

# **Contra Costa College Educational Master Plan 2007-2017**

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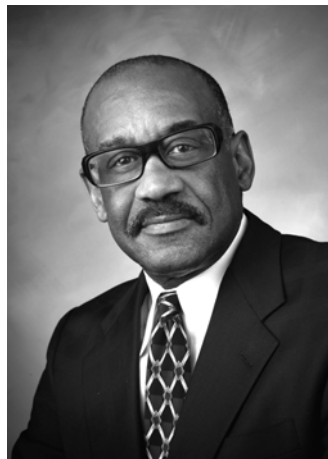
## **PRESIDENT'S MESSAGE**

The Contra Costa Community College District has passed two capital improvement bonds in the last six years. To prepare for the expenditure of the funds made available by the passage of Measure A 2006, the district required each college to complete a plan that outlined the long-term vision for the educational and student service programs at Contra Costa College. This effort resulted in a synthesis of the program review data collected by the college in recent years and projected data on the growth, expansion or reduction of programs and services in the future. Since the college has a culture of informed decision-making, the task of completing this educational plan was in keeping with this tradition.

The development of the plan also was done through the shared governance process at the college. Faculty, staff, students and managers were able to provide input on the development of the plan and with ample opportunity for discussion and revision. I am deeply grateful to everyone who assisted in the creation of this vision for the future of Contra Costa College. The work that you have performed will guide the programmatic direction of the college for the next ten years. Your passion for serving students today, and in the future, is evidenced by the contents of this plan. We can rest assured that the tradition of excellence that has been the cornerstone of the college will be maintained with the implementation of this plan.

I would be remiss if I did not give special acknowledgement to the members of the President's Cabinet for their patient and detailed review of the document. They spent many hours reviewing and suggesting revisions to the document. Also, special commendation is in order for the College Council, whose membership served as the final approval body for the completed plan. This body continues to be the bell weather for the college's shared governance process, and one of the primary reasons why the college is, and will continue to be, one of the premier community colleges in the nation.

McKinley Williams  
President



## Table of Contents

	<b>Page(s)</b>
Cover Page .....	1
President’s Message.....	2
Table of Contents.....	3- 4
Introduction.....	5
The Process to Develop the Educational Master Plan .....	5- 7
Mission and Vision Statements.....	7
Integrated Planning Process.....	7A
Beliefs and Values Statements.....	8
Strategic Initiatives .....	8
Environmental Scan and Future Trends.....	8-15
Educational Plan by Department/Units.....	16
Library, Allied Health, Vocational Training & Athletics .....	16- 17
Administration of Justice .....	18- 19
Automotive Services.....	20- 21
Cosmetology .....	22
Cooperative Education.....	23
Culinary Arts.....	24- 25
Dental Assisting.....	26- 27
Early Child Education.....	28- 29
Early Learning Center.....	30- 31
Health & Human Services .....	32- 33
Emergency Medical Sciences .....	34- 36
Library.....	37- 39
Nursing.....	40- 41
Certified Nursing Assistant.....	42- 43
Health & Physical Education.....	44- 45
Intercollegiate Athletics .....	46- 47
Natural, Social & Applied Sciences.....	48- 50
African American Studies.....	51- 53
Biology.....	54- 58
Biotechnology .....	59- 61
Business .....	62- 63
Chemistry.....	64- 66
Computer & Communications Technology .....	67- 68
Computer Information Systems .....	69- 71
Earth Sciences.....	72- 74
Engineering .....	75- 76
LaRaza Studies.....	77- 78
Mathematics.....	79- 81
Physics/Physical Sciences.....	82- 84
Social Sciences.....	85- 86
Center for Science Excellence .....	87- 88

Communication, Liberal Arts, Skills & Services.....	89- 91
Academic Skills .....	92- 93
Art .....	94- 95
Counseling .....	96- 97
Drama.....	98- 99
English .....	100-101
ESL .....	102-103
Foreign Languages.....	104-105
Journalism.....	106-107
Music.....	108-109
Humanities (Philosophy) .....	110-111
Speech.....	112-113
Transfer/Career Center.....	114-115
Articulation .....	116-118
Matriculation.....	119
Dean of Students Administrative Office.....	120-121
Admissions & Records .....	122-123
Bookstore .....	124-125
CALWORKS .....	126-127
DSPS .....	128-129
EOPS.....	130-131
Financial Aid.....	132-133
International Student Program .....	134-136
Job Placement .....	137
Student Life.....	138-139
Tutoring.....	140-141
President’s Office.....	142-143
Vice President of Academic & Student Affairs.....	144-145
Instructional Services.....	146-147
Business Office .....	148-149
Economic Development.....	150-152
Office of Research & Planning.....	153-154
Buildings & Grounds .....	155-156
Custodial .....	157
Staff Development .....	158-159
Technology Services.....	160
Police .....	161
MCHS .....	162-164
Program or Educational Units Requiring Facilities Modifications.....	165-172
Ed Planning - Weekly Student Contact Hours.....	173

# **Educational Master Plan Contra Costa College 2007-2017**

## **Introduction:**

Contra Costa Community College District was established on December 14, 1948, with boundaries nearly identical to those of Contra Costa County. There are three colleges in the district: Contra Costa College (San Pablo), Los Medanos College (Pittsburg), which also operates the Brentwood Site, and Diablo Valley College (Pleasant Hill), which also operates the San Ramon Center.

Contra Costa College was the first of the three colleges in the district to be established. 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. The campus consisted of an assortment of wooden buildings, no grass, lots of blacktop, and a parking lot with a railroad line running through it. It also had views of Point Richmond's hills and of the ships moving through the adjacent canal. Planning began for the new campus, an 83-acre site in the rolling hills overlooking San Pablo Bay and in 1956, the college moved to its present location. Construction continued throughout the 1960s, yielding buildings for Physical Education, Music, the Library, Student Union, Vocational Education and administrative headquarters. By 1966, the college had 10 permanent buildings in addition to 15 temporary structures. The Planetarium and Physical Sciences Annex were ready for use in 1975. The Health Sciences Building had opened the year before. In February of 1976, \$2.5 million is approved for construction of the Applied Arts Building. In 1980, the new Performing Arts Center opens and in 1982, the Applied Arts Building finally opens for use. Middle College High School joined Contra Costa College campus in 1987.

On February 14, 2000, Contra Costa College celebrated its 50<sup>th</sup> anniversary by hosting a celebration in the college library. 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. On September 27, 2006, Contra Costa College celebrated the groundbreaking for the new Student Services Building directly below the Computer Technology Center/Vocational Arts Building.

## **The Process to Develop the Educational Master Plan:**

With the successful passage of Measure A 2006, the colleges in the district were slated to receive funds to modernize existing and construct new facilities. However, before the funds could be released, each college was required to develop ten-year educational and facilities master plans. The Educational Master Plan is a comprehensive planning

document that outlines the operational and facilities needs of programs and services for the next ten years. The plan also is the guide for the development of the ten-year Facilities Master Plan. The process to develop the Educational Master Plan was a collaborative effort that followed the timeline listed below.

- Hire Consultant November 2006
- Environmental Scan November 2006
- First Draft Review of Educational Master Plan December 2006
- Updates from President’s Cabinet February 2007
- Final Draft March 2007
- Final Draft Review from President’s Cabinet April 2007
- Final Draft Review from College Council May 2007
- Final Draft Submitted May 2007

The college hired a consultant in September of 2006 to assist in the development of the Educational Master Plan. The consultant developed the draft program and unit plans, and coordinated the initial collection of data and program review documents. The goals stated by each program and unit in the Educational Plan support the mission of the college (revised April 11, 2007) and are designed to assist the college in accomplishing its 2007-2012 strategic initiatives.

The college also hired Perkins and Will Architects to develop the ten-year Facilities Master Plan. The latter used the Educational Master Plan as the guide for developing the long-term construction and facilities modernization needs for Contra Costa College. The planning team consisted of members of the President’s Cabinet with the addition of the Senior Dean of Research and Planning. The foundation for the plan was the information and data gleaned from the program review reports submitted by departments and units. The draft information was compiled and disseminated to department chairs and unit managers for their review and revision. Also available for review was the Environmental Scan that provided a future look at the anticipated trends that might affect the college and its programs. The second draft was completed after receiving input from department chairs and unit managers.

The President’s Cabinet acted as the editorial group for the various revisions. The College Council was the final approval body. The College Council reviewed and discussed the document twice before giving it a stamp of approval.

To ensure that the college’s “integrated planning process” (see Page 6A) included the new process for developing the Educational Master Plan, the college modified the model to include both the Educational Master plan and the Facilities Master Plan. Developed in 2002, the college implemented its “integrated planning model” to connect all of the planning processes associated with making the institution work effectively to accomplish the college’s mission. The model is dynamic and it includes plans that are tied to the mission statement, program review, learning outcomes and strategic initiatives. Each element also is periodically reviewed and revised according to accreditation standards and a desire to adhere to best practices.

The goals of each program and unit were developed to support the college's mission, vision, beliefs and strategic initiatives. Department chairs and unit managers created their goals to reflect strategic initiatives that will guide the overall focus for the college over the next five years. The goals also were developed in response to the environmental trends affecting the service area in the next five years.

### ***Mission Statement***

As a public community college that serves an urban community rich in diversity, the mission of CCC is to offer instruction within a comprehensive curriculum and to provide student services to ensure opportunities for

- (1) effective student learning that leads to successful achievement of educational goals through completion of developmental, certificate, degree or transfer programs;
- (2) acquisition of knowledge, skills and abilities pertinent to lifelong learning and gainful employment in the global community;
- (3) student success verified by a process of assessment and improvement.

The college will use informed shared decision-making to allocate resources in support of its mission. (Revised: April 11, 2007 College Council; Approved: May 30, 2007 Governing Board)

### ***Vision***

Contra Costa College is a leader in community college education and the higher education institution of choice for West County area residents. Contra Costa College is an inspiring haven of academic excellence noted for its passion for learning among students, staff and faculty. The College community enjoys spirited interaction as serious, motivated students seek the best from excellent dedicated faculty and staff that are committed to empowering students by teaching a current and relevant curriculum using state-of-the-art tools and resources.

The College is a leader in valuing diversity and promoting cultural awareness. Faculty emphasizes the importance of critical thinking, ethics and interpersonal skills as they prepare students to succeed in the global workplace and to become informed, involved and responsible citizens and leaders in the global community.

The College enjoys the collegiality of an institution where each individual is valued and respected, achievements are celebrated, planning is pro-active, and shared governance is a way of life. The College continually supports students to transition successfully into and out of the College and advocates for sufficient resources to maintain maximum accessibility and educational support for the community. As an integral part of the greater community, Contra Costa College serves as a model of excellence, providing education to help our students fulfill their dreams for themselves, their families and their communities.

## ***Beliefs***

Contra Costa College believes that all individuals have inherent worth and dignity and are entitled to develop their full potential. Individuals will enjoy an improved quality of life; communities will prosper economically and socially; and families, neighborhoods, and communities will be strengthened when residents share a commitment to lifelong learning. Further, we believe that a healthy and vigorous society benefits from the rich cultural racial and socioeconomic variations of all people; that a democracy depends upon an informed and involved citizenry; and that the College therefore serves both the individual and society.

## ***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 improving the economic and social vitality of communities through education

RESPONSIVENESS to the varied and changing learning needs of residents and businesses

DIVERSITY of opinions, ideas and peoples

FREEDOM to pursue and fulfill educational goals without hindrance from violence, racism, and other forms of prejudice and injustice

INTEGRITY in all facets of our college interactions and operations.

## **Strategic Initiatives 2007-2012**

During the 2006-2007 academic year, the college participated in a process to update its strategic initiatives for 2007-2012. Input was received from the community, campus constituencies and students. The College Council agreed upon three strategic initiatives that are as follows.

1. **Improve** student learning experiences and successful educational goal completion.
2. **Develop** strategies to increase student enrollment, to improve the college's image, and to create positive public awareness about the college.
3. **Utilize** research and data to improve college effectiveness.

Steward groups have been assigned to develop objectives and action steps for each initiative by the end of fall 2007. The steward groups have representatives from all campus constituencies and will be responsible for developing measurable objectives and action plans for each initiative. The initiatives were used by departments and units to develop their individual sections of this Educational Plan.

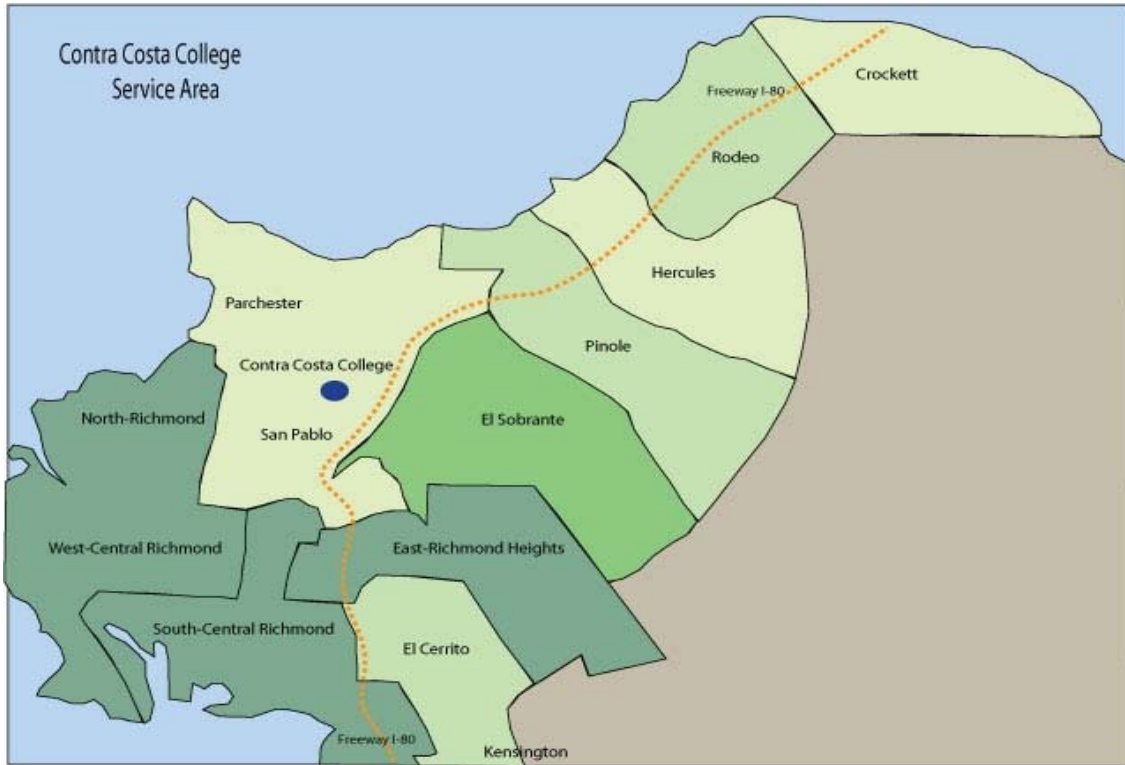
## **Environmental Scan and Future Trends**

Information from the 2006 Environmental Scan was used to develop this profile of the service area and to develop program and unit goals. The distinct geographic features of the county allow for three distinct college service areas. As stated earlier, Contra Costa College serves the western portion of the county that includes the cities and municipalities of Richmond, El Cerrito, El Sobrante, San Pablo, Pinole, Hercules,



Crockett, Kensington, and Rodeo. The total population of these communities is over 228,600 (2000 census).

### Illustration 1



According to the Association of Bay Area Governments’ (ABAG) 2007 Projections Report, the East County area will grow much faster than Central and West County areas. However, projected household growth in the CCC service area (of over 8,000 households) could have a positive impact on the college’s enrollment in the future. By the year 2030 the service area will experience a 21% increase in population. Much of growth will be related to population increases around transportation hubs, denser local neighborhood developments, and the development in the Richmond Marina and Richmond Parkway areas. Also, the projected growth in the Pinole/Hercules area suggests the potential for an increase in enrollment at the college.

