



CONTRA
COSTA
COLLEGE

ACCREDITATION • • • • • MIDTERM REPORT

OCTOBER 2024

Submitted by:

Contra Costa College

2600 Mission Bell Drive
San Pablo, CA 94806

Submitted to:

**Accrediting Commission for
Community and Junior Colleges**

Western Association of Schools and Colleges



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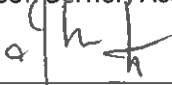
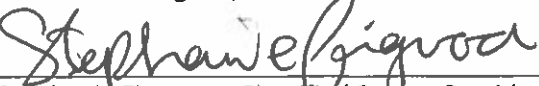
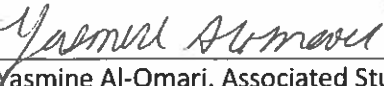
Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Kimberly Rogers, President
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This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

	9-11-2024
Mojdeh Mehdizadeh, Chancellor, Contra Costa Community College District	Date
	8/27/24
Dr. Kimberly R. Rogers, College President, Contra Costa College	Date
	9-11-2024
Rebecca Barrett, Governing Board President, Contra Costa Community College District	Date
	8/27/24
Jason Berner, Accreditation Liaison Officer, Contra Costa College	Date
	8/29/24
Dr. Gabriela Segade, Academic Senate President, Contra Costa College	Date
	8/29/2024
Stephanie Figueroa, Classified Senate President, Contra Costa College	Date
	08/30/24
Yasmine Al-Omari, Associated Students President, Contra Costa College	Date

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A. Reflections on Continuous Improvement Since Last Comprehensive Review

- 1. Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.**

Contra Costa College (CCC) has made significant strides in advancing equitable student outcomes, enhancing educational quality, and fulfilling its institutional mission since the last comprehensive peer review. These initiatives align with the institution's commitment to continuous improvement and the pursuit of excellence in higher education. Several noteworthy improvements and innovations have been implemented across various fronts.

Expansion of online learning opportunities and resources

In response to the COVID-19 pandemic, the entire college community came together to help CCC rapidly transition to online learning. Faculty quickly adapted their classes to an online environment. The CCC classified professionals provided invaluable support, for example by volunteering for a massive phone-banking effort to reach out to students and triage their needs. The Library staff, both faculty and classified professionals, provided students with laptops, webcams, and internet access. The College also invested in cloud-based device management and expanded access to online tutoring and support services. These measures increased access to education for students, particularly those facing financial and/or geographic barriers.

To meet the increased demand for high-quality online instruction, CCC has developed training, guidance, and resources for both students and faculty. The Contra Costa Community College District (4CD) regularly offers an asynchronous training course, Becoming an Effective Online Instructor (BEOI) so that all instructors can learn best practices for online instruction. To provide local faculty training and support, CCC's Distance Education (DE) Committee created a Faculty Handbook ([A 1 1 DE Faculty Handbook](#)) and instructional designers have developed and facilitated professional development workshops and offer one-on-one support throughout the academic year. The DE Committee has also provided boot camps on Canvas (CCC's learning platform). Additionally, CCC became a Peer Online Course Review (POCR) certified campus and maintains a POCR mentorship and review program ([A 1 2: POCR Certification Letter](#)).

CCC has adopted eLumen for curriculum development, program review, and collection of SLO assessment results, allowing the College to centralize processes in a single location. The College's Curriculum Specialist largely spearheaded these efforts, ensuring that curricular information was transitioned smoothly into eLumen. As faculty and staff gain experience using eLumen, CCC anticipates that this will increase efficiency and improve the College's ability to assess programs, providing greater opportunities to improve educational and student-services programs. CCC has also developed an equity rubric for use in the content-review process ([A 1 3: Content Review Form](#)), and now offers additional guidance, resources, and support for writing and assessing SLOs, e.g., a Canvas shell for SLO Faculty Support ([A 1 4 Faculty Support Canvas Enrollment Page](#)). The SLO Committee is also in the process of updating the SLO handbook ([A 1 5 Minutes of SLO Committee 4-23-24](#)).

CCC has taken steps to ensure that regular and substantive contact occurs in online classes. The DE Committee adopted a "Regular and Substantive Interaction Policy" ([A 1 6 Regular and Substantive](#)

[Interaction Policy](#)), which is posted in the Faculty and Staff Resources section of the College website. This document provides information on both instructor-initiated and student-to-student interaction, as well as checklists and examples of effective interaction. Furthermore, all faculty who teach online are contractually required to complete an approved PD course in online pedagogy ([A 1 7 UF Contract Article 27](#)), such as the BEOI course mentioned above. Among other topics, BEOI covers “Pedagogy and practices for inclusive, equitable, regular and effective instructor contact” ([A 1 8 BEOI Description](#)). Additionally, the faculty evaluation form for online instructors specifically calls for evaluation of “Online class management” ([A 1 9: Classroom Observation Form – Online](#)); evaluators rank the extent to which, “The professor made appropriate use of the district approved learning management system, demonstrating technical skills necessary for managing an online class, and created a structure that encourages student/student and student/faculty interaction.”

The Library has facilitated the circulation of over 3,900 Chromebooks, webcams, scientific calculators, and hotspots ([A 1 10 CCC Tech Checkouts SP20 – SU24](#)). There was also a move to cloud-based device management; the introduction of Splashtop on 250 machines, allowing students to access “more powerful computers” in the on-campus computer labs; SharePoint/Microsoft 365; and Zoom (meetings and phone), which made remote work more efficient for staff, faculty, and students. When the campus was still mostly remote, students were also able to use College WiFi (from which District IT removed a specific log in procedure) from the school parking lots and quad areas, and unhoused students were able to use plugs in the Library to charge their devices.

The College has also implemented cybersecurity measures including multi-factor authentication ([A 1 11 MFA Login Screen](#)), endpoint detection, and end-user training to enhance cybersecurity ([A 1 12 Required Annual Cybersecurity Awareness Training](#)). The College and District use a standard single sign-on (SSO) authentication that consists of a unique login name and password and incorporates multi-factor authentication). Once students successfully provide their password, a code is sent via SMS text message to their personal device, which is required to complete the login process. SSO is required to access courses and student records.

CCC and 4CD have also taken steps to combat the ongoing issue of fraudulent enrollment in online courses. All applications are processed through the State’s CCC Technology Center, where tools like ID.me and SuperGlue are used to block fraudulent applications. The College receives applications with a fraud probability score, and applications with a high score are flagged. Flagged students are required to provide legal documents to clear their record. After careful review by the Admissions and Records (A&R) office, the flag is removed and students can register. If students are identified as fraudulent, they are dropped from classes and registration and (if applicable) financial holds are placed. Students must provide legal documents to remove these holds. The College also works with online faculty to identify suspected fraudulent students; for example, faculty are instructed to take steps to identify possibly fraudulent students (e.g, no-shows or non-responsive students) beginning at the start of the semester ([A 1 13: Email to Faculty about Fraudulent Students](#)). The names of suspected fraudulent students are forwarded to A&R, who take appropriate follow-up action.

Achieving the Dream

CCC has made equity and inclusion a central focus of its mission and operations. Prior to the spring 2023 semester, CCC was chosen as one of 10 US colleges to participate in the Achieving Equitable Outcomes for Black, Latinx, Indigenous, and Student of Color cohort of Achieving the Dream (ATD), a program that provides leadership and data coaching and other resources to help community colleges collect and analyze data, and then use those findings to help students succeed ([A 1 14: ATD](#)

[Acceptance Email](#)).

CCC chose three key descriptors to focus its work of increasing transfer and closing equity gaps: The - College's work will be student-centered, equity-focused, and data-informed. These principles will help CCC align campus-wide efforts including implementation of Guided Pathways, Student Equity Plan goals, and Hispanic-Serving Institution initiatives.

During the spring 2024 All-College Day, the College definition of equity was shared with classified professionals, faculty, management, and students. The feedback received during this event has proven instrumental in refining the equity statement, making it more broadly inclusive compared to the previous version ([A 1 15: CCC Equity Statements November 2023 February 2024](#)). This transparent and collaborative approach to disseminating and refining equity definitions demonstrates CCC's commitment to incorporating diverse perspectives and fostering an inclusive environment. CCC will soon conduct the Institutional Capacity Assessment Tool 2.0 (ICAT), recently released by ATD. This assessment is informed by a framework that centers equity, students, and community. CCC will work with its ATD coaches to understand strengths and identify areas of opportunity. For example, the College recognizes that greater alignment is necessary between the work of the Equity Office, Student Success Committee, and the Professional Development Committee, with input from the Racial and Social Justice Committee. CCC is excited to begin aligning these efforts with the support of the ATD coaches to broaden the impact of its equity efforts.

