly to monitor District wide budgets and discuss procedures and protocols in conducting business within the District. Also under discussion are budget issues/guidelines, projections and internal controls/audits. Reserves for the colleges, District office, and the Governing Board are addressed in Board Policy 5033, Budget Development, and Business Procedure 18.01, The CCCCD General Fund Budget.

The District’s external audit assesses the effectiveness of its financial management. The internal auditor conducts systematic audits, including controls on expenditures. The Governing Board, College presidents, and the public are provided periodic updates and presentations regarding the District’s financial condition. These updates include monthly fiscal trends reports, quarterly financial statements, and an annual budget study session.

**Analysis and Evaluation**

The model used by the District for the distribution of funds creates performance incentives and is perceived by most to be fair, easily understood, and adequate to support the effective operations of the Colleges. Moreover, the model has been tested in years of growth and decline, which gives confidence in its design and ability to function in times of expansion or contraction.

The District has made a substantial and successful effort to effectively control its expenditures. As a result, District wide reserves have been maintained at above ten percent, and the District office and two of the colleges have been able to maintain fairly healthy reserves despite several years of severe budget crises. Further, this strong financial position has allowed the District to avoid borrowing funds through Tax Revenue Anticipation Notes (TRANs) which have become a normal course of business for other colleges in California. The District has also set aside funds to cover the entirety of its compensated absence liability and is now dedicating funds to help offset future pension cost increases. In addition, over $130 million resides either in the irrevocable trust or in an account for future transfers into the irrevocable trust, putting the District at over 50 percent funding for its OPEB liability for retiree health benefits. The Governing Board has consistently promoted a very conservative approach to spending as supported in Board Policy 5033, Budget Development, and Business Procedure 18.01, CCCCD General Fund Budget.

**Evidence**

|  |  |
| --- | --- |
| IV.D.3- |  |
| IV.D.3- |  |

* 1. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

**Evidence of Meeting the Standard**

As indicated below, the Rules and Regulations of the Governing Board, Administrative Officers, No. 27, dictate that the college presidents have full responsibility and authority in implementing District policies.

The Governing Board is committed to the philosophy that each present and future campus can best serve by having a uniqueness which relates to its service area. To assure this development, the Governing Board recognizes the desirability of a high degree of decentralization–with the presidents of each of the respective campuses having a large role in the planning and development of the educational program and of the internal organization of their college, and in staff selection and development. In these matters, the president shall involve the faculty. Further, it should be recognized that since uniformity in program is not sought, the chancellor as chief executive officer of the District must provide the leadership necessary to assure this individuality and a high standard of performance on all campuses.

The chancellor is responsible for the development of proposed policies and for the application of Governing Board policies. In the development of proposed policies, the chancellor must work closely with the presidents and through them with various other staff members of the colleges.

The presidents have full responsibility and authority to conduct their work without interference from the chancellor. Accountability is established through annual comprehensive evaluations that include the establishment of goals and objectives agreed upon between the chancellor and each president. These goals and objectives are based on the District strategic directions. The presidents are held accountable for the extent to which the agreed-upon goals are achieved as well as other factors. In addition, the chancellor meets individually with each president to discuss issues of primary concern to them and twice monthly with the Chancellor’s Cabinet, which includes the college presidents. The mission of the Chancellor’s Cabinet is to serve as the leadership team insuring the capacity of the District to effectively educate students and meet the needs of its communities in partnership with classified staff, faculty, and other managers.

**Analysis and Evaluation**

The Chancellor supports the college presidents in their efforts to implement District policies without undue interference. Further, as part of their annual evaluation, the Chancellor holds each college president accountable for the operation of the college.

**Evidence**

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| --- | --- |
| IV.D.4- |  |
| IV.D.4- |  |

* 1. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

**Evidence of Meeting the Standard**

District planning is integrated with college planning in accordance with Board Policy 1012 and Administrative Procedure 1012.01. As the Governing Board’s designee, the Chancellor ensures that each college has an integrated planning processes that maintains current strategic and operational plans that are linked to resource allocation decisions. Each plan is based on the college’s mission, vision and values, and defines the institution’s priorities as well as carrying out the strategic directions established by the Governing Board through the District Strategic Plan. This alignment is described further and illustrated graphically in the new Contra Costa Community College District Strategic Plan 2020-2025 (page 8). Managers, faculty, classified

staff, and students are involved in formulating, reviewing, and implementing the plans. Current copies of each college’s strategic plan are maintained at the District Office.