The projected growth in the Pinole/Hercules area may also be an opportunity for the college to strongly consider locating an educational center in that area. Existing facilities are available for lease and could be used to offer college classes to citizens who are reluctant to visit the college.

**Table 1**

**Demographics for West County  
Census for West Contra Costa County**

<b>City or Town</b>	<b>Population</b>
Richmond	99,216
San Pablo	30,215
El Cerrito	23,171
Hercules	19,488
Pinole	19,039
El Sobrante	12,260
Rodeo	8,717
Kensington	4,936
Crockett	3,184
Tara Hills	5,332
East Richmond Heights	3,357
Rollingwood	2,900
Port Costa	232
<b>Total</b>	<b>232,047</b>

\*Source data from "Projections 2007" report, Association of Bay Area Governments.

West County continues to be more ethnically and racially diverse than the county at large. The 2000 census indicated that the population of West County was approximately 29.8% white, 23.6% African American, 23% Hispanic and 17.7% Asian. In addition, West County communities tend to have lower rates of employment, lower median household income, lower median home values, and lower home ownership rates than does the remainder of the county and the San Francisco Bay Area in general. Access to education will be a vital to the improvement of the social and economic conditions of the service area.

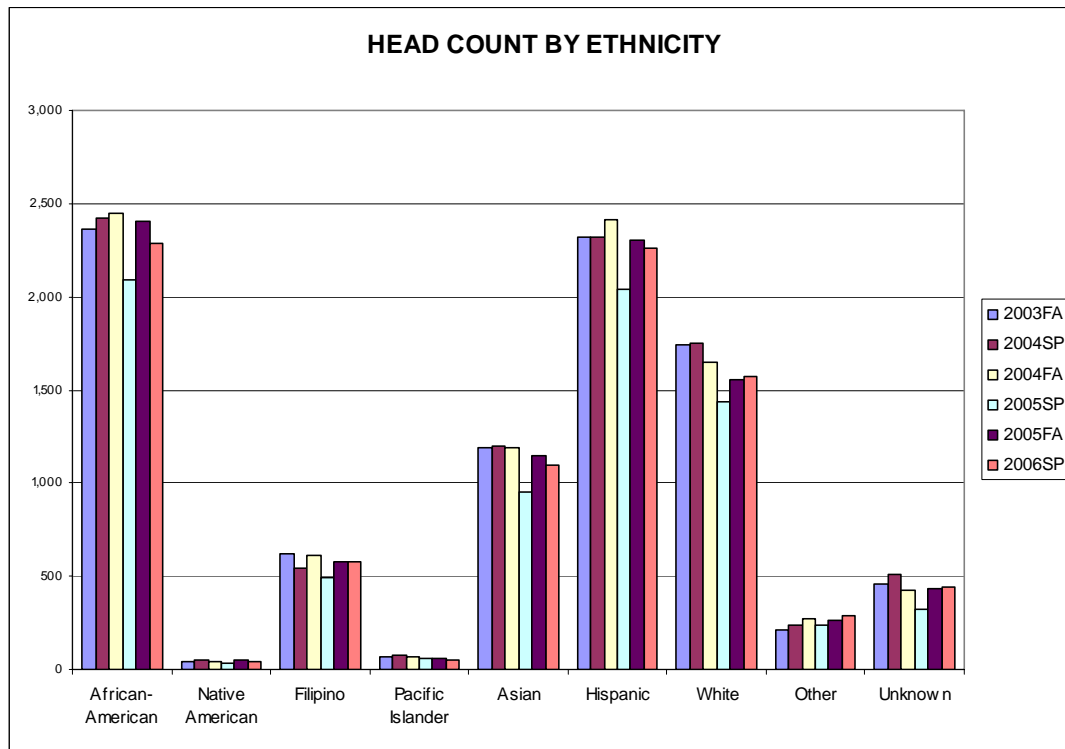
Also, a survey completed by the Contra Costa County Planning Council in 2006 revealed that for low income families, the shortage of childcare slots in the Richmond, San Pablo and Pinole areas will place a major burden on the ability of these parents to find quality childcare so they can work or attend college. It is projected that more than 3,000 slots are needed to meet the demand. Hence, the need for early childhood workers will be increasing in the future.

Student enrollment trends at CCC have fluctuated from a high of 10,668 in the fall 2002 to a low of 7,667 in spring 2005. The fall 2007 enrollment was 9,857. Headcount has been gradually increasing at the college. About a third of the students are below the age of 25 and about a third are above the age of 30. Projections in the service area indicate that the population in the service area is aging, which means that more older students may be attending the college in the future.

The ethnic distribution of CCC's student population reflects the diversity of CCC's service area. Table 1 depicts the ethnicity of the students enrolled at Contra Costa

College. The Latino and African American students make up the largest groups on the campus. Both currently represent 26% of the student population respectively. A gradual decline in the attendance of white students has been observed over the years. The percentage of white students attending the college does not coincide with the 36% of the service population that is Caucasian.

**Table 2**



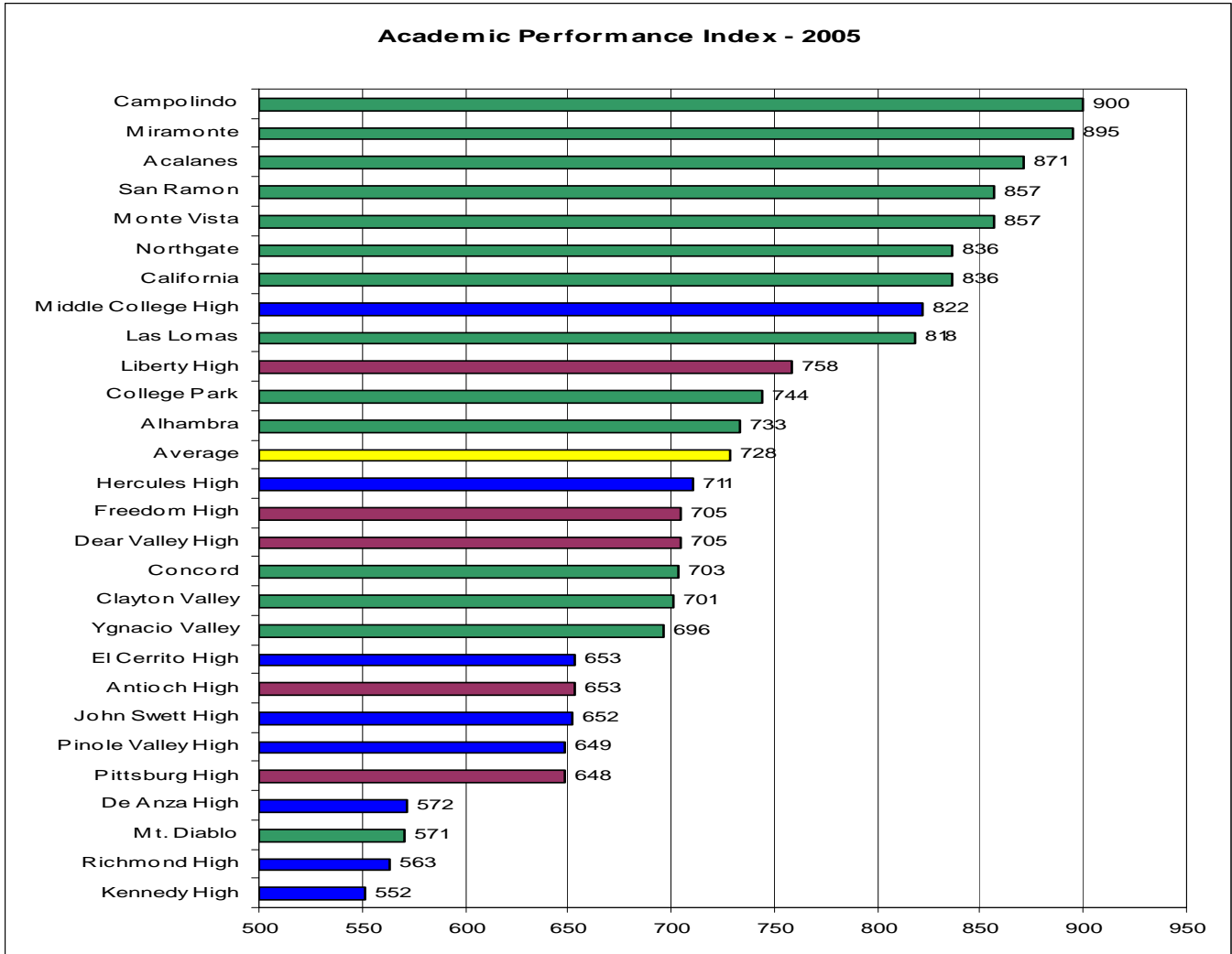
Data provided by the CCC Office of Research, Planning and Student Outcomes.

The diversity of the student population at Contra Costa College is very apparent. Students from many countries and different ethnicities attend the institution. More than 50 languages are spoken among the student population. This rich cultural and ethnic diversity gives the campus an international ambience. It is also one of the features that distinguish the college from other community colleges in the state.

On a statewide basis, approximately 32% of African Americans and Latinos high school graduates attend college (CPEC data 2006). Sixty percent of those students attend community colleges. In addition to increasing the college's share of the high school seniors who attend college, particular focus needs to be placed on attracting more African American and Latino males. The high school graduation rates and college-going rates for these cohorts are quite low when compared to the general student population. And, if they do enroll at CCC, their retention and persistence rates are lower than the general student population. For these reasons, the college will need to be proactive in developing intervention strategies and programs to change this trend.

Data provided by the California Department of Education in the chart below reveal that the West County area has six of the ten lowest performing high schools in the county.

**Table 3**



Data provided by the State Department of Education

The low performing schools in the service area suggest that recent high school graduates entering the college may have skills deficiencies that need to be addressed. Also, data provided by the California Department of Education revealed that only 17% of the 11<sup>th</sup> and 12<sup>th</sup> grade students in the college’s largest feeder district, the West Contra Costa Unified School District, took 3 or more Advanced Placement examinations in 2004-2005. This number is well below the statewide average of 26.3%. The percent of students from the district that passed the high school exit exam was below the statewide averages for English (61%) and Math (59%). The WCCUSD pass rates were 55% for English and 48% for Math. This large number of students with insufficient skills and the lack of preparation for higher education will pose a significant challenge for the college in the future. The need for basic skills and ESL instruction will only increase in the years to come unless there is a significant change in the preparation and performance of recent

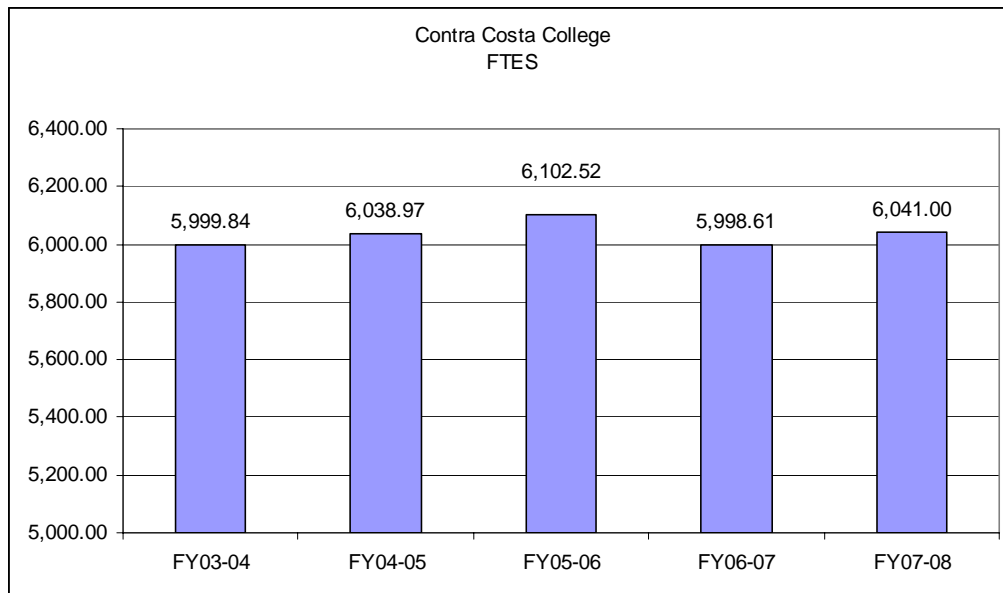
high school graduates in the service area. Concomitant with the increased need for basic skills and ESL instruction will be the need to provide additional tutoring and mentoring services for academically at-risk students.

Contra Costa College receives approximately 10% of the graduating senior class from the feeder schools in West County (data from the California Department of Education). This low yield of recent graduates needs to be increased by developing more vigorous outreach and marketing efforts. Currently the college has college-level classes located in most of its feeder high school and it does vigorous recruitment of students throughout the service area. The purpose of these outreach efforts is to introduce students to faculty and courses offered by the college. With this experience, it is hoped that many of these students will choose Contra Costa College for their higher education needs.

Recently the college also received information that will inform its marketing and outreach activities. The marketing study completed by the Clarus Corporation was conducted to assist all district colleges in developing a brand and to identify sources of potential students. The information provided by the study has already been used for developing strategies for enrollment management, image development and marketing.

In Table 4, it is apparent the FTES trend at the college has been somewhat stable of the past few years. Major challenges facing the college have been to increase the college-going rates of potential students in the service area, and to increase the retention and persistence rates of students once they enroll at the college. With these challenges in mind, the college has done exceptionally well in maintaining its FTES in spite of the socio-economic issues facing the services area.

**Table 4**



Data provided by the CCC Office of Research, Planning and Student Outcomes

High crime rates, high unemployment rates and other socio-economic issues have required the college to be creative in its outreach and marketing efforts. The college is currently finalizing its enrollment management plan to take full advantage of all resources it has at its disposal to maximize the focus on a steady growth pattern in its FTES. The college is confident that it will be able to increase enrollment 1 – 2% each year for the next ten years.

Retention and persistence of students are major concerns for the staff at the college. Course retention has averaged about 80% over the last ten semesters. The college does a good job in keeping students during the semester. However, persistence from one term to the next has fluctuated during the same period of time. Fall to spring persistence has hovered around 60%, while spring to fall persistence has been 50%. If the college improved these rates, there would be an immediate increase in FTES without spending additional funds. The college plans to provide faculty and staff with training to improve services to students. And as part of the long-term facilities plan, the college will be creating more student study and tutoring areas. These measures will be designed to improve the retention and persistence rates of students.

Local industry also should be viewed as a potential strategic partner in developing relevant vocational programs. According to the 2000-2004 California State Plan for Vocational and Technical Education, many employers will be focusing on blending what traditionally have been separate academic and vocational competencies. Since the college has an active Office of Economic Development, it anticipates increasing collaboration with business and industry to increase the provision of training for incumbent and displaced workers seeking to upgrade their skill sets. Also, the college can be a major player in the use of training resources available to both the county and the City of Richmond Workforce Investment Boards.

The college also recently conducted local job data analysis (Career Technical Education 2008). From this analysis it was determined that the county currently has a minimum of 33,339 positions that connect with the college career and technical programs. An analysis of the data revealed that there would be a 13% increase in potential jobs in the county for graduates of 20 of the college's programs. That rate of job growth is equal to or better than both the state and national averages.

International students also may be a future source of increased enrollment. There were 109 international students attending Contra Costa College in the spring of 2007. However, the International Student program has planned to increase the recruitment of international students who want to attend the college. The goal is to increase the current number by 5% each year over the next five years.

Finally, there are two issues that will affect the educational planning for Contra Costa College for many years to come. The first is the need to allocate a disproportionate amount of resources to tutoring, mentoring and special programs designed to ensure access and support for students in the urban service area. Without significant growth in the service area, there will be a need for a base level of funding that will enable the

college to provide the services and interventions necessary for the at-risk student. How the funding formulas of the district will affect the college in the future is cause for much concern as the college plans its educational future.