Implementation of Guided Pathways

CCC has developed pathway maps to help students decide on their majors and complete their educational goals within fewer units and shorter time period ([A 1 16: ACP Webpage](#)). The implementation of Guided Pathways was facilitated through a participatory governance process. This structure ensured robust feedback from all representative groups, leading to the vetting, endorsement, and approval of six Meta Majors or "Academic and Career Pathways" (ACPs) by key stakeholders such as the Associated Students Union (ASU), Classified Senate, Academic Senate, and College Council. The College is currently engaged in discussions about expanding the pathway maps with a framework designed to improve student success and completion rates through personalized guidance and support throughout the students' academic journeys. This initiative has enhanced CCC's ability to provide structured academic and career pathways for students, thereby improving their success rates and aligning with the institution's mission of fostering student success. In conjunction with the ACP's, CCC and the other 4CD colleges, with the invaluable assistance of the Academic Scheduling Specialists at each institution, also adopted a year-long scheduling protocol that works to eliminate course conflicts while also remaining sensitive to students' post-pandemic desire for increased online options.

Student Equity Plan

CCC developed a comprehensive equity plan ([A 1 17: Student Equity Plan](#)) that outlines strategies to improve equitable outcomes for student populations experiencing disproportionate impacts. The plan includes goals and objectives related to student access, success, and completion, and it is reviewed and updated annually based on data and feedback. The SEP was collaboratively crafted through a comprehensive process involving stakeholders from across the institution ([A 1 18 SEP Plan Shared Governance Presentations](#)). This inclusive approach ensured that goals were established with careful consideration of CCC's character and context and of the needs of its diverse student population. By identifying equity indicators that focus on African American and Latina/o/x/e students—who are disproportionately impacted—CCC demonstrates a commitment to addressing disparities and

promoting inclusivity. Furthermore, by focusing efforts on the most disproportionately impacted populations, the College expects to see not only reductions in equity gaps but also increased success among all student populations.

Data-Informed

CCC uses Tableau Dashboards and SQL reports to identify and address disparities in student outcomes. Through Program Review, the College annually analyzes student data to identify areas for improvement and develop targeted interventions to support students who are struggling ([A 1 19 Chemistry Department Program Review](#); [A 1 20 EOPS Program Review](#)).

CCC also reviews disaggregated enrollment and equity data on All-College Day to guide its work each semester and focus on student populations that are experiencing disproportionate impacts ([A 1 21 Student Equity Plan Dashboard](#)). In addition, data is shared with College Council, Council of Chairs, Planning, and Student Success committees to assess progress on the Student Equity Plan and enrollment goals. Results from surveys of student needs, like housing and food insecurity and modality preferences for instruction and provision of services are also shared with these committees.

Current data analysis focuses on understanding local demographic shifts, since the College is experiencing increased Latina/o/x/e and decreased African American enrollment. CCC is also working on disaggregating Asian-Pacific Islander, White, and Mixed-Race categories to assess disproportionate impacts in student subpopulations.

Outreach and Recruitment for Increased Enrollment

CCC has held monthly meetings with West Contra Costa Unified School District ([A 1 22 Invitation to Standing WCCUSD Meeting](#)) to coordinate ongoing training and information sharing with our community partners (including the renewal of a data sharing MOU). CCC has conducted targeted outreach to high school students and stopped-out students ([A 1 23 Outreach Activities 2023-24](#)), and in August 2023 implemented the TargetX Customer Relationship Management (CRM) tool to track prospective student participation and messaging across multiple groups, including First-Year Experience, the African American Leadership Symposium, concurrent enrollment students, undocumented students, and other groups. CCC also has a high-school scholarship program for entering first-year students.

CCC has further implemented targeted outreach and recruitment initiatives to increase the enrollment of students from historically underrepresented groups. These include the development of culturally responsive programs and resources. For example, the CCC Welcome Center has partnered with the Office of African American Student Achievement, local high school counselors, and BSU advisors to connect with African American students, promote concurrent enrollment, and recruit for the African American Leadership Symposium (the College's anchor event for recruiting Black students), which exposes students to models of success who look like them and come from humble beginnings ([A 1 24 African American Symposium Flyer](#)). Through a series of conversations, workshops, and lectures, participating students learn about the experiences of African American professionals in the Bay Area. The goal of the symposium is to provide Black students with early access to resources and introduce them to topics not traditionally covered in high school, like financial literacy, a college-going mindset, entrepreneurship, and trades. Over 250 students attended the last symposium in fall 2023. In the spring semester, CCC reaches out to each student who attended the symposium and/or another onboarding workshop and encourages them to take a summer concurrent enrollment course or, if they are graduating seniors, to become students at CCC. If they are interested in either, they are set up

with a one-on-one onboarding appointment to help them with the registration process. Through these efforts, CCC has seen increased enrollment among the populations identified in the SEP ([A 1 25 Marketing Groups Report Fall 2024](#)).

Enhanced Support Services for Increased Retention

CCC has implemented several initiatives for enhanced student support services ([A 1 26 Campus Resource Guide](#)). The Campus-Wide Tutoring Program (CWT), housed in the Library's Learning Resource Center (LLRC), is open for drop-in tutoring Monday through Saturday, with weekday evening hours ([A 1 27 Campus-Wide Tutoring Flyers](#)). CWT offers a range of tutoring modalities, including one-on-one sessions, group sessions, and in-class tutoring, wherein a tutor is embedded within a particular class. This last model provides several benefits: The tutor works closely with the faculty member and can align tutoring with the curriculum in real-time; the faculty member benefits from support within the classroom; and students can work with a tutor both inside and outside of the classroom, as embedded tutors are required to offer three-hour group study sessions to support the classwork. While Math and English have been priorities, CWT offers tutoring in other STEM subjects, as well as the social sciences and humanities.

To further support students, CCC has expanded mental health services and provided additional support for students experiencing homelessness. The pandemic revealed that mental health support was a critical missing piece in student support programs. According to the 2024 Student Basic Needs Survey results for Contra Costa College ([A 1 28: CCC Student Basic Needs Survey 2024](#)), 43% of CCC students experience some level of anxiety and/or depression. With state funding, CCC was able to onboard a mental-health professional and work with the Wright Institute to provide mental health services to students. In the 2023-24 academic year, CCC expanded its partnership with the Wright Institute to include more service hours and targeted mental health services to former foster youth and CalWORKS students.

CCC has also done significant work to address students' food insecurity. In addition to a food pantry, to which all students have access during college business hours (weekend hours are under discussion), CCC also offers "Produce Wednesday," a service available to all students and community members to combat food insecurity. The food pantry partners at the Food Bank of Contra Costa and Solano County (FBCCS) distribute boxes of groceries on the first Monday of each month as an extension of other services. CCC is currently working with FBCCS on a grant that will allow for a temperature-controlled food locker on campus, enabling students to order food from the pantry and pick it up at their convenience. This service has major implications for course completion and retention efforts and responds to the unique needs of the CCC campus community by promoting direct support for basic needs.

Housing insecurity is another great challenge at CCC. According to the Basic Needs Survey, 56% of students reported having some housing insecurity. CCC has developed partnerships with many off-campus resources to place students in temporary housing and also recently established an MOU with RYSE to work with students across 4CD (the majority of whom will come from CCC) to access housing and housing counseling so that they understand how to secure and keep a place to stay. CCC has also developed some internal processes to provide one-time assistance to students in immediate housing crisis.

As CCC continues to build out services, the services have been placed under the single umbrella of the Basic Needs Office—now called the "Compass Center"—so that students can begin to associate services

with this office ([A 1 29 Compass Center Flyer](#)). The Center takes a multi-dimensional and holistic approach to student basic needs work.

Curriculum Revision and Development

Through the program review process, CCC has undertaken a comprehensive review and revision of its curriculum to ensure that it is aligned with current industry standards and best practices. Since 2020, the College has added the following new programs to meet the evolving needs of its students and community:

Certificate of Achievement	Computer User Support Specialist
Certificate of Achievement	Network and Security Specialist
Certificate of Accomplishment	ESL Pronunciation
Certificate of Competency	High-Intermediate ESL
Certificate of Competency	Beginning ESL
Certificate of Competency	High-Beginning ESL
Certificate of Competency	Intermediate ESL
Certificate of Competency	ESL Pronunciation
Certificate of Competency	College Level Reading and Writing Proficiency
Certificate of Competency	Information Technology
Associate in Science Degree	Information Technology
Certificate of Achievement	Business Communications 2.0
Associate in Science Degree for Transfer (A.S.-T)	Ethnic Studies
Associate in Arts	UCTP Physics
Associate in Science Degree for Transfer (UCTP)	Laboratory Professional I
Certificate of Completion	Biological Testing Technician
Certificate of Completion	Project Management
Certificate of Accomplishment	Project Management
Certificate of Completion	Humanities
Certificate of Achievement	

Each year, the College submits an Educational Planning Report, identifying potential areas for new program development in response to area workforce needs ([A 1 30 2023 Educational Planning Report](#)). CCC adheres to requirements for content review, requiring all courses to be reviewed in a six-year cycle.