Each college and the District Office has a planning committee charged with the responsibility of developing, implementing, and assessing a strategic plan as set forth in District policy. The committees oversee the development of a strategic plan every five years and annual operational plans.

The Chancellor establishes and implements regular cycles of review for assessing the effectiveness of (1) the District’s administrative organization, and (2) the delineation of roles and responsibilities of the District and the colleges, and (3) the District governance and decision-making processes.

In addition, s/he ensures all cabinet members establish annual goals that further the college and/or District strategic plan and evaluates performance of members against related goals. The results of these assessments are used to achieve continuous improvement.

Budget allocations and other major academic and administrative decisions must be linked to planning and assessment processes to improve institutional effectiveness. Institutional planning, assessment, and continuous improvement processes must contribute to the realization of the District vision, values, mission, and strategic plans.

**Analysis and Evaluation**

Planning, both at the District level and college level is highly integrated and is focused on improving student learning and achievement for all students. Institutional effectiveness is regularly evaluated with the results used to make improvements.

**Evidence**

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| --- | --- |
| IV.D.5- |  |
| IV.D.5- |  |

* 1. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

**Evidence of Meeting the Standard**

As is to be expected, communication across a large, physically separated organization with thousands of employees and tens of thousands of students can be challenging. Merely making information available suffices for some while others want the information pushed out to them and still others don’t want the information at all. In an effort to improve efficiency and reduce the use of paper, the District has moved to electronic media as the primary means of communication (unless otherwise required by law, policy, procedure or contract). These media include email, a shared District portal site, the District and/or college website, social media channels, standard telephone connections, two-way video conferencing capabilities, and group text capabilities (used primarily for emergency notifications).

It should also be noted that there is a communication function (both messaging and texting) within the course management system (Canvas) used Districtwide. This capability exists to facilitate communication by and between faculty and students currently enrolled in their class(es).

With limited exceptions, such as emergency circumstances, the District has moved away from sending blanket emails to all employees. Emergency circumstances, such as closing the colleges due to poor air quality or notices of power outages are examples of exceptions. In addition the District continues to email all employees ‘The News’, the 4CD Employee Newsletter.

Communication between the District and the colleges occurs in multiple ways. Approximately twice monthly, Chancellor’s Cabinet meets to address Districtwide matters. These meetings are attended by the Chancellor, Executive Vice-Chancellors, Vice-Chancellors, Associate Vice-Chancellors, executive-level department heads and college presidents. Information is conveyed from the District to the colleges and vise-versa. Summaries of these meetings are posted for review on an internal website. A link to this site is included in the monthly 4CD Employee Newsletter, emailed to all District employees. Also twice a month, the District Governance Council (DGC) meets. DGC provides a forum for constituent groups to meet, discuss and debate issues of Districtwide concern. Agendas and minutes are posted to a public web site a link to which is also included in the monthly employee newsletter. Frequently, information discussed at DGC is shared by representatives both at the colleges and the District Office.

**Analysis and Evaluation**

Communication between the District and colleges continues to evolve as new communication modalities emerge. Matters of safety and security are conveyed using multiple modes to ensure receipt and review.

**Evidence**

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| --- | --- |
| IV.D.6- |  |
| IV.D.6- |  |

* 1. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

**Evidence of Meeting the Standard**

Pursuant to Board Policy 1012, the Chancellor establishes and implements regular cycles of review for assessing the effectiveness of the District’s administrative organization, the delineation of roles and responsibilities of the District and the colleges, and the District governance and decision-making processes.

In its role of supporting the mission and functions of the colleges, the District Office maintains a document (Functional Map) delineating the roles, responsibilities and service outcomes of the colleges and the District Office in departments shared by each entity. The contents of the document shall be evaluated every four years and the results used as a basis for continuous improvement of the operations including the District’s administrative organizations. Most recently the Functional Map was reviewed by both Chancellor’s Cabinet and the District Governance Council in spring 2019 and by the Governing Board at its meeting of November 13, 2019.