The second issue involves the overall condition of the aging physical plant and the need to seismically retrofit, or in some cases to demolish, some facilities. Since substantial growth is not predicted for the service area, state funds for renovations may not be readily available. Thus, bond funding could become the major source of resources for facilities renovations. At the present time, this has not been formally acknowledged in any of the district plans for use of the bond funds. Hence, an equitable distribution of current and future bond funds will need to be determined to ensure the continued support of West County voters for future bond measures.

## **Educational Plan by Departments/Units**

The following section contains the educational plans for departments and units. The plans were developed in response to the current and future student demands and the trends affecting the service area. Data used to develop these plans were gleaned from the District Environmental Scan, enrollment data, the College Board survey, and projected employment data for the service area. Goals for each program or unit were developed to support the college's mission, vision, beliefs and strategic initiatives.

### ***Library, Allied Health, Vocational Training & Athletics***

#### ***(LAVA) Division***

##### **Mission:**

The LAVA Division's mission is to provide quality educational services for students by offering exemplary academic programs taught by faculty dedicated to academic excellence.

##### **Description:**

The Library, Allied Health, Vocational Training, and Athletics (LAVA) division was created in the summer of 2004 during a division consolidation/reorganization process. The division is composed of approximately 102 faculty (29 full-time, 73 part-time), 10 classified (8 full-time, 1 part-time 75%, 1 part-time 50%), and two managers. LAVA has 16 program areas: Automotive, Administration of Justice, Early Childhood Education, Coop Ed. Cosmetology, Culinary Arts, Dental Assisting, Health and Human Services, library, Medical Assisting, Emergency Medical Services, Nursing, Physical Education, Refrigeration, Athletics, and the Early Learning Center.

The division dean is responsible for the overall operation, programs and services of the Division. The division administrative assistant is responsible for the day-to-day business of the LAVA division and provides clerical support to the dean and other staff in the division.

##### **Goals:**

- Work with the Physical Education Department to provide a comprehensive program that meets the needs of the community.
- Work with the Nursing Department to develop a working model for a Weekend Nursing Program and apply for grants in order to get funding.
- Work with the Dental Assisting department to find creative solutions (part-time or evening classes) to increase enrollment with that area.
- Coordinate the curriculum between Health Ed, CPR and EMED, Advanced Rescuer Training to ensure a seamless process and benefit to all departments.
- Coordinate the curriculum between Health Education and Health Science to insure more collaboration and coordination to potentially expand the programs to meet the growing needs of the community.



Lava (continued)

- Work with the Director of Athletics to constantly improve the Athletic Support program for increased retention and persistence.
- Be proactive to insure diversity and opportunity in all hiring and positions.

**Challenges:**

- Staffing has been an issue for some of the departments in the LAVA division due to loss of full-time faculty and the shortage of instructors wanting to work in education. This is particularly true with the Nursing Department where more students could be served if additional full-time faculty could be found.
- It has been difficult to support all of the grants awarded in the LAVA division without more clerical assistance. The Early Learning Center is an example of being able to use more clerical support staff with the grants for the Early Learning Center and Early Childhood Education department.

**Faculty/Staff Development Needs:**

- Additional full-time instructors are needed in Nursing and Physical Education.

**Curriculum Needs:**

- New programs have been proposed in Crime Scene Investigation and Emergency Medical Services.

**Physical Resources Needs:**

- The completion of the Library remodel has created a new Library and Learning Resources Center. This space includes Library Services, the College Skills Center and the College Resource Center. Additional modernization is greatly needed in the Physical Education Fitness Center. The Fitness Center needs to be expanded and improved to accommodate the growing student interest.
- The Nursing Program has grown significantly in the past five years. To accommodate the increased enrollment, additional space is needed. Similarly, the Culinary Arts Department has increased enrollment beyond the current facilities. The long-term plan is to relocate the program in modernized space in the Student Activities Building.
- The athletic fields and gym complex will need significant modernization. Funds already exist to install a new football/track field. This work should be done in the 2007-2008 academic year. Also, the GA Building needs to be remodeled to add an elevator for ADA access to the upper level, and to expand the space currently housing the Fitness Center. The latter can be enlarged to accommodate the potential growth that has been identified in this area.

**Support Services Needs:**

- Additional clerical support is needed to assist in managing grant programs.

## ***Administration of Justice***

### **Mission:**

The Administration of Justice Department's primary mission is to prepare students for local employment with Public Safety and Correctional Agencies in Northern California, specifically Contra Costa County.

### **Description:**

The program offers a 24-unit Associate degree and certificate program in both Law Enforcement and Corrections. The program also offers a Security Certificate. The program currently has one full-time professor and approximately 10 part-time professors. There are approximately 281 students in the program.

The department supports the mission of the college by providing vocational training that is designed around high student success levels.

### **Goals:**

- Develop a partnership with Martinez adult school to offer the next level of training after Level III Post
- Rewrite several courses to convert to on-line.
- Continue to develop fee based and contract education courses for security guard
- Monitor the 3-hour block schedule starting in Fall 05 and have an analysis prepared for the self- study program.
- Work with local agencies to develop homeland security and disaster preparedness courses for the community.
- Offer one section of Adjus.120p and 121p on-line to high school students with tech prep program support.
- Remove the dispatch course from the catalog.
- Start a dialog with colleagues to offer and A.S. Degree in Law Enforcement.
- The department is investigating a pre-law transfer major.

### **Strengths:**

- Student Learning Outcomes are in place. The program has experienced steady growth, an increase in productivity and is a leader in distance learning.
- Opportunities for high paying employment after graduation abound.
- Professors have a good balance of experience and excellence in teaching.
- The program develops innovative ways to deliver its courses.
- The program is certified to offer POST courses.
- Other strengths include consistent advisory board meetings and a high degree of leadership in the field as exemplified by the state wide partnerships and advisory board members, as well as utilizing technology and other hands-on training techniques to engage the students in the learning process by making the process fun and exciting.

## Administration of Justice (continued)

### **Challenges:**

- The department's ability to be innovative has been directly related to VATEA grant funds that have supported the programs. Without these funds, the program would not be able to be as successful.
- The department/division may not be able to support the police academy Level III program because it uses 112 hours of C contract monies, and this is above and beyond the current staffing levels.
- If the popularity of on-line courses continues to rise, a full-time instructor will need to be hired. The department has the opportunity to use on-line course development to double or triple their student numbers, while lowering the overall cost of delivery of instruction for the district by eliminating the need for classroom space.
- Lack of computer literacy prevents some students from taking advantage of distance learning classes.
- Barriers to success come from the fact that this is a one-person department and projects must be chosen wisely. It is important not to overwhelm the only full time instructor and come up with projects that can be realistically completed by a consultant, other outsourcing, or part-time faculty.

### **Faculty/Staff Development Needs:**

- Hire a full time instructor.

### **Curriculum Needs:**

- Develop more on-line courses. The department has the opportunity to use on-line course development to double or triple their student numbers, while lowering the overall cost of delivery of instruction for the district by eliminating the need for classroom space.
- Use on-line courses to reach high school students through articulation agreements.
- Gather information on the viability of a pre-law transfer major using as many existing courses as possible.

### **Physical Resources Needs:** None

### **Support Services Needs:**

- Resources to apply for additional grants and funding including VATEA.

## ***Automotive Services***

### **Mission:**

The Automotive Services Department is a comprehensive occupational program with a focus on auto collision repair and auto mechanics.

### **Description:**

The department is continually improving itself through a cycle of evaluation of its students in the assessment of learning in addition to an active follow-up of its graduates who have been employed in this field throughout the State and nation. Staying current with the latest technology and training is foremost among the faculty who maintain close ties with employers in the field. The department supports an active advisory board that evaluates department graduates on a periodic basis as well as supporting direct links for students seeking employment. The collision repair program employs one full time faculty and 5 part time instructors. The mechanical repair program employs two full time instructors and three part-time.

### **Goals:**

The Automotive Collision Repair Department's primary goal is to prepare students for employment in the Collision Repair and Refinishing Industry, including Damage Report Writing.

### **Strengths:**

- Completed SLOs are in place.
- The department has high productivity.
- Steering committee meets regularly.
- Every student who graduates from the program is virtually assured employment due to demand. Salaries in the field have increased due to lack of qualified entry-level technicians.
- The department is a member of ICAR.
- The program follows NATEF guidelines. ASE Certification and ICAR certification are available to students. Articulation with the local high schools is strength of the program. Both programs can continually attract new students to the college.
- There is an abundant potential for both departments to be community partners with others involved in their industry. These partnerships can and do lead to monetary and equipment support.

### **Challenges:**

- The tool room and its contents are being organized.
- A more efficient inventory system may be needed to track items.
- The instructor vacancy problem needs addressing.
- Currently some automotive mechanics classes are staffed with part time instructors.

## Automotive Services (continued)

- The collision repair program receives more requests for entry-level technicians than it can fill.
- Purchase of independent repair facilities by consolidators has created a need for personalized apprenticeship programs designed especially for those facilities. NATEF certification is desired.

### **Faculty/Staff Development Needs:**

- Hire one full time faculty.
- Hire hourly personnel to assist with Tool Room Duties.
- Future trainings include NACE, Manufacturers' training on current vehicles, power point training and ICAR classes, for instructors to remain current.

### **Curriculum Needs:**

- Team up with CDZ Global Learning Systems for online projects. Funds are needed for the software, network and computers.
- New curriculum is limited until hiring of one new faculty person is complete.

### **Physical Resources Needs:**

- Equipment repair and replacement funds need to be secured.
- A recycling system should be installed (\$40K) to eliminate pollution and storm drain concerns.
- Need more parking for this program to meet standards.
- Explore the feasibility of relocating the program to a site with better public vehicular access.

### **Support Services Needs:** None

## ***Cosmetology***

### **Mission:**

The mission of the Cosmetology Program is to provide quality instruction in the field of cosmetology for students. The program will focus on training that meets the State of California requirements for this certified occupation.

### **Description:**

The College contracts with accredited cosmetology schools for educational services for its student. There are no future plans to create an on-campus facility to accommodate this program since equipment and facilities costs would be very high.

### **Goals:**

- Continue to contract with vendors to provide educational services to students who major in cosmetology.
- Encourage a west county vendor to open an accredited school of cosmetology.

### **Challenges:**

- Currently the nearest school is Paris School of Cosmetology located in Concord, California. The location of the school is not convenient for west county students. If students have to use public transportation to travel to the Concord location, they must ride BART to Oakland and then transfer to the Concord line.
- The college is in discussion with local operators about opening a school in west county; however, the steps required for accreditation are very detailed and time-consuming.

**Faculty/Staff Development Needs:** None

### **Curriculum Needs:**

- The standard curriculum is required State of California licensing board for cosmetology.

**Physical Resources Needs:** None

## ***Cooperative Education***

### **Mission:**

The California Work Opportunity and Responsibility to Kids (CalWORKs) Program at Contra Costa College affords students the support, and liaison with the county Employment and Human Services Department needed to achieve their immediate as well as long-term education and career goals.

### **Description:**

General and occupational work experience provides students the opportunity to explore the career interests under the supervision of the college instructors who will assist students in the development of appropriate work habits and attitudes.

### **Goals:**

- Increase the awareness of students about the learning opportunities available work settings.
- Allow students to have this opportunity in paid and unpaid occupational settings.
- Increase the understanding of employers regarding the need to provide soft skills training experiences for students.

### **Challenges:**

- There is no full-time faculty currently assigned permanently to this academic area. The program depends upon an adjunct faculty member to do most of the supervision of students and reporting. A permanent faculty member assigned to this area would provide the continuity and on-going leadership.

### **Faculty/Staff Development Needs:**

- Assign a permanent staff member to coordinate this program.

**Curriculum Needs:** None

**Physical Resources Needs:** None

**Support Services Needs:** None

## ***Culinary Arts***

### **Mission:**

The CCC Culinary Arts Department is committed to offering students in a program of excellence in academic and vocational training. Utilizing a blend of theory, skill development and practical application, students will gain the necessary experience to successfully enter the food service industry. The department strives to represent the college in the community through outreach and catering activities in order to recruit new students and increase employment opportunities for graduates.

### **Description:**

Principle objectives of the Culinary Arts Department are to provide an opportunity for students to discover the art of gastronomy and to learn how to prepare food of the highest possible quality. Emphasis is placed on building character and leadership ability to further prepare students for the demanding professional environment of the food service industry. The program has been operating with two full time faculty members and four part time faculty members. The program is in the process of acquiring new staff members.

### **Goals:**

- Review current curricula in comparison to AS programs offered elsewhere. Upgrade course offerings as needed to offer associate degree options.
- Actively monitor and provide guidance for plans to remodel/relocate.
- Pursue a public relations and marketing plan to increase catering and restaurant revenue.
- Develop mailing lists and ad pieces.
- Develop website to reflect industry needs, etc.
- Develop Culinary Arts Department Student Handbook.
- The department was approved for a \$19,000 VTEA grant for program development.
- Seek state requirement for Food Safety Managers Certification Training and incorporate as mandatory within new AS curriculum.
- Ascertain assistance for students in need of basic skills, assessment and other support services.
- Develop job placement opportunities and intern/externships.
- Create various offerings or events to draw visibility and awareness to program and physical location (perhaps through the TV station)
- Work with students to retain enrollment.
- Staff development will include diversity training for new teaching techniques and learning how the younger generations think and learn.
- Continue to pursue supplemental funding.
- Relocate to a larger facility to accommodate the increase in student demand.



## Culinary Arts (continued)

### **Strengths:**

- The program offers a well-rounded, comprehensive education that meets the needs of its students. Students are exposed to a wide range of training at a level equal to many private and more expensive culinary programs.
- The catering program has been revitalized to provide added training and revenue to support the operation of the program. The catering and the Three Seasons Restaurant are valuable assets to the college and the community. They help to promote the college in a positive manner.
- The program curriculum has been recently improved bringing higher standards and quality of taste and style. The program has increased its enrollment and the number of students declaring Culinary Arts as their major. The program currently uses the American Culinary Institution accreditation standards.

### **Challenges:**

- With the addition of a new lead chef, the program is undergoing radical changes resulting in a system more beneficial to students. However, the program faces numerous challenges, such as low completion rates of AS or Certificates by culinary students.
- Challenges also include increasing enrollment in the certification program and evening classes; increasing awareness of the program on and off campus; and modernizing the kitchen and dining room equipment.
- A survey of café and restaurant patrons is needed.
- The advisory board needs to be expanded.

### **Faculty/Staff Development Needs:**

- Staff development will include diversity training for new teaching techniques and learning how the younger generations think and learn.
- Hire part-time instructors as needed for program expansion.

### **Curriculum Needs:**

- Updating the courses needed for the AS degree is a critical need.

### **Physical Resources Needs:**

- The department should be relocated to larger facilities in the new SA building to place it in the center of campus activities.
- The kitchen and dining room equipment need to be modernized.
- Department computers are antiquated and need upgrading. (4).

### **Support Services Needs:**

- Administration support for the relocation and funds for new equipment.

## ***Dental Assisting***

### **Mission:**

We are committed to excellence with student success as our primary focus. We will work collaboratively with each other and with the community to provide a safe and inviting environment, excellent and innovative instruction, up-to-date facilities and equipment, comprehensive and caring support services, and strong leadership to ensure that our students are prepared for the future.

### **Description:**

The Dental Assisting program at Contra Costa College has been in existence for over 50 years and is a comprehensive 10-month course of study that begins with summer sessions and continues through the fall and spring semesters. Students who complete the program with approximately 45 units of the required dental assisting courses will earn a Certificate of Achievement. Those who complete at least 60 units of both dental assisting courses and the required general education courses will earn an A.S. degree.