The Curriculum Instruction Committee (CIC) and the Curriculum Specialist have overseen the transition to eLumen and, as mentioned previously, adopted an equity rubric for use with the course content review form to help faculty in “measuring progress toward achieving equity across the CCC curriculum.” To facilitate more communication between instruction and student services, the Dean of Enrollment Services and the Director of Admissions and Records sit on CIC. This ensures that any major course changes approved by CIC are reviewed for potential impacts to program requirements. CIC is also updating its manual. With the ongoing implementation of the eLumen platform for curricular processes, there have been substantial changes to CIC practices. CIC plans to create a comprehensive manual outlining all policies and procedures by spring 2025.

Additionally, through compliance with AB705 and, later, AB1705, CCC has eliminated pre-collegiate

Math and English requirements for incoming college students and has increased the number of students completing transfer-level courses in these disciplines ([A 1 31 Math and English Completion Data](#)).

Faculty and Staff Development

CCC has made significant investments in faculty and staff development to enhance the teaching and learning experience. The College provides ongoing PD opportunities, including workshops, conferences, and mentoring programs. The PD Committee hosts an annual Pedagogy Conference and hosted Joblinks in spring 2024. Throughout the year, CCC also facilitates an Equity Speaker Series, HSI Social Justice Series, and NEXUS workshops for new faculty, including Teaching Men of Color, UndocuAlly, Safe Zone, and other equity-focused trainings. The College has funded attendance at the National Conference on Race and Equity (NCORE), Colegas, AMEND, APAHE, and other conferences. The PD Committee offers additional mini-grants so that faculty and staff can attend discipline-specific meetings and conferences. A major goal for the immediate future is to offer PD on deepening the use of culturally responsive and intersectional frameworks across the College's programs and services. Students have also expressed interest in seeing more opportunities for department-specific conferences.

Academic Freedom and Integrity

CCC has made significant strides in upholding principles of academic freedom, academic integrity, and freedom of inquiry since the last comprehensive peer review. One notable improvement is the annual update of the academic catalog, which explicitly articulates District policies related to student academic integrity. This commitment is further reinforced through the CCC Student Code of Conduct, Student Services Procedure 3027, and the Board Policy in 2019 regarding Freedom of Expression. These documents collectively ensure that students understand their rights and responsibilities within an academic community that values intellectual freedom and integrity.

A notable change in policy is the transition from "Disciplinary Academic Alert" to "Academic Alert." This alteration reflects a conscious effort to recognize the impact of language, particularly within the context of the prison-industrial complex, on student retention and support efforts. By adopting more inclusive and mindful terminology, CCC demonstrates its dedication to fostering an environment that is supportive and respectful of all students' backgrounds and experiences.

Moreover, CCC has taken proactive steps to promote equitable outcomes and educational quality by infusing equity-minded language/statements throughout syllabi and materials on face-to-face and online courses. This emphasis on creating welcoming environments through language reflects a commitment to inclusivity and student success.

2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

Per the action letter provided by the Accrediting Commission for Community and Junior Colleges dated January 27, 2022, "The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 12-14, 2022, reviewed the Follow-Up Report and related evidentiary materials submitted by the College. The Commission also considered

the Peer Review Team Follow-Up Report prepared by the follow-up team that visited the institution on November 2-3, 2021. The purpose of this review was to determine whether the College has addressed the deficiencies identified by the peer review team during the fall 2020 comprehensive visit and demonstrated compliance with the Standards cited in the Commission's February 1, 2021, Action Letter. Upon consideration of the information noted above, the Commission acted to Reaffirm Accreditation for the remainder of the cycle. The Commission finds that the College has addressed the compliance requirements, corrected deficiencies, and meets Standards III.A.5, IV.C.3, IV.C.7, IV.C.11, and IV.C.12."

The recommendations noted above were District findings. Although the College did not receive any recommendations from the Peer Review Team, CCC established continuous improvement areas aligned with accreditation standards focused on clarifying and strengthening decision-making processes, improving integrated planning structures, and building community cohesion. CCC proactively aligned the plans arising from the accreditation self-study with its strategic plan goals. The College then secured IEPI resources to support institutional innovation and effectiveness as outlined in the strategic plan ([A 2 1 CCC IEPI Plan Final](#)).

Since the last comprehensive peer review, CCC has made significant progress in enhancing its integrated planning model to better align with its mission and strategic goals. Recognizing the need for modernization, the College Council initiated the revision and adoption of an updated integrated planning model, acknowledging the importance of incorporating new initiatives such as Guided Pathways, the Student Equity and Achievement Program (SEAP), and the Student-Centered Funding Formula (SCFF). This endeavor aims to ensure the coherence and effectiveness of strategic planning processes by integrating various components such as budget allocation, program review, and enrollment management within a unified framework.

Through the formation of a dedicated subcommittee, CCC is creating an integrated planning model, updating the planning calendar to align with accreditation and program review cycles, and drafting comprehensive procedure descriptions. Leveraging a systems engineering methodology, CCC is identifying gaps in its current planning components, developing a framework for the updated model, and streamlining processes to enhance efficiency and effectiveness. Moreover, the College is incorporating long-term planning events to synchronize efforts and maximize alignment with strategic goals.

The Planning Committee has streamlined the program review and validation process by implementing it within eLumen. Additionally, the Committee has redesigned the validation rubrics to ensure alignment with the strategic goals. This committee diligently ensures that every program is in harmony with the College's mission and objectives, cultivating a culture of accountability and strategic coherence.

To further improve institutional effectiveness, CCC has taken steps to enhance data-informed decision making and assessment practices. The incorporation of student success metrics, SCFF data, budget allocations, and assessment data into the self-study process demonstrates a commitment to holistic evaluation and continuous improvement. Additionally, the piloting in 2024 of the program review and equity dashboards, which disaggregate data by demographic characteristics, underscores CCC's dedication to promoting equity and inclusivity across campus.

Another notable initiative is the upcoming publication of a CCC Resources and Procedures Handbook

[\(A 2 2 College Council Minutes 10-12-23\)](#), a comprehensive guide streamlining access to processes and procedures and service department information. This handbook will include website links, contact information, and fillable forms to facilitate more efficient and transparent processes. Moreover, the commitment to continuous improvement ensures that the handbook remains up to date through changes in administration, organizational structures, committee information, websites, and other crucial updates, fostering a dynamic and responsive decision-making structure that aligns with the institution's mission of equitable student outcomes and educational quality.

The College has also taken specific actions aimed at improving its committee processes and practices [\(A 2 3 College Council Minutes 11-30-23\)](#). Constituent groups have focused on adhering to established best practices, including Robert's Rules of Order and Brown Act rules during meetings, ensuring that all voices are heard and decisions are made fairly. Additionally, efforts have been made to foster collaboration through the inclusion of public comment periods and approval requirements from constituent groups on major college decisions. These actions reflect the College's commitment to transparency, inclusivity, and effective governance.

CCC's President and the Classified and Academic Senates have identified areas where broad consultation and participatory governance can be further improved [\(A 2 4 College Council Minutes 2-8-24; A 2 5 College Council Minutes 5-9-24\)](#). Some efforts towards these ends include openly discussing governance and decision-making processes during group meetings, using different modalities, such as emails and graphic displays, and reinforcing knowledge of the flow of proposed decisions through committees.

There have also been some effective measures to improve a climate of collaboration and foster community cohesion. The College recognized that it could improve morale among staff and administration by focusing explicitly on college climate, which led to offering collegiality and community-building events every semester. As the climate has been improving, participation in decision-making bodies has increased. These changes have promoted more open discussions that advance the mission of the College and promote equitable student outcomes.