District governance and decision-making processes are evaluated every three years and the results used as a basis for improving the processes. The Governance and Decision Making

Survey was disseminated in spring 2019 and outcomes discussed for the purposes of continuous improvement at the April 16, 2019 District Governance Committee meeting. At a minimum, all persons who serve in leadership positions at the District level and all who serve on District committees shall participate in the evaluation process.

**Analysis and Evaluation**

Board Policy requires regular review of the District and college role delineations, governance and decision-making processes and the District’s administrative organization. Results from these reviews are shared widely and used to make improvements.

**Evidence**

|  |  |
| --- | --- |
| IV.D.7- |  |
| IV.D.7- |  |

**Conclusions on Standard IV.D. Multi-College Districts or Systems**

[insert response]

**Improvement Plan(s)**

[insert response if applicable]

**Evidence List**

[insert list]

# Quality Focus Essay

Quality Focus Essay

Introduction of Projects - What are the major areas that is vital to the long-term improvement?

A. Academic Quality – What does this mean for CCC:

* Commitment to continuous assessment of SLO
* Commitment to continuous assessment of programs
* Commitment to the utilization of data from SLO’s and Program Reviews for improvement and funding
* Commitment to investing in:
  + Faculty support and mentorship
  + Professional Development
  + Technology to facilitate the process (completion, submission, and management of SLO’s and Program Reviews)
  + Accountability
  + Review of policies, procedures, and forms

Anticipated Impact on Student Learning and Achievement:

Outcome Measures

Action Plan(s)

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Responsible | Resources | Timeline |

B. Equity – What does this mean for CCC:

* Commitment to equitable access and success as demonstrated in the adoption of equity goals and alignment of AB 705 and Guided Pathways in planning.
* Commitment to data tracking and data informed decisions on resources and programming that ensure equity
* Commitment to the adoption and utilization of rubrics to ensure consistent and equity focused programming and evaluation processes.
* Commitment to the adoption of a participatory governance model and a guiding handbook.
* Commitment in investing in:
  + Faculty support and mentorship
  + Professional Development
  + Review of Data and Sharing of Findings

Anticipated Impact on Student Learning and Achievement:

Outcome Measures

Action Plan(s)

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Responsible | Resources | Timeline |

C. Fiscal Sustainability – What does this mean for CCC:

* Commitment to adopting and tracking SCFF
* Commitment to developing long term and annual budget
* Commitment to the utilization of a budget allocation model that takes into consideration program review and other data
* Commitment in investing in:
  + Professional Development
  + Accountability
  + Review of policies, procedures, and forms

Anticipated Impact on Student Learning and Achievement:

Outcome Measures

Action Plan(s)

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Responsible | Resources | Timeline |

D. Implementation of Guided Pathway – What does this mean for CCC:

* Commitment to adopt the Guided Pathways Model:
  + Adopt the Four Pillars
  + Align campus culture and operations to GP principles
* Commitment to investing in:
  + Faculty support and mentorship
  + Professional Development
  + Technology to facilitate the process of onboarding, data management, assessments, etc.
  + Accountability and communication.
  + Review of policies, procedures, and forms

Anticipated Impact on Student Learning and Success and Campus Community:

Outcome Measures

Action Plan(s)

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Responsible | Resources | Timeline |

E. Implementation of AB 705:

* Commitment to adoption of AB 705 requirements:
  + Full implementation of English, Math, and ESL models
  + Evaluation of effectiveness of strategies
  + Evaluation of impact of initiatives on subgroups of students
  + Review of policies and procedures
* Commitment to investing in:
  + Faculty support and mentorship
  + Professional Development
  + Technology to facilitate the implementation of tools, student tracking, and data assessment.
  + Accountability and communication
  + Review of policies, procedures, and forms

Anticipated Impact on Student Learning and Achievement:

Outcome Measures

Action Plan(s)

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Responsible | Resources | Timeline |

1. The Commission acted to modify the Standard during its January 2018 Board of Directors meeting. [↑](#footnote-ref-1)