The goal of the program is to assist students of varying backgrounds and abilities to gain the knowledge, skills and attitudes which will enable them to practice dental assisting and to develop their potential for personal and professional growth.

Employment in this field is projected to grow at a faster than average pace.

### **Goals:**

- Develop and implement an effective marketing program to attract students.
- Increase enrollment by 10%
- Hire faculty who are well qualified in the subject matter
- Obtain and maintain up-to date materials and equipment
- Obtain and utilize a wide range of learning resources
- Identify and pursue outside funding sources
- Assess and update curriculum to meet student and potential employer needs
- Use formal assessment outcomes such as surveys and statistical data for ongoing evaluation of the program to determine if goals are being met.

### **Strengths:**

- The program is accredited by the American Dental Association, Commission on Dental Accreditation (ADACDA) and is approved by the State Dental Board.
- To be in compliance with the ADACDA, the department chair receives .20 FTE reassigned time and there is clerical support provided to the program.
- Other unit strengths include the potential for students to obtain gainful employment upon completion, SMART classroom, new X-ray equipment with digital capabilities, and free yahoo accounts for the students.

## Dental Assisting (continued)

### **Challenges:**

- The relatively small size of the program and funding provided makes it difficult to obtain resources and staffing necessary for program growth and inhibit the ability to fulfill program and institutional requirements on a timely basis. The program aggressively pursues outside funding to compensate. The student attrition rate often exceeds the College's attrition rate.
- Technology is impacting the way dentistry is performed. Old and deteriorating equipment must be replaced with state-of-the-art equipment.
- Student enrollment has been very low in the past which has placed the program on the "programs in trouble" list.

### **Faculty/Staff Development Needs:**

- Part time case management person/support staff (perhaps shared with CNA and Nursing).
- Funding for student interns.

### **Curriculum Needs:** None

### **Physical Resources Needs:**

- Digital x-ray technology equipment (compatible with the program's new X-ray machines) is needed.
- Dental assisting carts and patient chairs.
- Wireless Internet Access for classroom.
- The program needs access to a SMART classroom.

### **Support Services Needs:**

- Funding for outreach and marketing campaign.
- Funding or support for grant writing and researching alternative funding sources.

## ***Early Childhood Education***

### **Mission:**

Our purpose is to prepare students to provide exemplary care and education to young children by being reflective caregivers:

- Who will make a positive impact on the quality of care,
- Who respect the uniqueness of each child
- Who are a support to the child within the context of the family and community,
- Who honor and are sensitive to cultural diversity
- Who, as part of a larger learning community, understand the importance of continuous professional growth; and
- Understand the value and importance of collaborating and advocating with professionals and peers.

### **Description:**

Early Childhood Education has a two fold purpose to improve the quality of childcare in West Contra Costa County by producing well educated, prepared early childhood caregivers, and secondly, to coordinate the services of an exemplary campus childcare center. The state of California has established guidelines for the education of early childhood educators. The caregivers must earn college units (12 minimum). The qualifying courses for these units are only offered by the department. The department also provides several educational and training options for individuals interested in working professionally with young children. Classes are offered to fulfill the requirements for Community Care Licensing; a certificate in Violence Intervention and Counseling is offered, a Home Provider training Certificate and American Montessori Society provisional certificate is offered as is Foster Parent Training Requirements, a Certificate of Achievement and Associate Degree in Early Childhood Education.

### **Goals:**

- Expand recruitment activities to increase the number of male students.

### **Strengths:**

- The program offers an excellent, affordable childcare at the college. The staff is dedicated and committed to their mission. The Early Learning Center provides an excellent workplace-learning environment.
- Retention and success rates are extremely high. The department offers impressive linked ECE/ESL courses. The program is rich in options for students presenting 6-8 different tracks of study.

### **Challenges:**

- There are not enough classes offered to prepare the number of individuals needed to work as caregivers.
- Starting salaries are low for entry-level positions.

Early Childhood Education (continued)

- The department should continue to expand their efforts to recruit men since they are underrepresented in the field.

**Faculty/Staff Development Needs:**

- Hire a part time night time teacher.
- Hire a male teacher (full or part time).
- Hire a bilingual teacher (full or part time).

**Curriculum Needs:** None

**Physical Resources Needs:** None

**Support Needs:** None

## ***Early Learning Center***

### **Mission:**

The Contra Costa College Early Learning Center is designed to support the optimal development of children, their families, and students of the college. Our commitment is to provide a wide range of experiences that promote self-awareness, problem solving, cognitive skills, physical development, creative expression as well as a respect and appreciation for cultural differences. We recognize the early childhood years are the most critical in human development by providing an enriched and supportive learning environment.

### **Description:**

The Early Learning Center Child Lab School exists as a sub-component of the Early Childhood Development Department for over 20 years. After 15 years of waiting for a permanent facility, the Early Learning Center is now located in a state-of-the-art facility on the west side of campus. The 6,000 plus square foot facility contains three preschool classrooms, one infant and one toddler classroom, three observation areas, three offices, a child isolation room, kitchen, staff lounge, three adult bathrooms, and one smart classroom which allows for early childhood courses to be held on-site. The exterior landscaped grounds offer over 7,500 square feet of outdoor play space that allows for the infants, toddlers and preschoolers to each have their own separate outdoor play space. The Early Learning Center is now able to operate as its own entity, all the while maintaining cohesive relations with the Early Childhood Development faculty. Each semester approximately 80 children, between the ages of 2.9 to 10 years of age, are enrolled in the program. The preschool operates Monday thru Friday 7:30 a.m. to 5:00 p.m. Children 2 years and 9 months to kindergarten are eligible to enroll. Three preschool classrooms operate during the day; two traditional based and one Montessori based. The average enrollment in each classroom is 20 children.

Ninety-nine percent of the parents with children enrolled in the child lab school are taking courses at the college. The remaining parents do not attend the college.

The Family Life Education Specialists (2 full-time, 1 part-time, 4 part-time classified) are responsible for maintaining the daily operations of the program. Their duties include: planning and implementing a developmentally appropriate curriculum, documenting children's progress using a variety of developmental assessment methods such as the Desired Results Developmental Profile, anecdotes, and portfolios of the children's work; maintaining consistent communication with parents including parent conferences, parent meetings, a monthly newsletter; supervising parent and student volunteers; and attending monthly staff meetings.

The Early Learning Center Supervisor monitors all functions of the child lab school, including but not limited to supervising staff, parents, children and students who are employed or participate in services provided by the school.

## Early Learning Center (continued)

### **Goals:**

- Complete application for NAEYC Accreditation.
- Improve communication between Early Childhood Education Department and the Early Learning Center.
- Develop annual parent survey garnering positive responses.
- Increase Early Learning Center enrollments by offering more hours in the evening.

### **Challenges:**

- Insure coordination between the Early Childhood Department and the Early Learning Center.
- Continue pursuing Early Learning Center accreditation.

### **Faculty/Staff Development Needs:**

- Training on the updated Desired Results Developmental Profile - Plus.
- Workshop on teamwork building.
- Additional training on DAP (developmentally appropriate practices).
- Training on working with children with special needs.

### **Curriculum Needs:**

- Training on Webbing.

### **Physical Resources Needs:** None

### **Support Services Needs:**

- Permanent full time office assistance.
- Part-time educational coordinator.
- Contract with an outside agency such as Child Care Solutions.

## ***Health and Human Services***

### **Mission:**

The Health and Human Services Department is an allied health oriented department that is responsible for providing quality educational learning for the following components:

- A.S. degree in Medical Assisting and Office Technician
- Certificate of Achievement in Medical Assisting and Office Technician
- Certificate of Completion in Medical Terminology
- A.A. degree in Human Services, General
- A.A. degree in Human Services, Dual Diagnosis Specialization
- Certificate of Completion in Substance Abuse Case Management
- Certificate of Completion in Dual Diagnosis Screening
- Certification and Recertification for Emergency Medical Technician and CPR.

The department stays current with all aspects of each of the components and regularly evaluates its students in accordance with industry standards.

### **Description:**

This department consists of three programs: Medical Assisting, Human Services and Emergency Medical Technician/CPR. Both the Medical Assisting and Human Services programs are vocational programs. The Medical Assisting program teaches students the knowledge, skills and attitudes necessary for work as a medical assistant in hospitals, clinics and doctors offices. The Human Services program teaches students the knowledge, skills and attitudes necessary to become a human service worker dedicated to providing services to individuals and families in need of assistance. The Human Services program was approved by the State in April 2006. Subsequently, the Health and Human Services Department was approved to hire an additional full-time instructor. Health and Human Services is a vocational program that is working to provide certificates of achievement and AA degrees. The department now has two full-time instructors and seven part-time instructors that teach the curriculum in these two programs. One of the part-time instructors is assigned to teach Emergency Medical Sciences.

### **Goals:**

- Work with Community Relations to create a marketing strategy for HHS program.
- Work with Community College Task Force of the Bay Area Mental Health & Education Workforce Collaborative to seek funding and support in recruiting students, etc.
- Seek funding for the creation of a peer-counseling center on campus.
- Seek funding for the creation of a campus-wide and community smoking cessation program at CCC.
- Seek funding for equipment.
- Continue to meet with the advisory committees.
- Work with district to seek more avenues to advertise for part-time instruction positions.



## Health and Human Services (continued)

- Work with the webmaster to create web page.
- Work with the faculty SLO coordinator to develop SLO rubrics.

### **Strengths:**

- For the past several years the HHS Department has demonstrated high productivity and good enrollment. SLOs are in place and showing positive results. Steady growth, enrollment and increased student success are expected.
- The department has strong academic programs. Field work and internship programs aid student employment after graduation. The program fulfills the educational component needed in order to obtain a counselor certification.
- Strong outreach is in place to other programs, such as Youth Build. A large percentage of students gain employment after graduating from the program. The program has a thorough self-study.

### **Challenges:**

- HHS is not a widely known program in the community or at the college. There is an untapped student population in the form of staff/employees at local and regional substance abuse and mental health facilities who need certification as required by the state.
- In the Medical Assisting program there is no true skills lab. Currently HS-2, a smaller room used for storage is the clinical skills lab. An actual room dedicated to a skills lab use is needed.

### **Faculty/Staff Development Needs:** None

### **Curriculum Needs:**

- The department is investigating demand and the potential viability of a massage therapy certificate. A determination of the viability of this major will occur by the end of 2008.

### **Physical Resources Needs:**

- Currently a small room (HS-2) is used as the clinical skills lab. An actual room dedicated to a skills lab use is needed.
- Space is also needed for storage, a peer-counseling center, and smoking cessation classes. This program could coexist with other allied health programs and science programs in the same facility.

### **Support Services Needs:**

- Marketing and outreach.
- Additional equipment such as an EKG machine, autoclave, etc.

## ***Emergency Medical Sciences***

### **Mission:**

It is the mission of the Emergency Medical Services program at Contra Costa College to provide a high quality education in Emergency care that is the latest in concepts and developments and that reflects current clinical and field practices.

### **Description:**

The Emergency Medical Sciences program at Contra Costa College is a vocational program that teaches students the skills of emergency medicine that can be used in the out-of-hospital environment. The Emergency Medical Sciences program trains individuals who want to become EMTs and paramedics certified nursing assistants, medical assistants, nurses, as well as the general public. The faculty in the EMS program consists of only part-time employees. The program also has approximately one dozen lab instructors who are volunteers. The program offers a minimum of four courses per semester. Most of the classes are filled to capacity.

### **Goals:**

- Provide training to those who will be called on to provide care in an emergency.
- Produce well educated and well prepared individuals for the workplace meeting the following objectives:
  - a. The student will be able to effectively assess and treat patients in the emergency medical environment
  - b. The student will be able to successfully pass written, oral and skills exams for national certification and employment
  - c. The student will be able to successfully complete new hire orientation and field training programs mandated as a condition of employment
  - d. The student will be able to understand and explain the importance of moral and ethical decision-making when working in the field of EMS.
- Have students take course evaluations on computers.
- Expand on-line quizzes.
- Expand on-line course development.
- Establish an advisory committee.
- 75% of graduates will successfully pass the National Registry of Emergency Medical Technicians license assessment.
- Track graduates of the EMT program one year after they have graduated from the program and administer a curriculum satisfaction survey.
- Survey local area employers every two years.
- Employ a pre-and post-assessment scenario for EMT students.

### **Strengths:**

- The dedication and hard work of staff have resulted in an increase in productivity and student success.

## Emergency Medical Services (continued)

- Staff also has been extremely resourceful in securing volunteer assistance and supplies to support the program.
- Most courses are completely full, resulting in high productivity. In addition to the paid faculty, number of past students who successfully completed the program have come back to teach as volunteer lab instructors.
- High productivity (21.3), very high enrollments, excellent course completion rate and 75% pass rate for license assessment (compare to a national norm of 70%). Development of on-line learning management system.

### **Challenges:**

- There is no full-time faculty presence on campus.
- The program needs a permanent location.
- The program is administered on a part-time basis. Part-time employees tend to be employed full-time elsewhere which leads to limited time to dedicate to the program and limited availability for the students.
- CCC applied for and received initial approval as an EMT Training Program from the Contra Costa Emergency Medical Services Agency in 1995.
- Faculty/Staff Development Needs:
- Hire one full time faculty to instruct and administer the program.
- Add part-time instructors as needed to support program expansion (see curriculum needs)
- Fund lab assistants (short-term hourly), or at least process them as volunteer college staff members.

### **Curriculum Needs:**

- Funding for on-line course development.
- Develop the EMT Refresher course.
- Development of official certificates of completion or achievement.
- Development and funding of the Paramedic Program.
- Submission of the Paramedic Program to the CIC.
- Establishment of an associates degree program for the Paramedic Program.
- Establishment of an advisory committee.

### **Physical Resources Needs:**

- With the CPR guidelines being changed, additional materials will need to be purchased.
- Equipment will also be needed to support the Paramedic program and other EMED courses, if implemented.
- The program is part of the Health and Human Services Department and should be located in an expanded facility near that program.

Emergency Medical Services (continued)

**Support Services Needs:**

- Consistent academic support for the students is needed. However the specialized content necessitates a tutor or mentor well versed in the course of study to provide help.
- Development of a system to better track employment of graduates.
- Formation of Advisory Committee.

## ***Library***

### **Mission:**

The CCC Library's mission is to actively support the teaching and learning process by providing learning resources, instructional technology and services relevant to the educational needs, personal growth and cultural enrichment of the CCC community. Librarians and library staff will work with other faculty, staff, administrators and students to expand information competency and critical thinking, intellectual independence and skills relevant to life-long learning and gainful employment for all students.

### **Description:**

The CCC Library is part of the Library, Allied Health, Vocational Programs and Athletics (LAVA) Division. It is composed of two sub-units: the Library and Media Services, which includes the purchase, maintenance and delivery of all classroom audiovisual/multimedia equipment.

The Library currently has 2 fulltime librarians and 8 part-time librarians (working 44.5 hours per week). A new fulltime librarian was hired in August 2007, which reduced the number of part-time librarians. The Library also has 2 fulltime Senior Library Assistants, one 50% Library Assistant I, and one 50% Instructional Assistant. There are 2 fulltime media technicians who are responsible for equipment delivery/pickup throughout the campus, as well as maintenance of all multimedia equipment, video duplication, and minor equipment repair. The Library "shares" a Computer Center Coordinator with the College Skills Center (a different division); he currently has 8 scheduled hours per week in the Library. The number of student assistant hours varies each year with the amount of work-study allocation; the current allocation permits approximately 42 hours/week for spring and fall semesters.

The Library's online public access catalog, electronic books collection, electronic subscription databases (including full-text of magazine, journal and newspaper articles), library handouts and interactive online tutorials are available via the Library's website, accessible both on and off-campus at <http://www.contracosta.edu/library>.