3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

Standard 1: Institutional Mission and Effectiveness

Actions such as the creation of a comprehensive resources and procedures handbook and the ongoing adaptation of governance practices ensure that CCC maintains a dynamic and responsive operational environment. These actions are aligned with the governance and mission effectiveness standards, ensuring that the institution remains adaptive to the needs of its community and requirements of its accrediting body. CCC's initiatives such as Guided Pathways and SEAP are integral parts of the strategic planning model, specifically aimed at promoting equitable student success. Furthermore, the incorporation of focus groups into the institution's review processes allows for direct feedback from students, ensuring that their needs and experiences inform ongoing improvements and innovations. This approach reflects the College's deep commitment to equitable educational opportunities, as highlighted in Standard 1.1 (as well as its commitment to student success). Through these comprehensive measures, CCC actively works to eliminate barriers to student success, fostering an inclusive educational environment that upholds high standards of quality and equity.

Standard 2: Student Success

As mentioned above, the incorporation of focus groups within the institution's review processes allows for direct feedback from students, ensuring that their needs and experiences inform ongoing improvements and innovations. This approach reflects the College's deep commitment to equitable and effective services and programs, as highlighted in Standard 2.7.

One major improvement is the adoption and implementation of Guided Pathways, facilitated through a participatory governance process. This structure ensured robust feedback from all representative groups, leading to the vetting, endorsement, and approval of Meta Majors or "Academic and Career Pathways" (ACPs) by key stakeholders such as the Associated Student Union, Classified Senate, Academic Senate, and College Council. This initiative has enhanced the College's ability to provide structured academic and career pathways for students, thereby improving their success rates and aligning with the institution's mission of fostering student success.

Again, as mentioned above, to further improve institutional effectiveness, CCC has taken steps to enhance data-informed decision making and assessment practices. The incorporation of student success metrics, SCFF data, budget allocations, and assessment data into the self-study process demonstrates a commitment to holistic evaluation and continuous improvement. Additionally, the piloting in 2024 of the program review and equity dashboards, which disaggregate data by demographic characteristics, underscores CCC's dedication to promoting equity and inclusivity across campus.

Standard 3: Infrastructure and Resources

CCC's commitment to continuous quality improvement is evident in its systematic planning and evaluation of programs and services, coupled with strategic resource allocation. A key component of this strategy is the cyclical replacement of computer lab equipment, scheduled to commence in summer 2024, which ensures that all technology used by students and staff is current and reliable. This proactive approach not only enhances the learning environment but also supports the institution's goals for technological adequacy and student success.

Furthermore, CCC plans to institutionalize a regular replacement cycle for its Chromebook lending program. This initiative is critical for maintaining access to essential learning tools and underscores the College's dedication to equitable student access to technology, reflecting an effective use of resources as mandated by Standards 1..4, 3.4, and 3.8. By allocating resources to update and maintain vital technological infrastructure, CCC aligns its operational practices with its strategic objectives, thereby ensuring that its resource management continually supports its mission and enhances educational quality and infrastructure.

CCC's integration of ESM software to track the implementation of strategic plans, alongside the implementation of program review and equity dashboards, exemplifies a commitment to leveraging advanced technology for data-informed decision-making. These tools are instrumental in enhancing institutional effectiveness. These technological solutions not only uphold the accreditation standards that stress the importance of technology and data in governance and operational effectiveness but also foster a culture of accountability and continuous improvement, crucial for meeting Standards 1.3 and 3.9.

Standard 4: Governance and Decision-Making

CCC's revision of its integrated planning model aligns closely with enhancing governance and decision-making structures. This refinement supports a more coherent and effective strategic planning process,

integrating program review to ensure that decisions made at all levels are well-informed and aligned with the College's strategic goals. The inclusion of program review in this model is crucial, as it enables continuous assessment and improvement of academic and support programs, directly influencing decision making and ensuring alignment with institutional priorities and accreditation standards.

The development of the College Resource and Procedures Handbook ensures a comprehensive assessment of policies, procedures, and systemic components, aligning with the commitment to continuous improvement. Furthermore, the College Council's review of the committee calendar and proposed changes to meeting times reflects a dedication to inclusivity, supporting greater participation from all constituent groups, on major committees, including those focused on planning, operations, budget, and student success. By updating committee processes and ensuring adherence to practices outlined in Robert's Rules of Order and the Brown Act, CCC fosters an inclusive and transparent decision-making environment. These practices contribute to a climate of collaboration, which is critical for the effective governance and decision-making outlined in Standard 4.

In recent semesters, CCC has focused on improving communication among constituencies and shared governance. CCC's President and the Academic Senate President have identified professional development activities that can promote more effective collaboration. One such event is the Collegiality in Action training offered by the ASCCC and the CCLC, which is scheduled to be held at CCC on September 30th. The Academic Senate has started to offer a series of trainings on relevant sections of the Education Code and Title 5 to foster a more informed, engaged, and collaborative faculty body. The first workshop in this series, "Shared governance, the Academic Senate, and faculty role @CCC," was offered on August 21 ([A 3 1 Shared Governance Workshop Announcement](#)). Both the College President and the Academic Senate President have been consulting with district leadership for coaching and support in developing a robust participatory governance system. This work will be ongoing with the goal of developing all constituencies the know-how and the dispositions that will ensure greater inter-constituency understanding and thus more efficient communication.

These activities collectively demonstrate CCC's commitment to addressing peer review recommendations and fostering a more effective and responsive institutional environment.

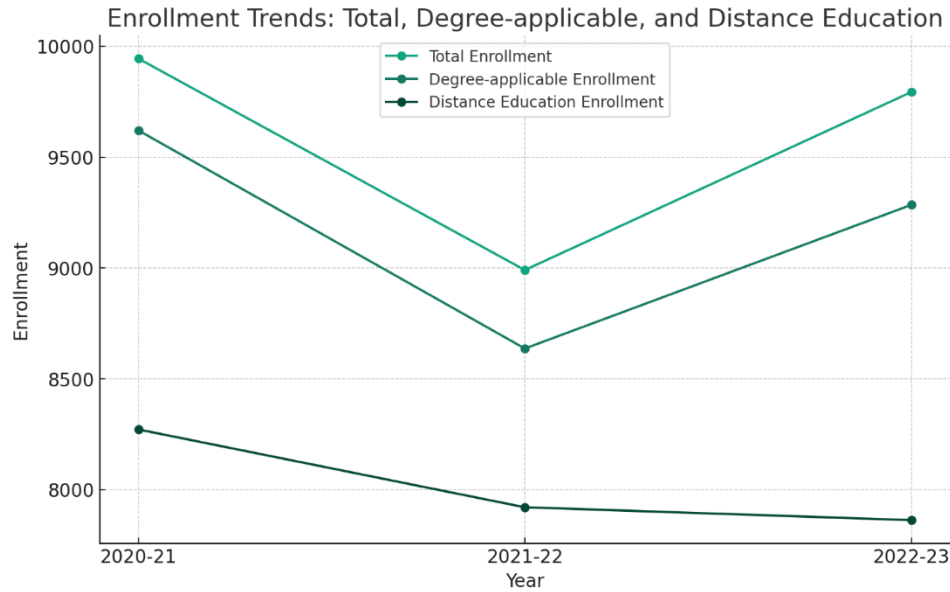
B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

- 1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.**

The 2024 ACCJC CCC Annual Report provides comprehensive data across various metrics of student achievement, including enrollment trends, course completion rates, certification achievements, and licensure examination pass rates. What follows is an analysis based on the provided sections:

The Covid pandemic negatively impacted enrollment.

Enrollment Trends

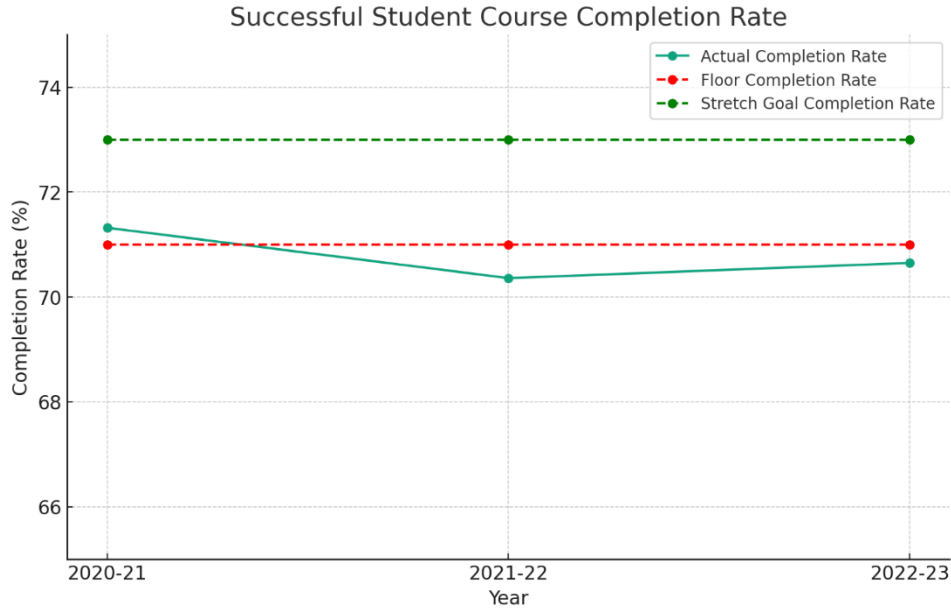


- **Overall Enrollment:** The unduplicated headcount enrollment shows fluctuations over the three-year period, with a significant drop of 9.5910% in 2021-22 from the previous year but an 8.93% increase in 2022-23.
- **Degree-applicable Enrollment:** Similarly, there was a 10.23% decrease in 2021-22 followed by a 7.50% increase in 2022-23.
- **Distance Education Enrollment:** Shows a steady decline, albeit slight, over the period, with a -4.24% change in 2021-22 and a -0.73% in 2022-23.

Institution-Set Standards

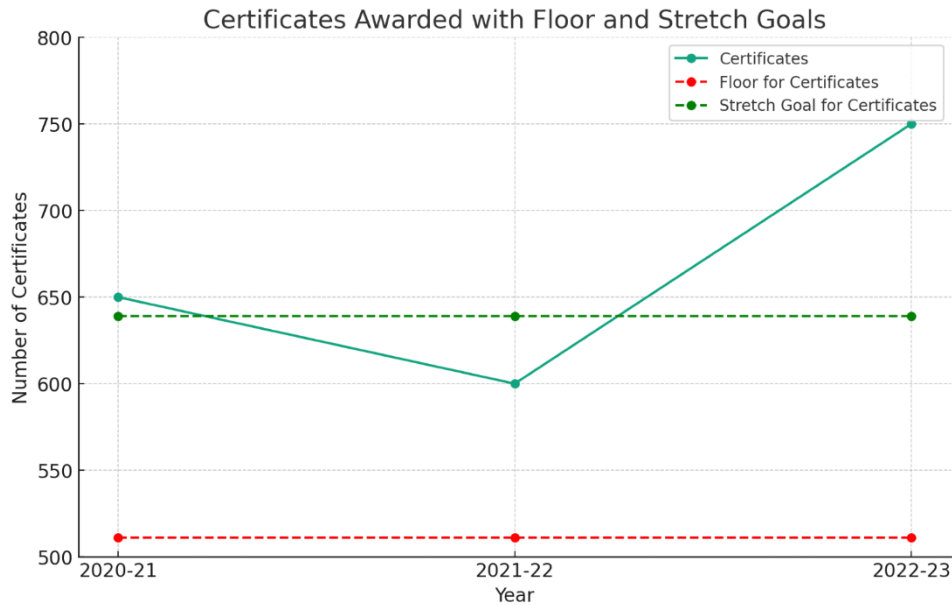
CCC updated the Institution-Set Standards in 2021. The College decided to use pre-pandemic 2018 data as a baseline. CCC set ambitious aspirational goals in alignment with the California Community College Vision for Success goals: a 2% increase above baseline for course success, 20% above baseline for degrees and certificates, and 35% above baseline for transfers.

Course Completion



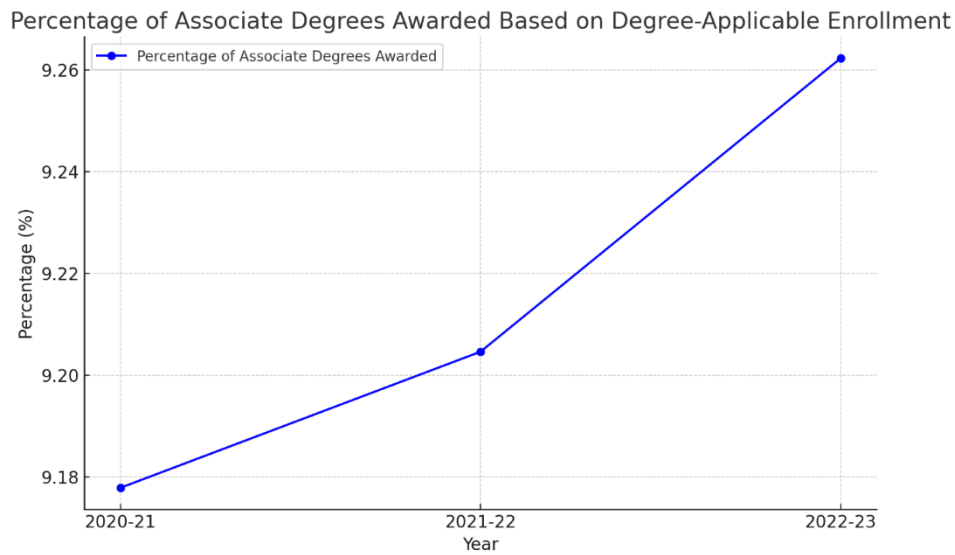
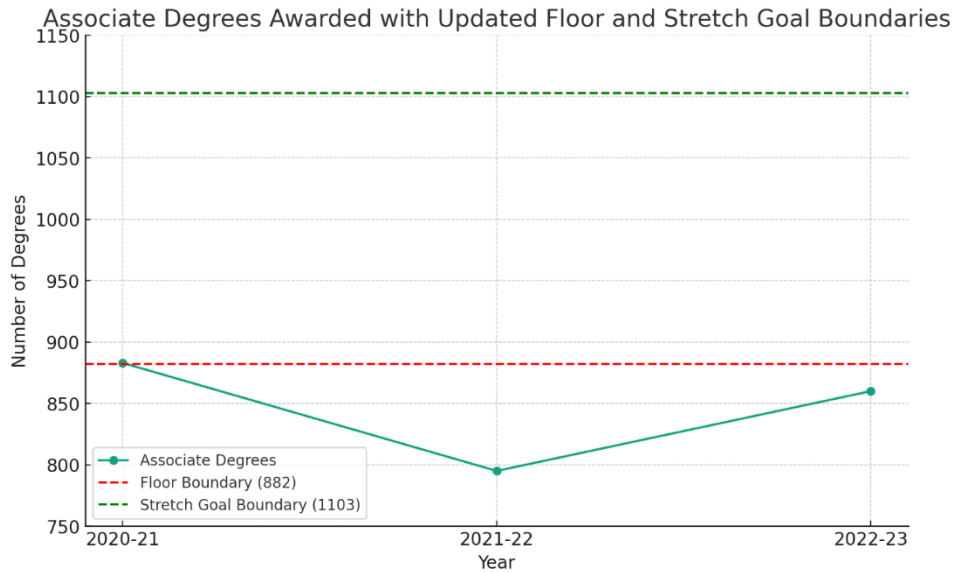
Institution-Set Standard: The institution had set a floor standard and a stretch goal for successful course completion rate at 71% and 73% respectively. The actual rates slightly missed these targets, showing a minor decrease over the years from 71.32% in 2020-21 to 70.65% in 2022-23.

Certificates



Certificates Institution-Set Standard: The institution established a consistent floor of 511 and a stretch goal of 639 for the awarding of certificates across the evaluated years. In 2022-23, there was a significant increase, with 750 certificates awarded, far surpassing the stretch goal. This trend suggests recovery and growth in CCC's certificate programs, aligning with the strategic objectives for student success.

Associate Degrees



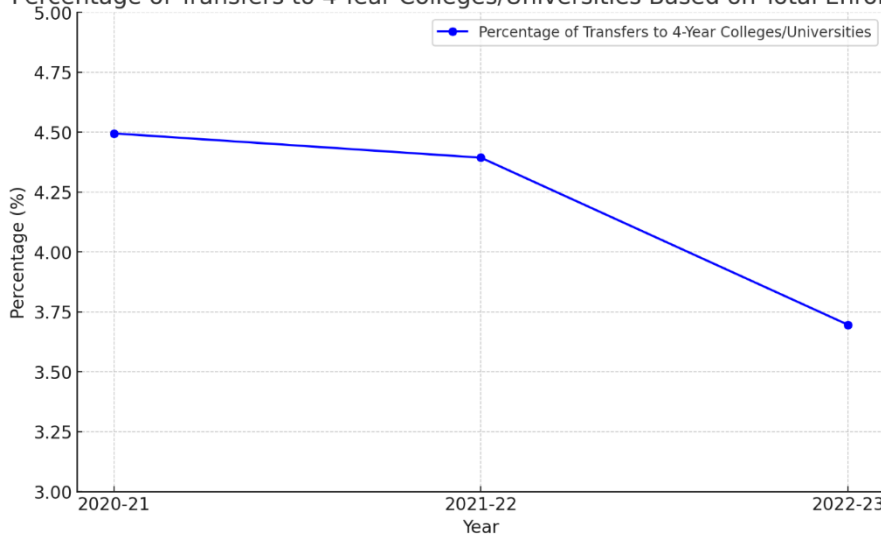
Associate Degrees Institution-Set Standard: The institution set a consistent standard (floor) of 882 and a stretch goal of 1103 across the years. The actual numbers show a dip from 883 in 2020-21 to 795 in 2021-22 and 860 in 2022-23. This was short of the floor. If the data is normalized based on degree-applicable enrollment, though, the actual trend shows an increase.