### **Goals:**

- Provide materials collection that is of sufficient quality and quantity to support the college curriculum and meet the information needs of students.
- Promote library resources and library skill workshops as a means of enhancing the teaching and learning process.
- Provide students with multiple means of fulfilling the Information Competency graduation requirement.
- Provide students with expanded and/or restored library services upon return to remodeled building.
- Provide library patrons with the ability to check print periodical issue availability via the online collection catalog and check them out using the same circulation system as for books.

## Library (continued)

- Provide students and other patrons with access to assistance of a Reference Desk librarian every hour the Library is open, including the summer sessions.
- Provide instructional equipment of sufficient quantity, quality, and types to meet the needs of faculty and students in the classroom and in the Library.

### **Strengths:**

- The Library supports the entire campus community. Students, faculty, and staff know that they can find assistance in the Library, from directional help to referrals to other college services to research guidance.
- Many Library resources are available to students 24/7 via the Library website.
- The Library works closely with the other district libraries to coordinate access, policies and procedures involved in its shared library management system. This provides interface and procedure continuity for students and staff who move among the colleges.
- The Library's SLO plans (department & institutional levels) are based on the College's Information Competency graduation requirement competencies. The Library offers multiple ways for students to acquire these information competency skills via one-on-one assistance at the Reference Desk, credit courses (including English 142B), a drop-in workshop series, library orientations that are scheduled by classroom instructors, and the web-based CLICS tutorial modules (open to all).
- Despite chronic under-funding and understaffing, the CCC Library answers more reference questions per hour, circulates more materials per FTES and gives more library orientations per FTES than its sister colleges.

### **Challenges:**

- The remodeled Library incorporates the College Skills Center (CSC).
- Staffing levels do not meet the ALA/ACRL minimum standards for college libraries. The new fulltime librarian position will help, but not solve the problem of not having enough librarians to staff the Reference Desk during all open hours. Students need to have access to the Library's physical space AND access to the assistance of a reference librarian.
- Providing enough librarians to handle the Information Competency portion of English 142B is a challenge. Students in this course can earn their Information Competency certificate, which makes it a primary means for meeting this graduation requirement. Although the teaching modules and testing are online, there are still 2 librarian visits and library assignments to grade for each section – and there are numerous English 142B sections (over 20 per semester).

## Library (continued)

- Limited budget for materials purchases. The Library's print collection does not meet the Minimum Standards for Libraries in the California Code of Regulations in number or currency.
- The Library needs to be able to offer services in formats that take advantage of technological advances to reach/appeal to the next generation of students. This will be reliant on both staffing and technology resources.

### **Faculty/Staff Development Needs:**

- Increase at least one of the 50% classified staff positions to full-time. This would eliminate the current gap of several hours between the time one staff member leaves work and the other arrives. If the Library expands open hours, the gap will widen, making coverage, communication, and training more difficult.
- Increase the number of full-time librarians to four. All full-time librarians have responsibility for a specific area of library services in addition to teaching library skill workshops and working at the Reference Desk. Many of the duties formerly the responsibilities of "lost" full-time positions are now performed by part-time librarians and/or added onto the load of existing full-time librarians.
- Additional C-contract funding to make expanded library open hours possible, to provide full reference desk staffing during summer sessions, and to assist with the increased number of Information Competency courses and library orientations.

### **Curriculum Needs:**

- Additional C-contract funding to expand courses that enable students to fulfill the Information Competency graduation requirement (Library Studies courses as well as collaboration with other academic departments a la English 142B).

### **Physical Resources Needs:**

- Media Equipment Distribution will not be returning to the remodeled building and are currently in temporary quarters with many items in storage. They need an adequately sized and -wired, permanent location.
- Reprographics needs to be permanently located near Technology Services and Media Equipment Distribution to create a Central Services complex.

### **Support Services Needs:**

- Increase allocated budget for materials purchases. The Library's print collection does not meet the Minimum Standards for Libraries in the California Code of Regulation. The media collection has not had a purchase budget since 1989.

## ***Nursing***

### **Mission:**

The Contra Costa College Associate Nursing Program supports the Contra Costa College Mission Statement. Our mission is to educate future registered nurses who, with vision, knowledge, and skill, will provide comprehensive and safe nursing care to individuals, families, and communities. We prepare students, at the completion of the program, to take and successfully pass the state licensure examination and begin nursing in a variety of entry-level roles. To accomplish this, the faculty is committed to fostering a learning community, which promotes and values:

- Professional development and growth in a changing health care environment
- An environment of inquiry, critical thinking and creativity
- A caring attitude balanced with technical competence
- Respect for the individual
- Excellence in the practice of our profession
- The strength and joy of our diversity
- Elevating the standards of the nursing profession

### **Description:**

The primary objective of the Associate Degree Nursing Program is to assist students of varying backgrounds and abilities to gain the knowledge, skills, and attitudes that will enable them to practice nursing and to develop their potential for personal and professional growth. Upon completion of all requirements, the student is eligible to take the licensing examination for Registered Nursing. The graduate is prepared for entry-level nursing positions in a variety of health care settings. There are approximately 100-130 students in the program at any given point in time. Admission GPA must be 2.75 in Group A pre-requisites and 3.0 in group B pre-requisites.

### **Goals:**

- Hire a skills lab assistant.
- Development of additional educational partnerships with clinical agencies
- Development of a simulation lab.
- Development of more online instruction.
- Continued funding for fast track LVN to RN program.

### **Strengths:**

- The program has a comprehensive and relevant curriculum with clear objectives.
- The faculty members are well qualified and participate in professional growth activities related to the academic area.
- The program has an excellent record of student success.
- Student success is aided through tutoring programs, faculty lead test-taking sessions, standardized competency tests, a Nursing Skills Lab and direct student support through a Nurse Mentor.



## **Nursing (continued)**

- Standardized grading tools have been developed for the major clinical written assignments. The program has instituted instructional strategies so that students with different learning styles can process information more effectively. A major focus of the faculty has been to decrease attrition and encourage student retention.

### **Challenges:**

- The greatest obstacle for this program is the relative lack of financial resources needed to maintain the high standards of instruction in the face of pressures to increase enrollment.
- Maintaining the same standards throughout the program is a challenge.
- The department has increased enrollment with no increase in full-time faculty.
- Lower wages offered in education versus nursing assignments makes it increasingly difficult to recruit talented part-time clinical faculty.

### **Faculty/Staff Development Needs:**

- This program has a critical need for faculty. However, the current market demand for nurses has made it extremely difficult to find applicants willing to work at the district's rate of compensation.
- Hire a skills lab assistant. A .5 to 1.0 FTE additional skills lab support person is needed to accommodate the increased number of students.
- Release time for faculty to integrate simulated learning into the curriculum.
- Release time for faculty to develop online courses.

### **Curriculum Needs:**

- Funding for the development of more online instruction.

### **Physical Resources Needs:**

- The current clinical lab facility is inadequate for the number of students served by the program. The program needs to be located in an expanded facility preferably near the science and other allied health programs.

### **Support Needs:**

- Continued funding for fast track LVN to RN program.
- Current needs include multiple copies of CD-ROM programs, more videos that are closed captioned and ongoing disposable medical equipment.

## ***Certified Nursing Assistant***

### **Mission:**

Certified Nursing Assistant Program is a theory and skills (clinical) based academic focus that has as its central core the basic care of individual patients. This basic care includes the physical, psychosocial, spiritual and cultural needs of any patient. The program assures that all its students understand how to work within established health care team values and attitudes. The program curriculum follows the standards established by the Department of Health Services.

### **Description:**

This program was launched in 1997 in response to the increased demand by health care agencies for Certified Nursing Assistants and Home Health Aides. Since 1997, the demand has continued to increase. The program offers two certificates, Certified Nursing Assistant/Home Health Aide, and Acute Care for CNA. These are non-degree credit programs. Applicants must enroll in the college, enroll in the nursing department, complete a CPR course, complete and pass a physical exam, TB and Hepatitis test, immunizations and obtain fingerprints for a background check by the California State Dept. of Justice.

### **Goals:**

- Increase student recruitment efforts.
- Explore funding for a case management approach to students to increase enrollment and retention.
- Develop a follow-up tracking system for graduates to see if they are gainfully employed and meeting the needs of employers
- Explore the possibility of a career ladder, possibly linking CAN to LMC Vocational Nursing Program or other programs
- Provide workshops, classes in the form of continuing education for working CAN professions
- Explore offering EMED 109 towards the end of each semester
- Research the possibility of offering Life scan at the college and or developing a more cooperative relationship with local police departments.
- Develop new skills lab and lecture space
- Continue developing job placement services with the College Job Placement Office.
- Explore increasing the program's requirements to six units to make students eligible for financial aid.

### **Strengths:**

- The program is accredited by the Department of Health Services.
- The program has established clear Student Learning Outcomes that are measurable and communicates them well to students.

## Certified Nursing Assistant (continued)

### **Challenges:**

- Hiring and retaining excellent, dependable part-time faculty are ongoing challenges.
- The course costs approx. \$800 per student and is not eligible for financial aide. This causes a hardship for many students.
- Lab and Lecture space is an ongoing issue, especially the first month of every semester when both the nursing program and the CNA program need the skills lab/lecture room on the same days. The increase in the number of RN students, as well as CNA students has put a strain on the size of the lab and the amount of equipment and supplies available to students.

### **Faculty/Staff Development Needs:**

- Funding for a part-time or full-time “case manager” for students.

### **Curriculum Needs:**

- Funds/Support to explore Career Ladders.

### **Physical Resources Needs:**

- Expand current Skills Lab or add a new lab space.

### **Support Services Needs:**

- Financial aide and other support services for students.
- Student/graduate employment tracking system (with Job Placement Office & Research and Planning Office).
- Equipment and supplies for Lab expansion or new lab.

## ***Health and Physical Education***

### **Mission:**

The Physical Education Department at CCC has three major mandates. Primarily, the department is compelled to provide physical education courses that fulfill district and/or college graduation requirements, which stipulate students, must pass two units of PE and attain a “C” or better in Health Education. Secondly, the department provides the foundation courses for those students interested in completing a certification program in Physical Education. The third mandate is to provide an opportunity for the community served by the campus to participate in classes for development of skills and knowledge in individual and team sports. In addition, the department has the obligation to provide courses that enhance life-long fitness, health and recreation.

### **Description:**

The Physical Education Department began offering courses at the inception of the college. Students today take a range of courses such as badminton, ballroom dancing, step aerobics and basketball and swimming. These courses are offered for the non-intercollegiate student who desires instruction and activity in the various courses offered by the department. The health education curriculum has provided students with critical information about fitness, health and related issues facing individuals in the modern society.

The department has maintained high productivity for many years. With the recent addition of the Fitness Center, the program has continued its innovative approach to providing experiences that will affect the health of students for a lifetime. The department also is considering a coaching certification program since there will be new state laws will require high school coaches to be certified.

### **Goals:**

- To provide quality instruction in health and physical education to ensure that students understand the need for healthy and vigorous lifestyle.

### **Strengths:**

- New dynamic courses were instituted to stabilize a drop in production.
- Department focus was re-directed to a fitness first format.
- Additional fitness courses in both health and PE departments are being implemented.
- With community awareness of new and revitalized programs, the department is able to more easily promote an array of courses to meet the needs of students. The Fitness center opened in spring of 2006 and immediately had over 700 students.
- The health telecourse also is an innovative method of institutional delivery.

## Health and Physical Education (continued)

### **Challenges:**

- Full-time instructor vacancies need to be filled. There is a need for 2.5 full-time faculty and two part-time instructors to respond to potential growth.
- The elimination (by mandate of the state) of thousands of concurrent enrollment students. Department productivity dropped to a two decade low of 20.151 in spring of 2005. Faculty/Staff Development Needs:
- Two full-time instructors need to be hired to meet current projections.

### **Curriculum Needs:**

- Creation of supplemental classes within the fitness center framework.
- Consider the development of a coaching certificate to take advantage of the required certification for high school coaches.

### **Physical Resources Needs:**

- The GA Building needs an elevator to provide access for disabled students to the upper level.
- The current Fitness Center also needs to be expanded to accommodate the increased student demand in this facility.

### **Support Services Needs:**

- Purchase of a user-friendly software program to reduce instructor time at the counter.
- Fund the upgrade of the service contract on equipment to include bi-weekly service visits to limit equipment downtime.

## ***Intercollegiate Athletics***

### **Mission:**

Contra Costa College is committed to promoting academic excellence for all students. Academic success by student athletes is considered more important and valuable to the College than winning records for competitive teams. Thus, the latter may be sacrificed if the former is in jeopardy.

### **Description:**

Beginning in fall 2001 the program was re-tooled to include an improved and more comprehensive student early alert process. Athletes are now required to attend mandatory tutoring sessions monitored by assistant coaches and student athletic advisor. In spring 2002, the first Athletic Academic Success awards ceremony was held honoring students who have achieved a 3.0 or higher are transferring to a 4-year institution. The CCC Athletic Department consists of five men's and five women's athletic teams and intramural sports. The men's teams that compete are baseball, basketball, football, soccer and track and field. The women's teams competing are basketball, soccer, softball, track and field and volleyball. The intramural program consists of badminton, basketball, football and softball. The intramural sports teams are open to coed competition. The department has an athletic director, secretary, counselor, academic support program monitor, men's and women's equipment managers, athletic trainer, head coach and assistant coaches. The department has five full-time head coaches and four part-time head coaches. There are twenty-six assistant coaches.

### **Goals:**

- Work within the budget allocation to ensure support services, tutoring, travel, officials, and association dues. The athletic department budget has not increased in the last ten years, while costs continue to increase.
- Ensure the academic success of students.

### **Strengths:**

- The program is in compliance with Title IX.
- Staff development is a priority for the program, including an examination designed to test coaches, staff and trainers' knowledge of COA and BVC rules and regulations and a formal Intercollegiate Athletics Department Annual Retreat.
- The program's high retention rate can be attributed in part to the comprehensive academic support program.

### **Challenges:**

- Challenges include communication between coaches and instructors, especially with regards to scheduled tutoring sessions, attendance, evaluation, grade evaluation, and request for excuse from class.

Intercollegiate Athletics (continued)

**Faculty/Staff Development Needs:**

- All coaches are mandated to have training every year.

**Curriculum Needs:** None

**Physical Resources Needs:**

- A computer lab is needed in the GA building to provide computer access for students.
- The synthetic football field is worn and needs to be replaced by the fall of 2008.
- The gymnasium lighting and sound system is antiquated and needs to be replaced. The side basketball goals are a hazard and need repair or replacement.

**Support Needs:** None

## *Natural, Social & Applied Sciences*

### *NSA&S Division*

#### **Mission:**

The Natural, Social and Applied Sciences Division Office at Contra Costa College is committed to supporting students, faculty, staff with quality and excellence in the pursuit of knowledge, skills and attitudes that will further their academic, vocational and personal growth. The division seeks to facilitate resources and information for college faculty, students and staff in support of the division's goals and the mission of Contra Costa College.

#### **Description:**

The Natural, Social and Applied Sciences (NSAS) Division is the first-line management office for the division and serves as support and liaison between all other administrative offices, faculty, students and the public. The Division Dean reports directly to the Senior Dean of Instruction and supervises all certificated and classified personnel in the division. The Division Secretary reports directly to the Division Dean and provides support to the Dean, Department Chairs, all full and part-time faculty members as well as students and community members that contact the Division Office.

The office is responsible for the overall operation of the division, providing support and services and acts as a resource center to faculty, staff and students. This includes all matters relating to the following 14 different departments that comprise the Natural, Social and Applied Sciences Division: African American Studies, Biological Sciences, Business and Real Estate, Center for Science Excellence, Chemistry, Computer Information Systems that includes High Performance Computing, Business Office Technologies, and Computer Communication Technologies, Earth Sciences, Engineering, La Raza Studies, Mathematics, Physical Sciences, and Social Sciences.