Transfers

Transfers to 4-Year Colleges/Universities with Floor and Stretch Goal Boundaries



Percentage of Transfers to 4-Year Colleges/Universities Based on Total Enrollment



Transfers to Four-Year Colleges/Universities: Despite a floor of 409 and a stretch goal of 511, actual transfers declined from 447 in 2020-21 to 362 in 2022-23, indicating a negative trend. Even when these figures are adjusted based on total unduplicated headcount, the transfer trend continues to show a decline, with a percentage decrease of approximately 0.75%. This highlights the institution's challenge in maintaining and increasing transfer rates to four-year institutions.

Observations and Trends

- The College experienced challenges in enrollment during the Covid pandemic, but enrollment has begun to recover, with a slight decrease in distance education.
- The institution shows resilience in some areas, notably in increasing its associate degree awards beyond its stretch goals by 2022-23 and maintaining a stable course-completion rate.
- However, challenges are evident in transfers to four-year institutions, where numbers have been declining and not meeting expectations.

Overall, while CCC has exceeded its stretch goals in some areas, such as the awarding of associate degrees, it faces challenges in others, including meeting course-completion standards and improving transfer rates to four-year institutions. The mixed results highlight the need for targeted improvements in specific areas of student achievement.

2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?

The California Community College Chancellor's Office's Vision for Success (VFS) Plan has set the ambitious goal of fully closing equity gaps by 2027. In alignment with VFS, CCC has established its Student Equity Plan goal to fully close equity gaps on the following indicators by 2025:

1. Successful enrollment
2. Transfer-level Math and English
3. Persistence
4. Transfer
5. Completion

Analysis of equity indicators from previous Student Equity Plans identified CCC's African American and Latino/a/x/e populations as those experiencing the largest disproportionate impacts. Similarly, African American and Latino/a/x/e students showed the largest disproportionate impacts in VFS indicators. Because data for these indicators may fluctuate from year to year and from intervention to intervention, showing disproportionate impacts among different populations, CCC grounded its approach in the acknowledgment that systemic racism has historically and pervasively resulted in negative life outcomes in such areas as housing, healthcare, employment, and education for racially minoritized groups. Based, then, on the disproportionate impact analysis and historical outcomes, the College identified the following populations of focus for its Student Equity Plan and set measurable annual goals for each metric and population:

Disproportionately Impacted Populations:

1. Successful Enrollment
 - a. African American
 - b. American Indian or Alaska Native
2. Transfer Level Math and English
 - a. African American
3. Persistence
 - a. African American
4. Transfer
 - a. Latina/o/x/e
5. Completion

- a. African American
- b. Latina/o/x/e

Disproportionate impacts seen in previous equity plans for Persistence and Completion are now fully closed for Latino/a/x/e students. Work by the Hispanic-Serving Institution (HSI) grant initiatives team, Puente, and Campus-Wide Tutoring supported increased persistence for these students.

Similarly, the equity gap for African American students in Transfer was closed since the last equity plan. The push by the Transfer Center to focus on connecting Black students to the Black College Expo and HBCU Caravan, along with efforts to promote completion of the Common Black College Application supported increased transfer success and elimination of the equity gap for African American students.

CCC selected the following frameworks to inform the design of the initiatives it has prioritized to close equity gaps.

- 1. Race Specific
- 2. Culturally and Linguistically Responsive
- 3. Asset Based
- 4. Centering Student Voice
- 5. Centering Wellness and Joy

Below is a list of strategies that CCC has invested in to close equity gaps:

Overarching Strategy	Successful Enrollment	Completed Transfer-Level Math+ English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
1 Culturally-Responsive Strategies	✓	✓	✓	✓	✓
2 Student Retention & Completion Platform (Starfish, CRM or Cohort Identification Tools)	✓	✓	✓	✓	✓
3 Institutional Infrastructure Improvements	✓	✓	✓	✓	✓
4 Learning Communities		✓		✓	✓
5 Instructional Support Resources		✓	✓		
6 Financial Aid and Financial Literacy			✓		
7 Basic Needs Resources			✓		

CCC is excited to note that the data shows that, when focused and culturally responsive strategies are used, equity gaps for African American and Latino/a/x/e students are largely closed. Nonetheless, the fact that African American students continue to experience disproportionate impacts on a majority of indicators is a major concern. CCC is committed to continuing the work of monitoring disproportionate

impacts and to providing professional development focused on equity-minded and culturally responsive practices to faculty and staff so it may better serve its most disproportionately impacted populations. In addition, CCC has begun the work of further disaggregating race and ethnicity categories—in particular Asian, White, and Mixed Race populations. The aggregation of Southeast Asians into the Asian category; of Middle Eastern and North African students into the White category; and of Native and Indigenous students into the Mixed Race category obscure other disproportionate impacts. Therefore, the campus is prioritizing the analyses of these data categories in the coming years.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?

As part of the Achieving Equitable Outcomes for Black, Latinx, Indigenous and Student of Color cohort of Achieving the Dream (ATD), CCC is working on aligning and scaling initiatives to close equity gaps. The College's goal is to implement Guided Pathways (GP) in alignment with the Student Equity Plan (SEP).

The four pillars of GP are:

1. Clarify the Path
2. Help Students Choose and Enter the Pathways
3. Help Students Stay on the Path
4. Ensure Students Are Learning

To *Clarify the Path*, CCC completed pathway maps for each program and organized programs into Academic and Career Pathways (ACPs). The College is piloting a reorganization of its divisional units to conform to the ACPs.

To *Help Students Choose and Enter the Pathways*, the College facilitates an African American Male High School Conference, Early College Experience through High School College Connection, Metas, and other dual-enrollment opportunities. Comet Day, held in the spring, also showcases ACPs to over 300 West Contra Costa Unified School District students in a campus-wide open house. CCC is developing outreach, enrollment support, orientation, and onboarding activities for affinity groups and older adults. CCC is also improving services to student athletes, ensuring that freshman athletes are able to meet with counselors, receive their ed plans, and complete their SSSP requirements for priority registration, etc.

To *Help Student Stay on the Path*, CCC has invested in diverse initiatives, spearheaded by both faculty and classified professionals. On the instructional side, learning communities expanded beyond Puente and Per Ankh to include Puente MAS (Math and Science), Unlimited Possibilities (athletes), Rising Scholars (justice-impacted students), Umoja, First-Year Experience, Center for Science Excellence, Richmond Promise, and MESA (Math, Engineering, Science Achievement). On the student services side of the house, the African American Male Leadership program is seeing positive outcomes and is expanding programming to include female African American students. The Hispanic Serving Institution (HSI) Social Justice grant supports students in the Ethnic Studies, Social Justice, La Raza, and Africana Studies programs. Transfer services are expanding their bridge to four-year minority-serving institutions (HBCU, HSI, Tribal, AANAPISI) with funding support from the HSI Social Justice grant. To

improve financial aid and financial literacy, CCC has invested in SparkPoint, which offers personal finance coaching, emergency grants, transportation grants, and wraparound support, and which is also developing a housing referral program. To assure that students have their basic needs met, CCC has also deepened its commitment to offering the following resources:

- Comet Support Hub
- Comet Market
- Free Food Produce Truck
- Free Fresh Food
- Free Breakfast Program
- Free Lunch Program
- CalFresh Assistance
- Wellness Central
- Mental Health Services
- Feminine Hygiene Program
- Parenting Supplies (formula, diapers, etc.)
- Subsidized Childcare
- Hope Impact Program and Hope S-STEM Research for Basic Needs
- Student Retention and Completion Platform (Starfish, CRM, or Cohort Identification Tools)
- Financial Aid and Financial Literacy

Finally, to *Ensure Students Are Learning*, the campus has invested heavily in culturally responsive professional development, including embedding Teaching Men of Color, UndocuAlly, and Safe Zone training into the NEXUS learning requirements for new faculty. In addition, through equity and HSI funding, the College sponsors an Equity and Social Justice Speaker Series, which culminates in an annual Equity Minded Pedagogy Conference. At the spring 2024 conference, for example, a workshop on “Technology-enhanced Learning for the Culturally Responsive Classroom” was presented ([B 2 1 2024 Pedagogy Conference-Contra Costa College](#); [B 2 2 Pedagogy Conference Workshops](#)).