There are 35 full-time faculty members, 75 part-time faculty members and 10 full-time classified staff in the division.

#### **Goals:**

- Develop and implement recommendations in all departments related to Student Learning Outcomes.
- Consolidate the reporting structures developed for Department Chairs, including weekly enrollment reports, monthly budget reports, regular chair meetings, advance C-contract allocation, monitoring of C-contract funds, Datatel training for both part-time and full-time instructors and Web Advisor training for part-time instructors.
- Develop alternative sources of funds for all departments, including grants, partnerships and collaborative initiatives with local schools, universities and federal agencies.



## NSAS Division (continued)

- Continue the improvement of facilities, labs and equipment for all departments in the division.
- Update and improve the Division Web page.
- Provide on-going assistance to faculty in their use of selected Datatel screens.
- Provide increased training to part-time faculty use resources online at the college and by other providers.
- Facilitate the development of more linked and on-line courses.
- Help implement more outreach courses in the service area, particularly in low enrolled departments.
- Increase efforts to recruit and retain ethnically diverse faculty that reflects the makeup of the community served by the college.

### **Challenges:**

- Control AC and C-contract expenditures.
- Seek additional lab support as more classes are added on Saturdays and in the evenings.
- Continue to collaborate with the PACE program, Weekend College and Transfer Academy in order to synchronize the schedules and avoid conflicts.
- Continue to look for ways to maintain or keep equipment up-to-date.
- Work with scheduler to streamline office and classroom space within the division.
- Offer more credit and non-credit outreach courses.

### **Faculty/Staff Development Needs:**

- Biology has been allocated an additional faculty FTE. This will bring the total number of faculty in the department to five.
- Mathematics also is in needs of an additional FTE to teach the advanced level class.
- Earth Sciences needs an additional faculty position to support its growth.

### **Curriculum Needs:**

- Need to work with other departments to offer courses that meet the same degree requirements so the courses do not overlap decreasing students' opportunities to fulfill degree requirements.

### **Physical Resources Needs:**

- The long-term facilities plan will use State and Measure A, 2006, funds to create a new Science and Allied Health facility. This three to four story complex will accommodate Biology, Biotech, Physics, Chemistry, Astronomy, Earth Sciences and Allied Health Programs (Nursing, CAN, Medical Assisting, Health and

NSAS Division (continued)

- Human Services and EMT). The consolidation of these programs into one complex will create state-of-the-art lecture and laboratory facilities for these programs and will allow for program expansion in areas where student demand is high.
- Mathematics is scheduled to move into the Applied Arts Building (AA-213). When this is modernized, it will allow that department to expand its very productive tutoring program, which will help, increase the college's overall FTES production.

**Support Needs:** None

## *African American Studies*

### **Mission:**

The goal of the African American Studies Department is to provide students with the knowledge of African and African American people, their histories and cultures. The curriculum of the department is both interdisciplinary and multicultural, bridging the social and ethnic separation that divides this society.

### **Description:**

The African American Studies Department wants to maintain its autonomy as a department. The Department has two full-time professors and several adjunct faculty members with degrees in African American Studies and Masters in Ethnic Studies. The department offers eighteen classes plus a major in African American Studies. Students transfer to the CSU or UC systems with the same degree offerings and the opportunity to continue with a Bachelors degree in African American Studies. The department offers all core courses each semester plus at least four elective choices.

The African American Studies Department complies with the college Mission Statement by providing learners with a comprehensive curriculum to prepare students for lifelong learning. Reading and writing skills are important components of the education process. A degree in African American Studies is not the main focus of the department but rather an emphasis on acquiring information, knowledge and survival skills so students can transfer to a four-year institution and graduate with a bachelors degree. The department offers a comprehensive, interdisciplinary cultural approach to learning, plus an opportunity to develop reading and writing skills.

### **Goals:**

- Stabilize enrollment in the department.
- Continue to explore forming an Ethnic Studies Program or a Cultural Studies Program or bridge other Cultural Departments with AFRAM.
- Explore the formation of new courses in support of an Ethnic Studies Program.
- Maintain autonomy as a department.
- Hire a Department assistant.
- Increase Department funding.
- Implement Speaker Series.
- Design a Foreign Exchange Program.
- Foster better understanding of the African American Studies with Faculty/Staff.
- Strengthen ties with the West Contra Costa County School District and Community.
- Develop Humanities courses in AFRAM Dept.
- Develop Distance Education courses.

## African American Studies (continued)

### **Strengths:**

- The department has shown an increase in students enrolling and/or retaking classes to acquire excellence in the subject matter.
- The department has conducted an academic survey of its students. It also offers days, evening classes and weekend classes.
- Another focus of the department has been its close relationship with Middle College High School.
- Many students from the high school enroll in their courses.
- The department provides a comprehensive education complete with the following components:
  - a. Skills Development
  - b. Mastery of Subject Matter/Discipline
  - c. African/African American Culture
- The interdisciplinary nature of the curriculum provides the department opportunities to develop linkages with other departments. Additional strengths of the department are:
  - a. The AA degree is a well-rounded one.
  - b. The department's mission statement is linked to that of the College's.
  - c. The emergence, development and maintenance of several programs originating out of the AFRAM department.
  - d. The department has developed a student learning outcomes rubric.
- The department's strategy for creating interest and relevancy in its classes is to use innovative teaching approaches. Using the performing arts through music, art, dance, and other creative expressions, students have been able to grasp content. Students attend plays, participate in African dance classes in the Bay Area, and put on their own performances as part of the Black Song and Poetry class. Other opportunities for learning exist through the speaker series and speaker forums on campus that involves students, faculty, and outside guests.
- The highlight of the AFRAM department in last ten years was leading a group of twenty-six participants (twenty students and six faculty members) to Ghana, Africa, in February 2003. The Black Song and Poetry Ensemble was invited to participate in the 6<sup>th</sup> Annual African Heritage Choral Festival. More than \$60,000 was raised to pay for expenses. It was truly an eye-opening experience for all.

### **Challenges:**

- Limited Funding for enrichment and auxiliary activities.
- Outcome data on degrees declared included in the self-study needs to be updated and include more current data.

### **Faculty/Staff Development Needs:**

- Continue to participate in Flex workshops and conferences.
- Hire a department assistant.

## African American Studies (continued)

### **Curriculum Needs:**

- Maintain current curriculum in order to meet the needs of students.
- Network with African American Studies departments and Black student unions on other campuses and develop new courses.
- Use survey questionnaires to get student input on their curriculum interests and develop new courses.
- Continue to review degree program requirements annually and revise or upgrade by adding new classes.
- Continue to participate with the CIC and DIC Committee in order to ensure courses are transferable to 4-year institutions.

### **Physical Resources Needs:**

- The department would like to secure an area that would include the department office, room for the book collection that students use, space for ongoing tutoring and mentoring activities.

### **Support Services Needs:**

- Department Assistant (see faculty/staff needs)
- Funds to pay for extra programs, activities, forums, and speakers:
  - a. Martin Luther King, Jr. celebration (\$500)
  - b. African American History Month celebration (\$2,000)
  - c. Celebrating Success (\$500)
  - d. Cultural Diversity Speaker Series (\$1,700)
  - e. Marketing (dept. brochure and color copies (\$800)
  - f. FTES Generating academic and community outreach programs (\$?)
    - Set up classes in the community
    - Non-Credit Courses and short-term classes.
    - Marketing materials and PowerPoint presentations

### **Program Ideas Required Grant Funding:**

- Pyramid Program
- Institute an International Studies/Exchange program
- Mentoring Programs
- Educate through performing arts series
- Linking with other departments, such as the Mathematics Department to increase the connection for students and faculty.

## ***Biology***

### **Mission:**

The mission of the Biological Sciences Department is to:

- a. Continue to provide excellence and consistency in instruction in all areas of Biology and in all sections of each class in keeping with the College vision of academic excellence noted for its passion for learning among students, staff and faculty;
- b. Increase student understanding, mastery, retention, and success in each area of Biology;
- c. Continue to hire and retain excellent, dedicated faculty and staff who are committed to empowering students by teaching a thorough, current, and relevant curriculum using appropriate resources and teaching techniques;
- d. Emphasize critical thinking, writing across the curriculum, development of interpersonal skills, and personal honesty in courses offered;
- e. Work within the Department and with other Departments to share
- f. Expertise, resources, and ideas whenever and wherever appropriate;
- g. Provide students with encouragement, support, and guidance to help them in their coursework as they transition into vocational programs of study (nursing, biotechnology, etc.) or to the next level of education; And, Increase public awareness and understanding of the opportunities

### **Description:**

The Biology Department has experienced substantial growth over the past several years. From 2005 to 2006, enrollment at census increased 99% with virtually all laboratory Bioscience courses filled to capacity or to well beyond capacity. These course offerings and enrollment expansions have continued in 2007 and will continue into the future. The engine behind much of this growth has been the demand for pre-allied health courses designed to prepare students for careers in nursing, dental hygiene, physical therapy, nurse practitioner, and physician assistant. The demand shows no sign of attenuating. In fact, a major report has just been released concerning the ongoing demand for nurses and the ten-year nursing shortage that is showing signs of worsening. The Biology Department, with support from the college, has tried hard to meet the high student demand for courses. The department has done so by increasing annual course section offerings from 28 sections to 49 sections over the past 5 years and by taking additional students into many of the department's courses. As a result, a strain has been placed on supplies, equipment, and staffing resources. Also, teaching overloads have increased. The recent substantial increases in enrollment, FTES, and the number of sections have had some adverse impacts on the department. A large contingent of new part-time instructors has altered the ratio of full-time to part-time faculty. Moreover, the full-time biology faculty consistently teach overloads every semester to cover the department's commitments to its expanded course offerings. Another problem arising from the department's growth has been the increasing occurrence of room and scheduling

## **Biology (continued)**

conflicts between laboratory courses, resulting in at least one class cancellation and multiple and extensive set-ups, tear-downs and re-set-ups within the same day. Finally, the increased uses of rooms, equipment and supplies, as well as increased need for set-up and breakdown, have taxed resources and laboratory technicians.

Given present trends and past history, the potential for further growth remains strong and highly likely. The department requested and was granted a new full-time faculty position. Also, the departure of a full-time faculty member at the end of the 2006-2007 academic year was remedied when the department was granted permission to fill this vacancy. A request also has been submitted for all new lab sections to receive funding to meet their supply needs. So far the college has granted this funding, with the exception of the spring of 2007. The department requested a remodel of a lab to provide more physical space to hold additional sections. This request will become part of the Facilities Master Plan since state funds have been allocated for remodeling the labs. The college is also seeking additional state funds to pay for seismic retrofitting. If these funds, plus additional bond funds if needed, are received, the program will be relocated in a new building that will house all of the sciences. These very positive changes will help us to continue to offer excellent and personalized instruction to more students.

The remaining areas of concern are consistency between the multiple sections of courses taught in terms of material covered and student access to instructors; increased need for laboratory technician hours in anatomy and physiology in particular; increased supply monies for additional sections; equipment maintenance and replacement; and increased student retention in some courses. In addition, the increased number of course sections will require more dependence upon part-time faculty to carry a greater proportion of the teaching load. To ensure the quality of teaching is maintained when more part-time instructors are hired, the full-time faculty will need to coordinate the teaching of content by all instructors who teach similar classes. The department also needs more peer tutors in all areas of biological sciences, especially as hours for each full-time instructor have increased (between all 4 of the current instructors, there is an approximate 12.0 FTE of overload!!!) and as more part-time faculty with limited or no office hours are employed as instructors.

### **Goals:**

- Remodel room B-18 into a fully functional, multi-purpose wet lab.
- Develop SLOs and incorporate these into the course outlines for BioSci 155 and 156 and BioSci 119, 148, 106, 132, and 134 (finish by Spring 2008).
- Secure more funding for student tutors.

## **Biology (continued)**

### **Strengths:**

- Strong growth and growth potential. Substantial increases in enrollment, FTES and course section offerings.
- Excellent professors (two of the four have been Contra Costa Community College Teachers of the Year and two of the four have won the Honor Society's Golden Apple Award) and excellent laboratory technicians enable the department to attract, retain and provide students with the highest levels of personalized instruction.
- The department continues to meet the educational needs of a huge number of students by offering multiple sections of courses.
- The Biological Sciences Department includes a dedicated staff and professors who are willing to work extra hours to provide students with the best education and preparation needed for their future studies and careers.

### **Challenges:**

- Coordination and consistency of course offerings is a challenge due to the ratio of full-time to part-time ratio. Even with the additional full-time faculty person, part-time instructors are still being employed.
- Funding for supplies for all sections. Equipment wear and tear and maintenance.
- Need for a full-time technician for anatomy and physiology and additional technician time for summer course offerings and BioSci 106 sections.
- Need for increased physical facilities including offices, labs and lecture rooms and the need for a functional. HVAC system.
- Need for additional funds to acquire supplies and to hire tutors.

### **Faculty/Staff Development Needs:**

- Increase Anatomy/physiology tech to full-time to enable coverage of summer sessions.
- Hire one half-time to full-time technician to provide for evening and weekend lab preps as well as assistance to part-time instructors, cover an additional lab and summer sessions.



Biology (continued)

### **Curriculum Needs:**

The unprecedented growth of this program will require increases in future budgets to accommodate the need for more supplies and lab assistance to serve more students.

- Addition of one or two sections of Bioscience 119 (one has already been added)
- Addition of other course sections as required by program growth.
- Bring the various sections of each biology discipline into a topically consistent and comparably rigorous academic framework through the use of student learning outcomes.
- Lab space permitting (and additional tech help and supplies), addition of at least
- one new section of 110 and one new section of 132 each semester.
- Add two new sections of 106 (with additional lab space and supplies) each year.
- Again, if the lab space were available, a section of 110 and 132 could be added in the summer.
- Develop SLO's and include them in all course outlines.
- The department will study the possibility of adding pre-professional majors such as pre-med, pre-pharmacology, pre-physical therapist and pre-vet transfer majors using existing courses.
- An additional section of 119 has been scheduled, as well as more sections of 132 and 106. The faculty also has begun to use SLOs in BioSci 119, 148, 132, 155, and 156, and will be using SLOs in 134 and 106 by spring 2008. Lab space problems and lack of technician time have not allowed us to add another 132 section beyond one per year.
- Additional sections of BioSci 106 have been added to accommodate student demand. Lab space and technician time limit the scheduling of additional sections of 110 and 132. This problem will not be resolved until a new facility has been created and more funding for a technician is allocated. In addition, as more students use the lab equipment, there will be a need to replace old equipment.
- There is a need to replace equipment and non-expendable supplies such as microscope slides; physiology transducers, computer assisted laboratory hardware and software, glassware, pH meters, anatomical models, weighing scales, and spectrophotometers.
- The department has researched and funded a maintenance contract for microscopes and for the autoclave. However, there is still a need to be able to pursue longer-term contracts (these offer discounts for service) and to ensure that these are funding during each funding cycle.

Biology (continued)

**Physical Resources Needs:**

- With State capital improvement funds, the Biology and Physics complexes are scheduled for modernization. This is vitally needed since the labs are old, too small, and lacking modern classroom technology. The HVAC systems need repair as well as the overall condition of the lecture and lab facilities. A new building is strongly recommended to accommodate these needs.

## ***Biotechnology***

### **Mission:**

The mission of the Biotechnology Program is:

- To provide quality education and training in the field of biotechnology.
- To prepare students for employment and transfer to four-year programs.
- To expand access to biotechnology education and training by developing entry-level programs
- To increase the flexibility of the biotechnology program by offering short-term, technique-specific courses each semester at times that are convenient for working students
- To remain responsive to industry needs, as recommended by the Biotechnology Advisory Board

### **Description:**

The Biotechnology Program offers three pathways to success. Students who complete a rigorous 2-year program that includes 9 Units of Biotechnology coursework are awarded a Certificate of Achievement in Biotechnology and an A.S. degree in Biological Sciences. This program prepares students for transfer as well as for challenging and rewarding employment in biotechnology.