Additional instructional support resources include:

- Free technology (Chromebooks, internet access, webcams, etc.)
- Campus-Wide Tutoring (CWT)
- Becoming an Effective Online Instructor training
- Open Educational Resources (OER) and Zero Textbook Cost (ZTC) classes
- Quest - Online Student Success Course
- Disabled student services and resources

Table 4. Matrix of Overarching Strategies Alignment to Guided Pathways Framework

	Overarching Strategy	Clarify the Path	Enter the Path	Stay on the Path	Ensure Learning
1	Culturally-Responsive Strategies		✓	✓	✓
2	Student Retention & Completion Platform (Starfish, CRM or Cohort Identification Tools)			✓	
3	Institutional Infrastructure Improvements	✓			
4	Learning Communities				✓
5	Instructional Support Resources				✓
6	Financial Aid and Financial Literacy			✓	
7	Basic Needs Resources			✓	

Over the last four years, the California Community College Chancellor’s Office (CCCCO), 4CD, and CCC have built out tools to democratize data and get it into the hands of administrators, faculty, and classified professionals. LaunchBoard includes Student Success Metrics, Community College Pipeline, California Adult Education, Strong Workforce Program, K-12, and Guided Pathways websites with visualizations that disaggregate data for key metrics to monitor these programs and initiatives. Similarly 4CD Tableau hosts dashboards focused in Enrollment Management and Strategic Scheduling, Local Plans and Reporting, and Student Outcomes and Program Review. Again, these dashboards disaggregate data and allow CCC to monitor the progress on and impact of initiatives.

Annual progress on equity goals is monitored through the Program Review process, the Student Equity Plan Report, and the HSI Annual Performance Report. The CCCCCO is also instituting an annual Vision Aligned Report (VAR) process which will involve reporting student level participation data for Black and Latine students to explore disproportionate impacts on high level activities for 11 major programs receiving categorical funds. Every year the CCCCCO will add major programs, and over the next few years all major programs will be required to complete the Vision Aligned Report. The Student Success Committee reviews updates on the implementation progress for GPs and SEP initiatives and gives critical feedback and suggestions on ways to improve outcomes and impact. The College Council and Planning Committees also are kept informed of progress on equity initiatives.

CCC is redesigning the Program Review process to help improve equity outcomes for disproportionately impacted populations by developing more thoughtful prompts and data. The Budget Allocation process is also being redesigned to better align funding with institutional priorities, especially focusing on equity. CCC has been building out and piloting the Customer Relations Management tool, TargetX. This tool will allow CCC to develop workflows to connect students with staff that can help them access the resources they need when they need them. Student- and staff-facing climate surveys have also been scheduled for the fall 2024 semester. All this work is preparing the College to center equity in its next Strategic Plan and to develop an equity-minded Strategic

Enrollment and Scheduling Plan.

Given the College's deep commitment to closing equity gaps and the enhanced focus on student equity in the new accreditation standards, CCC is confident about engaging in its next accreditation self-study.

C. Reflections on Assessments of Student Learning

1. Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?

Over the past several years, CCC's commitment to consistently assess Student Learning Outcomes (SLOs) and collect SLO assessment results for analysis and evaluation has been challenged by the COVID-19 pandemic, as well as the transition to eLumen. Various college committees, including the SLO Committee ([C 1 1: SLO Committee Webpage](#)), have offered workshops to support faculty with this transition. In academic year 2023-24, for example, the SLO Committee offered several such trainings and created a Canvas Shell for SLO Faculty Support ([C 1 2: SLO Faculty Support Canvas Enrollment Page](#)), which includes slide decks and recordings of the training workshops on creating and planning SLO assessments in eLumen. The SLO Coordinator has also presented at Council of Chairs meetings about assessing SLOs and creating departmental timelines or schedules for assessing SLOs several times between program reviews ([C 1 3 Council of Chairs Agenda November 2023](#); [C 1 4 SLO Coordinator Presentation to Chairs](#)). The Vice-President of Equity and Instruction is developing spreadsheets for each department to assist in the planning of SLO assessments ([C 1 5: Draft SLO Assessment Spreadsheet](#)). As a result of these efforts, faculty are becoming more comfortable with regularly assessing SLOs and entering assessment data into eLumen.

Several departments are beginning to gather SLO assessment results in eLumen for analysis and evaluation. While it is too early to observe meaningful patterns and trends in these results, the College is taking active steps toward having sufficient data for review by the fall 2024 semester. The first step in this process involves clarifying policies and procedures related to SLO assessment, including updating the SLO handbook, which the SLO Committee began during the spring 2024 semester ([C 1 6 SLO Committee Minutes 4-23-24](#)). The new handbook will be presented to faculty by the end of the fall 2024 semester, along with a new tool for planning SLO assessments and collecting assessment results. This new tool, Insights, is a product of eLumen, with whom the college has been working to make a pilot program for Insights available during fall 2024. The SLO Coordinator will lead this program, providing guidance, training, and support, and will collaborate with pilot participants, including members of the SLO Committee, on determining best practices for using Insights to collect and analyze SLO assessment results.

The SLO Committee's milestones regarding the collection of SLO assessment results for the next two years are as follows:

Spring 2024

- Create Canvas shell for SLO faculty support
- Begin updating the SLO Handbook, including policies and procedures for SLO assessment

Fall 2024

- Conduct pilot program for collecting and analyzing SLO assessment results in Insights, including reviewing reports for patterns and trends related to attainment of learning outcomes
- Request that departments create and begin reporting on SLO assessment schedules
- Ensure that all courses in eLumen have SLOs
- Make updated SLO Handbook available to faculty, e.g., in the Canvas shell for SLO Faculty Support

Spring 2025

- Expand pilot program for collecting and analyzing SLO assessment results in Insights, including reviewing reports for patterns and trends related to attainment of learning outcomes
- Request that departments confirm and provide updates on their SLO assessment schedule
- Provide guidance, training, and support for mapping CSLOs to PSLOs in eLumen and Insights

Fall 2025

- Introduce Insights to all faculty
- Provide guidance, training, and support for faculty on how to plan SLO assessments, collect SLO assessment results, and review data in Insights
- Request that departments provide updates on their SLO assessment schedule

Spring 2026

- Provide guidance, training, and support for faculty on how to plan SLO assessments, collect SLO assessment results, and review data in Insights
- Request that departments provide updates on their SLO assessment schedule
- Provide guidance, training and support for successfully completing the SLO assessment cycle (steps 3-5):
 - Step 1: Write the SLO Plans
 - Step 2: Conduct the assessments, collect and record the assessment results
 - Step 3: Evaluate and analyze assessment results
 - Step 4: Make recommendations to improve learning based on SLO assessment results and analysis. Submit formal report with program review
 - Step 5: Implement the recommendations
 - Close the Loop: Repeat the cycle beginning with either Step 1 or Step 2 as appropriate

The College expects to have sufficient data for review within the next year or two. Building on its work so far this year, the SLO Committee will continue to lead this effort by providing further guidance and support for faculty when it comes to both consistently assessing SLOs and entering the results of these assessments in eLumen. The SLO Committee will work with the VPEI to help departments create and maintain an SLO assessment schedule, offering additional training workshops on entering SLO assessment results in eLumen, as well as generating SLO reports through eLumen, and adding these and other resources to the Canvas shell for SLO Faculty Support.

Milestones

To support faculty in consistently assessing SLOs and collecting SLO assessment data, the SLO Committee will:

- Update and clarify policies and procedures related to SLO assessment (SP24 – F24)
- Ensure that all courses in eLumen have SLOs (F24)
- Support faculty with the mapping of CSLOs to PSLOs (SP25)
- Support faculty with creating and planning SLO assessments in eLumen (F24 – SP25)
- Support faculty with generating reports of disaggregated data in eLumen for departmental

analysis and evaluation (F25)

2. How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?

The College is committed to disaggregating SLO assessment results by race/ethnicity, gender, and other student demographics, in order to identify and close equity gaps. Indeed, this is an essential part of educational equity and equity-minded pedagogy, which is central to the College's mission, vision, and values. The SLO Committee has recommended embedding equity, including the disaggregation of data by student demographics such as race/ethnicity, throughout the SLO assessment process, for example, in the SLO Handbook and Canvas Shell for SLO Faculty Support.

With the adoption of eLumen, the College now has a more systematic way of collecting and disaggregating SLO assessment results. However, while eLumen allows departments to disaggregate data by student demographics, including race/ethnicity, gender, and age at the program and institutional SLO (PSLO and ISLO) levels, it does not currently offer this possibility at the course SLO (CSLO) level. CCC has requested that eLumen allow for disaggregated data at all SLO levels and is working with other District colleges, who also use eLumen for SLO assessment, to make this happen as soon as possible. In the meantime, eLumen has advised "mapping" CSLOs to PSLOs, which can provide departments with some disaggregated data to review, albeit based on their PSLOs. The SLO Committee has informed department chairs of this and provided guidance and support for this mapping, as well as for additional steps required to create disaggregated data in eLumen, such as selecting "Individual Student Scorecard & Rubric" rather than "Collective Student Score Entry" when creating and planning SLO assessments.

Several departments have begun taking these steps. While it is too soon to identify patterns and trends, with the expected adoption of Insights, which allows for the generation of disaggregated data at the course SLO level, the College intends to begin gathering meaningful disaggregated data in fall 2024. As noted above, the SLO Committee has several goals related to the collection of SLO assessment results, most of which include the review of disaggregated data by student demographics.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?

As discussed above, the College is beginning to collect SLO assessment results with the expectation of having sufficient data, including disaggregated data by student demographics, to review for patterns and trends starting in fall 2024. The College is taking various actions to not only make the collection of SLO assessment results more manageable for departments, namely by adopting eLumen's Insights tool, but also to monitor and support faculty in the analysis of SLO data for future improvements in support of equitable student learning.

In addition to the goals outlined above, especially guidance, training, and support for faculty in planning, collecting, and reviewing SLO assessment results, the College will make successful completion of the SLO Assessment Cycle a consistent and collegewide practice, not just in program reviews, in which departments formally use SLO assessment data to inform recommendations

regarding curriculum and pedagogy, but also more regularly, for example in department plans for the semester and academic year.

Of course, the College will closely monitor departments' responses to patterns and trends in SLO data via the program review process, in which departments formally complete the SLO assessment cycle by analyzing SLO assessment data and making recommendations for improvements and innovations based on this analysis, all of which is reviewed by a validation team selected by the Planning Committee, which provides external review and recommendations.

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

As CCC prepares for its next comprehensive self-evaluation in one-two years, several internal and external factors are likely to influence the context of the evaluation and the subsequent comprehensive peer review.

External Factors

1. Changes in Accreditation Standards and Higher Education Policy

Accreditation standards and federal education policies are subject to change, influenced by shifting educational priorities, political climates, and societal needs. Last year, the California Community College Chancellor's Office released its "Vision 2030" plan. The chancellor outlined three major equity-focused goals: equity in success, equity in access, and equity in support. The chancellor further outlined three strategic directions: equitable baccalaureate attainment, equitable workforce and economic development, and generative AI and the future of learning. While none of these goals or directions (with the possible exception of the focus on AI) represents a major shift in focus for CCC, new emphases will likely bring new mandates to which the College must respond.

In the immediate future, the College will be implementing student services and instructional changes to respond to legislative mandates. The Student Achievement and Reform Act (AB928) mandates that, as of fall 2024, all incoming students who indicate a goal of transfer in a discipline in which CCC offers an AD-T must be placed by default into a transfer pathway. The legislation further requires that, by fall 2025, degree programs must conform to the new CalGETC transfer pattern. Additionally, the state's Common-Course-Numbering mandate (AB1111) is being implemented. CCC's next peer review will report on the College's efforts to successfully meet the requirements of these mandates.

2. Technological Advancements

CCC, like many institutions, is only beginning to grapple with the implications of artificial intelligence for higher education. As mentioned above, one strategic direction of Vision 2030 is generative AI and the future of learning. The articulated goals include improving student experiences with generative AI,

modernizing technology infrastructure to support online education, and analyzing the impact of generative AI for teaching and learning and developing appropriate policies.

3. Economic Climate

Economic fluctuations impact funding for higher education, influencing budget allocations and financial planning. At the time of this writing, the state of California is anticipating major budget shortfalls in the upcoming year, and these will obviously impact college budgets. The College will continue its practices of monitoring budgets and seeking ways to ensure that necessary services can be provided in times of economic challenge. CCC is also preparing for the full implementation of the Student-Centered Funding Formula (SCFF), which will likely have substantial impact on the College's financial state. The exact nature of this impact has yet to be seen, but clearly this will affect the climate of the next institutional self-study.

4. Demographic Shifts

Changes in the demographic profile of the region, including shifts in age, ethnicity, and socioeconomic status, may alter student needs and enrollment patterns. Understanding these shifts will help CCC adapt its programs and services to better serve its evolving student body. The new CRM, TargetX, will facilitate the gathering of timely information on certain demographic elements and help improve outreach efforts (and other support practices) in the local community.

5. Community and Industry Needs

The alignment of academic programs with local industry needs is crucial for job placement rates and community engagement. Staying attuned to changes in the local job market and industry trends will guide curriculum updates and program development. As mentioned in an earlier section, the College submits an Educational Planning Report every fall. As part of this report, local workforce data is analyzed, and new programs are considered to meet the needs of local industry.

Internal Factors

1. Institutional Strategic Planning

CCC is in the process of updating its integrated planning model and resource allocation process as well as developing a Scheduling and Strategic Enrollment Plan, all of which will help inform preparations for the next self-study and visit. Because the new accreditation standards are all aligned with equity, CCC will discuss not only how these actions impact student success and accreditation standards, but also how they help the College achieve its goals of continuous improvement in equitable outcomes. Furthermore, through its work with Achieving the Dream, CCC will continue to enhance its capacity to make data-informed decisions. This initiative will enable the College to effectively gather, combine, and integrate various reports and data sources, which will be crucial in aligning its efforts with the equity goals set forth in the strategic plan. Next year, CCC will complete its ICAT for ATD, which will help assess the campus on several indicators. CCC will also engage in a student-satisfaction survey to assess campus climate and culture.

2. Resource Allocation and Infrastructure Development

As mentioned above, CCC is restructuring its resource allocation model. The College will refine its approach to project planning and budget allocation, ensuring that recommendations are strategically processed and implemented. This includes the integration of budgeting across various funding categories to optimize resource use and support strategic goals, especially as the College continues to leverage external funding opportunities, such as API grants and HSI funding, to support strategic initiatives and enhance educational offerings. Additionally, the College and District have been engaging in the development of a Facilities Master Plan, identifying areas of need on each campus. The physical state of the College will in some ways determine its programmatic offerings and capabilities.

3. Governance and Decision-Making

Enhancements to governance structures and decision-making processes can strengthen institutional effectiveness. As mentioned above, committees are creating and updating key handbooks, such as those for SLOs, Planning, and College Procedures. These handbooks will incorporate the latest standards and serve as vital resources for maintaining alignment with accreditation requirements. The adoption of platforms like Salesforce and the use of AI for minute taking and course planning will streamline administrative and academic processes. Additionally, CCC will prioritize enhancing cybersecurity measures to protect digital infrastructure and data.

The chairs of the “Big Four” committees (Budget, Planning, Student Success, Operations) will set annual goals aligned with the strategic plan at the beginning of each year. At the year’s end, they will evaluate their achievements, enhancing accountability and continuous improvement. This process ensures that strategic objectives are consistently being met and adapted to evolving circumstances. Engaging a broad range of stakeholders in these processes will enhance transparency and accountability, both of which are key areas of focus in accreditation reviews.

4. Program Review and Assessment Practices

Continuous improvement in program review and assessment practices will ensure that academic and support programs meet student needs and adhere to quality standards. CCC plans to pause program reviews for one year to conduct a comprehensive assessment, coinciding with the delay of the strategic plan rollout to synchronize with the District plan. This will allow for a more thorough environmental scan and a better assessment of how well goals are being met.

5. Community Engagement and Partnerships

Strengthening community ties and building strategic partnerships can enhance educational programs and support services, providing students with richer learning experiences and better preparation for the workforce.

Conclusion

This comprehensive plan is designed to align closely with the new accreditation standards focused on equity, leveraging strategic initiatives to enhance institutional effectiveness and responsiveness. By implementing these targeted strategies and maintaining a flexible approach to emerging challenges and

opportunities, CCC aims to foster an environment that not only meets but exceeds the standards of educational excellence and inclusivity.