Students who complete nine units of Biotechnology coursework are awarded a Certificate of Completion in Biotechnology. This program is designed for students who are already employed in biotechnology and seeking more challenging positions, for post-baccalaureate students who want to enter the field of biotechnology, and for pre- and post-transfer students who are seeking extensive hands-on experience with advanced laboratory techniques. Motivated students can complete this program in two semesters. A third program prepares students who are seeking first-time, entry-level employment in biotechnology. This program is designed for students who have never attended college, students who have not been in an academic setting for many years, and for students who have little or no background in biological sciences. This 12 Unit program consists of four courses (Biology for Biotechnology, Developing Reading and Writing Skills for Biotechnology, Intermediate College Algebra, and Skills for College Success) and can be completed in one semester.

All biotechnology students have access to state-of-the-art instrumentation and experimental techniques that are widely used in biotechnology, such as ELISA and PCR. All students gain extensive hands-on experience with instrumentation and data analysis. All students develop their communication skills and team-working abilities. All students have the opportunity to build an active network of professional contacts at local biotechnology companies, including Genentech, Novartis, Bio-Rad, and Bayer, among others.

## Biotechnology (continued)

Most of the biotechnology courses have a short-term format, ranging from 3 class meetings to 9 class meetings. Biotechnology courses are offered on Saturday or in the evening.

The Biotechnology Program at CCC has completed articulation agreements with Richmond High, and Hercules High. Middle College High School students are being actively recruited into Biotechnology coursework through a Tech Prep Grant-funded program.

### **Goals:**

- Develop additional short-term courses in Biotechnology, according to industry needs.
- Offer all of the biotechnology courses both fall and spring semesters.
- Offer at least some of the short-term courses during summer term.
- Expand and strengthen student recruitment efforts.
- Continue to develop courses and programs that will broaden access to biotechnology coursework and preparation for employment for non-traditional students.
- Continue to develop partnerships with industry professionals.

### **Strengths:**

- State of the art instrumentation and equipment.
- New Certificate programs in development.
- SLO's developed.
- 100% success rate for individuals seeking first-time employment in biotechnology.

### **Challenges:**

- Increase productivity while not compromising factors, such as small class size, that support student retention and success.
- Seek funding from VTEA and other sources for the purchase of new and replacement equipment and supplies.

### **Faculty/Staff Development Needs:**

- Recent approval to hire a new full-time faculty member in Biological Sciences has been obtained. The hiring process was completed in the spring of 2007. Fifty percent of this faculty member's position will be in biotechnology. Having a dedicated faculty member is anticipated to increase enrollment, productivity, and recruitment in biotechnology courses.
- Expansion and growth of the biotechnology program will require support for additional C-contract faculty.
- An institutional job placement service available to biotechnology students when they are on campus (evenings and weekends) is needed.

## Biotechnology (continued)

- Maintain a full-time technician position to support biotechnology courses. The current technician has a 10-month position. If courses are eventually offered during summer term, change the 10-month position to a full-time, 12-month position.

### **Curriculum Needs:**

- Continue to develop new courses and programs that meet industry needs and the needs of current and future students.
- Revise and update courses, as new technologies become available.

### **Physical Resources Needs:**

- Additional laboratory space is needed. Biotechnology courses, by necessity, have small numbers of students because each student needs to spend a considerable amount of time, learning how to become proficient with each instrument. One dedicated laboratory has been used, which comfortably holds a maximum of ten students. And, there is one cell culture room that has space for 8 students to work at the same time.
- There is a need for more electrical outlets and more electrical circuits and more 220V circuits. The laboratory needs a reliable source of electricity for the expensive freezers, incubators, and refrigerators that house thousands of dollars worth of reagents and cells. There is a back-up generator, but only a few backed-up outlets---not nearly enough.
- A ventilation system is needed in the cell culture room.
- A reliable system to provide heat in the winter and air conditioning in the summer also is needed.

### **Support Services Needs:** None

## ***Business***

### **Mission:**

The Contra Costa Community College Business Department has as its goal the preparation of students for careers in business. The programs prepare students by providing job training, transfer to four-year institutions and entrepreneurial training. The programs further reflect the Department's awareness that the management of organizations require the training of people who are intellectually and professionally motivated and capable of comprehending the environment in which these institutions function.

### **Description:**

The Business Department's primary goal is to provide employment skills for those entering real estate, accounting, marketing, management and clerical occupations. The department provides basic core courses for those transferring and continuing their education in any business area including accounting, and also provides support courses for those in other majors. The Department's major strength is its ability to meet the needs of the transfer and vocational students.

Significant trends for the future include an increase in the required basic and technical skills for entry and intermediate level office jobs, and an increase in average beginning salaries. Also, because some students are under prepared, they take longer to complete a program. An English comprehension prerequisite would improve completion rates. The accounting principles textbook requires a minimum 10<sup>th</sup> grade reading level. Many of the students are not reading at this level.

### **Goals: (From 2003 Self Study and Executive Summary 2006)**

- Increase productivity to 14.0 FTES/FTE or higher
- Offer Telecourse BUS LAW
- Send Out a Survey to identify the number of business majors
- Continue to implement Business Weekend Program
- Increase Degree/Certificate Rates
- Continue to support and expand student support activities

### **Strengths:**

- Program strengths include an increase in productivity, a 50% increase in the award of the Business Management degree and certificate (attributed to Business Weekend Program) and dedicated faculty committed to the growth and development of the department.

Business (continued)

### **Challenges:**

- Challenges impeding growth include a need for faculty. The department has 2.0 full-time faculty and 10 part-timers. However, with load banking being used, the department has one full-time instructor leading the program and attending to departmental business. This limits the full-time instructor's availability for students, committee involvement and new course development.
- In addition, members of the business department have held numerous campus positions including Division Chair, Pace and Weekend Coordinator, Faculty
- Instructors in the department have served in the capacities of Staff Development Chair, Academic Senate, etc. The release time attached to many of these positions also reduced the teaching load of full-time faculty.
- Retention rate of Business 186 and 187 should be improved to contribute to future growth. Providing more tutors would also contribute to increased retention and growth.

### **Faculty/Staff Development Needs:**

- Request an additional 1.0 permanent instructor.

### **Curriculum Needs:**

- Support for pre-requisite development.
- New courses as recommended by the advisory committee.
- Add an English comprehension pre-requisite requirement for Accounting Principles (BUS186).
- Reinstigate the Business 186 orientation module.
- Offer on-line instruction for the Real Estate program.
- Integrate SLOs in all classes that are part of the Business Department.

### **Physical Resources Needs:**

- Complete regular three-year rotation for equipment upgrades in labs.

### **Support Services Needs:**

- Increase support for the accounting tutor service.
- Financial support for SLO validation documentation.

## ***Chemistry***

### **Mission:**

Description: Chemistry ranks as one of the oldest of college-level programs. Chemistry courses can be prerequisites for biology, biochemistry, biotechnology, medicine, pharmacology, environmental science, geology, engineering, art conservation, food science, and other fields. The program offers courses ranging from introductory to organic chemistry. The department also offers laboratory science courses serving the diverse needs both of general education students and science majors, including students planning to transfer to 4-year or graduate institutions. There are three full-time instructors, four part-time instructors and one technician in the department.

### **Description:**

The program has grown significantly over a relatively short period. Productivity has also grown proportionately. The trend appears to favor relatively strong enrollments in coming years. Existing faculty in the more advanced courses can handle modest further growth. However, some of the Chemistry 119 section sizes are already larger than is appropriate for optimal learning and optimal laboratory safety. The program is exceptionally well equipped with instrumentation for hands-on student laboratories. However, the laboratory rooms and associated support areas are located in the oldest and perhaps most dilapidated instructional building on the campus. New facilities, via the hope and promise of state and local bond funds, will be very welcome in whatever future year they reach completion.

### **Goals:**

- Current course offerings should be maintained, with an emphasis on maximizing hands-on student laboratories.
- Strong recruitment and retention efforts should be continued, to maintain and where feasible, strengthen course enrollment and offerings.
- Continue systematic and sustained efforts toward a more complete departmental “outcomes” evaluation program, based primarily on systematic integration of the American Chemical Society’s nationally normed examinations at the introductory, general and organic chemistry levels.
- Continue working with MCHS, programs such as Weekend College, and outreach efforts.
- Work to schedule and facilitate a multi-year program of infrastructure modification and replacement in the chemistry laboratories. The need for this work may be eliminated with the construction of a new science center.

### **Strengths:**

- The education level and experience of the faculty is a major strength of the department.
- High retention and success rates reflect strong teaching abilities.



## Chemistry (continued)

- The transfer and acceptance rates from CCC to CSU and UC Berkeley is evidence that students completing chemistry and other science courses at CCC are well prepared. Student success in passing the American Chemical standard exams is further evidence that teaching meets national standards.
- A number of successful grant applications over the past several years have brought a level of major instrumentation that is practically unsurpassed for hands-on student use at the community college level.
- The Chemistry Department has strong and significantly increasing FTES.
- Mentoring and internships opportunities provide students with practical experience and networking which will prove invaluable in their professional careers.
- Faculty and the Center for Science Excellence have been very active with outreach to the secondary schools. Dr. Ledbetter has consistently worked with Middle College High School and recently, a Forensics career path was added to MCHS by Dr. Ledbetter and the CSE. The department has a strong relationship with UC Berkeley and has co-authored several grants.

### **Challenges:**

- Laboratory space is adequate, but the old PS building is seriously flawed and aging and in need of renovation, seismic retrofit or (as appears increasingly the best option) replacement. Both stock room and preparation areas are very cramped and below current standards.
- Continuing acquisitions are needed to maintain and in some cases replace aging small instrumentation and laboratory equipment. Some of the Chemistry 119 section sizes are already larger than is appropriate for optimal learning and optimal laboratory safety.
- Additional sections and faculty may need to be added. Due to age, wear and tear and maintenance factors ventilation, plumbing, electricity and safety are an issue in the chemistry labs and building (PS).

### **Faculty/Staff Development Needs:**

- In response to increased section and faculty leaves etc., the department has increased the part-time pool and is currently adequately staffed. However, this will be an area to keep an eye on in future years, as time and turnover begin to take their toll.

### **Curriculum Needs:**

- Some of the Chemistry 119 section sizes are already larger than is appropriate for optimal learning and optimal laboratory safety. Additional sections and faculty may be needed. The administration has generally been supportive of needs for sections, albeit within budgetary constraints.

Chemistry (continued)

**Physical Resources Needs:**

- Laboratory space is adequate, but the old PS building is seriously flawed and aging and in need of renovation, seismic retrofit or replacement.
- Both stock room and preparation areas are below current standards.
- Classrooms should be wired (or wireless) to accommodate computer networking.
- A new facility would be justified given the current needs and condition of the physical area.

**Support Needs:**

- The budget for supplies is strained and depends significantly on the infusions special grant funds and even from MCHS funds. Funding for student stockroom assistants also remains tight.
- Perhaps even more critical is the need for the college to develop a reliable arrangement for timely maintenance and repair of major instrumentation and equipment needed by the program. This is a campus-wide policy and funding gap that the college ought to be addressing, as it is certainly not just chemistry for which this is a concern.

## ***Computer & Communications Technology***

### **Mission:**

The Computer and Communications Technology Department is committed to vocational education that supports the needs of community and promotes access to education and practical application to the areas of electronics theory, repair and applications as well as computer repair and network communications.

### **Description:**

This department was formerly known as the Electronics Department. Dating back to the 1950's, with a history of pioneering trends through the development of technology, this department has weathered the ups and downs of technology and has demonstrated remarkable resilience through decades of service to the community and service industry. This department has serviced the campus computer network, telephone systems, voicemail, football field P.A. and communication systems, elevator phones, satellite systems, campus lighting, burglar and hold up alarms, clock systems and fire alarm systems as well as battery back-up systems. This department also was the first to install solar panels to back-up primary radio communication systems for the police department and campus.

The CCT Department is moving forward in a dynamic fashion, recreating itself to facilitate the changing needs of industry and the community at large. Beyond the curriculum, the department is seeking grant monies to further supply modern lab materials and equipment. This also involves creating and re-establishing relationships with vendors and community agencies.

The department is currently as streamlined and efficient as a small department can be while supplying typically expensive programs to the community and industry. The difficulties experienced by the department are not uncommon to other like programs throughout the state and the nation. Programs such as CCT are often fueled by trends in society and popularity of various existing and emerging technologies. Staff must continually upgrade their skills and knowledge with technology to remain effective and credible for the student population.

### **Goals:**

- To continue to develop the curriculum to current industry and community needs such as offering casino gaming technology courses.
- Partner with the Gaming Casinos and IGT (International Gaming Technologies) to offering casino gaming technology courses.
- Dovetail new courses with allied departments such as CIS and CS even though inherently different curriculum, the dynamics of the variations of the disciplines could be connected.

## Computer and Communications Technology (continued)

### **Challenges:**

- Employment opportunities and technology advances are constantly changing. To keep up with this change, there is a need to update the curriculum on a regular basis.

### **Faculty/Staff Development Needs:**

- Staff development is vital for the faculty teaching in this program. The rapid change in technology requires faculty to update the knowledge of the field each year. It is imperative for funds to be made available to support the staff development needs of faculty.

### **Curriculum Needs:**

- The department has revamped its curriculum, deleting two courses that are obsolete (CCT 110 - Application of Math to Technology and CCT 180 - A+ Certification Exam Preparation) and developing courses for the Certificate of Achievement so students receiving this certificate would meet industry needs.
- The department also developed courses in wireless technologies. These courses are awaiting College Instruction Committee approval.
- Solar Technology will be added to curriculum in the Fall of 2008.

### **Physical Resources Needs:**

- The department has recently moved into the new Computer Technology Center where they are enjoying the new up-to-date environment. The new facility has also given the department an opportunity to increase their enrollments by offering more 9-week courses.

### **Support Services Needs:** None

## ***Computer Information Systems***

### **Mission:**

The mission of the Department of Computer Information Systems and Business Office Technology is to develop and enhance an individual's professional competence in the areas of computer and related technologies. The goal of each major is to provide a focused curriculum to enable students to compete successfully in the job market, while also providing sufficient breadth to facilitate lifelong learning. Each major offers the student an opportunity to obtain a thorough knowledge of the field of study, develop the professional competencies to communicate that knowledge, and acquire a value system enabling the student to make sound decisions regarding the many ethical issues that confront professionals in the workplace.

### **Description:**

The Computer Information Systems Department (CIS) teaches vocational skills of a technical nature to students planning on careers in industry, government and other organizations. CIS also teaches academic knowledge of a technical nature to students planning on further college-level studies. The CIS department trains students to use computers, connect them into networks, and program them for automatic operation. CIS bases its curriculum on personal computer hardware.

At CCC, CIS is one of several departments that teach various facets of computer technology. Other departments include Computer Science, Computer and Communication Technology, Business Office Technology, and Graphic Communications. CIS and CS both teach programming, but CIS emphasizes the implementation and application of computer technology, rather than the design and engineering of it. CIS relates to CCT, but emphasizes computer software rather than hardware. CIS overlaps with BOT in teaching software usage, but goes further by teaching network protocols and computer programming. CIS relates to Graphics in the use of software with a graphical user interface, but CIS does not teach the art of design implementing such software. There are other programs and course offerings that interface with CIS including an award winning Robotics program (with MCHS), and High Performance Computing.

The department currently has three permanent instructors. CIS employs at least four part-time instructors.

### **Goals:**

- Continue discussions about merging computer related technologies into one department.
- Increase quality of programs.
- Reduce the number of sections offered in courses that are under-performing. focus on evening sections.
- Investigate opportunities for current faculty members to attend industry conferences and seminars to keep current with technology.

## Computer Information Systems (continued)

- Investigate alternative delivery of classes through the high schools IT academies and online courses.
- Update the web page.
- Actively pursue contract education opportunities.
- Pursue developing outreach programs with surrounding community including senior programs, 2+2 programs and high school internships.

### **Strengths:**

- This CIS department is proactively considering issues that influence declining enrollment, such as the relationship of its curriculum with that of other computer-related departments on campus, the progressiveness of its own course curriculum, the convenience of its course schedule, the location of lecture classrooms, the adequacy of computer lab resources, and the ability of its faculty to keep abreast of technology, etc.
- CIS is housed in a new Computer Technology Center.

### **Challenges:**

- The trend across the state is declining CIS enrollment in the face of increasing community college enrollments. Interfacing and communicating with all of the interrelated departments and programs is a constant challenge.
- Outreach to increase enrollment remains a challenge.
- Regular meetings of an advisory committee will also be a challenge, as will continued work on SLOs.

### **Faculty/Staff Development Needs:**

- In this rapidly changing field, it is more vital than perhaps in any other department that instructors stay current and certified. Any 10-year plan should include release time for faculty to attain certifications and retraining.
- As new courses/sections are added to meet new industry needs and technological advancements, new part-time instructors will need to be hired.

### **Curriculum Needs:**

- Curriculum must be continually upgraded to accommodate new technology and remain current.
- Development of on-line and hybrid courses
- Software training.
- Curriculum needs to be reviewed and updated to increase enrollment. Developing on-line or hybrid courses may help in increasing enrollment, but their development is a challenge.
- Consolidation and integration of CIS/BOT/HPC, etc. will continue to be challenging.

- Computer Information Systems (continued)
- Creation of 2+2 programs with the high schools, particularly with tech futures, will be a challenge and probably require curriculum upgrades.

**Physical Resources Needs:**

- Computer and Computer peripheral equipment has a much shorter life than this plan (10 years) and will need continuous upgrade and replacement to stay current. This should be built into any 10-year plan.

**Support Needs:**

- Computer-related tutors for students.
- Web page support and maintenance.
- New industry partnerships should be nurtured.
- New outreach to high schools should be nurtured.
- Support for 2+2 Articulation Agreements.

## ***Earth Sciences***

### **Mission:**

The Earth Sciences department is composed of three majors: anthropology, earth sciences, and geography. These majors share elements of each other's disciplines. Integration of these elements allows a holistic approach to the study of the human experience on our planet.

### **Description:**

In September of 1997 the CIC approved the creation of a new program, Earth Sciences. This is an interdisciplinary look at the earth from the viewpoint of the disciplines of geography, geology, archaeology, chemistry and physics with field and lab work as components. The major objective of this course of study is to apply scientific knowledge to an ever-increasing understanding of the earth and earth systems, and to prepare the student for several possible upper division majors dealing with environmental concerns and or geographical and geological processes. The entire program consisting of Earth Sciences, Anthropology, Geography and Geology are now completely contained in one division.

The department teaches lecture and laboratory courses to a wide variety of students: general education students seeking to fulfill a lecture or laboratory science requirement; and transfer majors planning on continuing their education.

One full-time faculty and 6 part-time adjunct instructors teach the courses with no technical support.

### **Goals:**

- Course offerings should be expanded to include a physical anthropology laboratory and a GIS lab.
- Field trip sections should be increased.
- Student retention and success levels should be maintained.
- Re-examine current scheduling of classes. Constant awareness of scheduling may lead to a better pattern of course offerings.
- Need to expand lab space into LA-203 (just the first 10 feet of the east side of the room. This portion communicates with the office space of LA-205.
- Request one more full-time, tenure-track faculty.
- Plan for a new GIS certificate.

### **Strengths:**

- The department has experienced a very hefty growth rate of about 25% per semester.
- Enrollments in the Earth Sciences department exceed all departments within the Natural, Social and Applied Science Division, with the exception of Math and Biology.
- The department has seriously pursued alternative scheduling approaches and offers courses in the PACE program, Weekend College and Afternoon College.



## Earth Sciences (continued)

- The department has an excellent relationship with Middle College High School.
- Consistency and relevance of multiple-section courses is maintained by regular discussion and faculty evaluation.
- The faculty is committed to teaching writing, verbal and critical thinking skills.
- The department has been pro-active in obtaining equipment and grant funds.
- Other strengths noted by the validation team include a strong departmental chair, good curriculum, completed SLOs and a high percentage of student retention and success.

### **Challenges:**

- The department operates with no classified staff members. Continued expansion may necessitate the hiring of staff.
- Part time faculty currently teaches about 35% of the department's load, an amount inconsistent with AB1725 guidelines.
- Limitations to growing enrollment include pre-requisites (implemented to enhance student success), lab enrollment limits dictated by space and equipment availability and faculty load.
- No formalized recruitment or community outreach exists, although informal recruiting efforts do occur.

### **Faculty/Staff Development Needs:**

- Add a full-time, tenure track faculty member to accommodate current growth trends; part-time faculty teaches 50% of the departmental load.
- Hire a part-time staff support person
- Staff development activities are needed, particularly involving technology (GIS)
- Staff development training on administrative technology functions such as spreadsheets, on-line class development, on-line postings and more effective use of the internet would improve faculty's efficiency.
- Staff development support for attending conferences, workshops, seminars, etc.

### **Curriculum Needs:**

- New courses should be added, particularly in GIS and a physical anthropology laboratory class.
- Develop a certificate program in GIS.
- The Earth Sciences program is in a good position to offer a physical anthropology lab in conjunction with ANTHR140. This would meet the needs of students in other programs such as nursing and alleviate some of the pressure placed on the biology program.

Earth Sciences (continued)

**Physical Resources Needs:**

- Facilities are too small for the increase in program size. This program, along with other sciences, should be relocated into a modern facility with current teaching technology.
- The department needs a laboratory room with all lab table space for approx. 50 students. Ideally this would be a combination of LA-207, LA-205, and a portion of LA-203 (ten feet of the east end of the room).
- If a new science complex is built, this department should be relocated to that facility.

**Support Needs:**

- Lab space to support new sections.
- Support with recruitment efforts and community outreach.
- Program specific tutoring is needed.
- The department is housed in a classroom that is 38 ft. x 22 ft with 49 desks. It also has an office space and storage room approx. 12 ft. x 22 ft.
- The addition of the eastern 10 feet of LA-203 will finalize space needs for the program and allow us to offer more and more varied lab sections.

## ***Engineering Department***

### **Mission:**

The mission of the Engineering curriculum is to emphasize transfer bound engineering student's sound foundations in the following areas: mechanical drawing, properties of engineering materials, statics and circuit analysis. Students will learn all aspects of the fundamentals of engineering as preparation for their continuation to a four-year institution. This curriculum will remain current with the latest theoretical and technological changes associated with general engineering and all courses will be articulated with regional universities.

### **Description:**

There is no AS Degree or Certificate in Engineering. This is a transfer program. Currently, there is one equivalent full-time faculty member and no part-time faculty assigned to the Engineering and Drafting Program. With the pending retirement of this instructor, the program may reduce its class offerings and no longer offer the major.

### **Strengths:**

- Student Learning Outcomes are in place at the course level.

### **Challenges:**

- The department's productivity has been historically low. An aggressive marketing and recruitment plan to increase enrollment may be one way to increase productivity. Another alternative is to eliminate the program and consolidate the program at one of the sister colleges. If this option is taken, there may have serious consequence in attracting science students to the college. The effect will be felt quickly in Physics, Mathematics, Chemistry, and Biology Departments.

### **Faculty/Staff Development Needs:**

- Possibility of hiring part-time faculty to replace the instructor who is on banked load leave.

### **Curriculum Needs:**

- Consolidate drafting and drawing courses using multiple concurrent classes.

### **Physical Resources Needs:**

- Budgetary support from the College to upgrade software and hardware (such as upgrading hardware in computer lab to accommodate AutoCAD 2004).
- Currently DVC Lab is used for the Engineering Materials Lab. A physical space on the CCC campus is needed if this program continues.

Engineering (continued)

**Support Services Needs:**

- Build a strong gateway program for Physical Science areas.

## *La Raza Studies*

### **Mission:**

### **Description:**

The La Raza Studies Department is a unique program that was born out of the civil rights era. With the purpose of empowering students to gain an awareness of political, economic, social, psychological and educational issues faced by Latinos in the U.S., the program currently offers courses in psychology of La RAZA, political science, Spanish grammar and composition for Spanish speakers, Latin American history, Chicano/Latino literature, and college success. It is an interdisciplinary program offering courses from various academic disciplines. The department offers an Associate of Arts degree. Additionally, many of the courses in the department fulfill degree and transfer requirements and two courses in particular satisfy the cultural pluralism requirement for graduation.

### **Goals:**

- Engage administration in exploring the hiring of a full-time faculty member/department chairperson.
- Revise and administer student survey.
- Explore the possibility of cross-referencing courses in college catalog and schedule.
- Have orientation meetings with the counseling department and other academic departments.
- Continue semester mailing to students.
- Continue to sponsor cultural and educational events.
- Advertise in the Advocate.
- Begin community outreach by attending community functions and Latino events.
- Identify viable La Raza Studies programs at other colleges and engage in discussion with colleagues.
- Send a team of faculty to attend ethnic studies conferences to become aware of current trends in curriculum.
- Implement an end-of-semester evaluation to assure that curriculum is meeting student needs.

### **Strengths:**

- This program supports the highly successful METAS program. The program also has devoted and concerned faculty from different departments all of whom are part-timers.

LaRaza (continued)

**Challenges:**

- The lack of a full-time faculty member in the department creates a significant challenge, which makes for a disjointed program that lacks cohesion and committed leadership.
- Another challenge is low enrollment and productivity.
- Lack of awareness of program existence and a negative image of the department are often cited as challenges.
- Responding to the changing needs and expectations of students will continue to be a challenge.
- The department is highly dependent on part-time faculty.
- Curriculum would benefit from further analysis with the goal of updating and making it more attractive to broad cross-section of the total Hispanic community and the community at large.

**Faculty/Staff Development Needs:**

- Hire or assign a full-time faculty.

**Curriculum Needs:**

- Provide funds for curriculum development to keep courses up to date.
- Provide “Start-Up” expense budget.

**Physical Resources Needs:** None

**Support Needs:** None

## ***Mathematics***

### **Mission:**

The Department of Mathematics at Contra Costa College is committed to helping all students achieve their educational, vocational, and lifelong learning goals by providing relevant courses, high quality instruction and effective student support services. The department is also committed to campus-wide and community outreach efforts that increase the number of students who study mathematics.

### **Description:**

The Department of Mathematics is one of the largest academic units on the Contra Costa College Campus, serving between 1000 and 1100 students each semester. Students who take courses come from all age, ethnic, and socioeconomic backgrounds and represent nearly every major and educational objective.

The department consists of seven full-time professors and three part-time instructors.

### **Goals:**

- Revise curriculum offerings in terms of new courses, timely revisions of current course content, increased flexibility of scheduling throughout the day, and greater utilization of alternative delivery systems including the use of online reaching.
- Secure more financial resources via grants and increased FTES to bring additional staff, equipment and teaching and learning resources to the Department.
- Increase the number of staff development and leadership opportunities for both full-time and part-time faculty via conference participation, committee participation and sabbatical projects.
- Increase the number of collaborations with other units and student services on campus via student services committees, grant writing and special projects.
- Hire a permanent Instructional Assistant to monitor the tutoring activities in H2.
- Expand tutoring services securing the physical space to accommodate this increase.
- Plan for anticipated retirements within the next four to six years, including the hiring of a faculty member with a strong background in statistics.
- Continue data collection and analysis related to student retention and success.
- Increase the number and quality of community outreach activities including CSE, MCHS, Community Math Project, and the Saturday Math Academy. Secure funding to maintain existing projects.
- Develop an assessment plan for SLOs.

### **Strengths:**

- The department has proven effective at acquiring grants. Curriculum has undergone tremendous revision and review including enhancements to the tutoring program, the use of alternative delivery systems, addition of new courses and more flexible scheduling. The department has a diverse faculty. The department is committed to serving students.

Mathematics (continued)

**Challenges:**

- Challenges include revising curriculum to reflect workforce changes, creation of new majors at 4-year institutions, and dramatic changes in accountability standards.
- Developing accurate tracking mechanisms for students using tutoring services is an ongoing challenge.

**Faculty/Staff Development Needs:**

- Hire a permanent Instructional Assistant to monitor the tutoring activities in H2.
- Plan for anticipated retirements including the hiring of a faculty member with a strong background in statistics.
- Assign load credit for instructors who work in and monitor the tutoring area.

**Curriculum Needs:**

- Future curriculum development may involve adding a computer lab requirement to the statistics course. This would necessitate purchase of an educational software package.
- Add a formal computer component to Math 200 and 292. (Purchase of MatLab, MAPLE and DERIVE software packages).
- Develop new courses in the following areas: Math for High School Teachers, Math Appreciation, and College Algebra.
- Updated mathematics software needs to be acquired to install on lab computers.

**Physical Resources Needs:**

- Faculty offices and the tutor lab need to be relocated into AA-213 Skills Center to increase the square footage of the tutoring and office space complex that is currently located in H-2. It is over run daily between 9:00 a.m. and 1:00 p.m.
- The department needs access of one smart classroom with multi media system.
- Use of 1 smart classroom with multi-media system.
- Add pull-down project screens for all mathematics classrooms.

**Support Needs:**

- Full classroom set (45) graphing calculators, scanner and math software.
- 3 new faculty computers
- The department will not be able to sustain tutoring projects in the long-term without budget augmentation and commitment from administration to make sure this funding is a reality.



Mathematics (continued)

- Currently, instructors receive no load credit or other monetary reward for the time spent working in the tutoring area. The department will examine the DVC model where instructors receive load credit for the time they spend working in the math lab. Support from administration to find an equitable solution is needed.
- The Department would like to explore the feasibility of receiving a fixed percentage of the overhead monies generated from grants written by faculty.

## ***Physics/Physical Sciences***

### **Mission:**

The CCC Physics and Astronomy Department offers the full spectrum of lower division (freshman/sophomore) physics courses along with one elementary astronomy course. The general education courses, namely Descriptive Physics, Descriptive Physics Lab and Elementary Astronomy, satisfy general science requirements for both AA/AS and four-year transfer schools and also serve as a stimulating course for any interested individuals in the community. The two sequences for science and applied science majors are appropriate in rigor and content for transferability to four-year institutions. The department promotes high standards of evaluation, stay current with curricular materials and strive to create a highly supportive climate.

### **Description:**

The department was established over 40 years ago and provides transferable courses to non-science majors as well as a wide variety of science majors. Virtually all of these students are in a transfer-track program where they plan on continuing their education at either a CSU or UC.

The courses taught could be divided into two categories, general education science courses that have no prerequisites and courses for Physics majors that have high-level math courses as prerequisites. Approximately 75% of the students enrolled are in the GE courses, with the remaining 25% in the courses required for the major. The department offers an AS degree in physics.

Science involves quantitative reasoning and critical thinking skills. Laboratories allow students to explore and learn in a more open framework. Computers and technology are an integral part of all classes. The major courses use scientific software programs regularly.

The program has two full-time instructors.

### **Goals:**

- Continue offering all its courses and constantly monitor enrollment and retention trends.
- Evaluate existing laboratory equipment and determine what needs to be replaced and the cost of replacement.
- Generate a list of new laboratory equipment needed and its estimated cost.
- Network with the appropriate organizations and persons in order to bring in equipment funds.
- Continue to participate in the College Open House and have Planetarium shows for local schools.

## Physics/Physical Sciences (continued)

### **Strengths:**

- The department nurtures strong links between all division departments and because of the comprehensive nature of the course offerings, science students can transfer directly from CCC to CSUs and UCs. The program is in a period of growth, showing substantial increases in FTES, FTEF, productivity and apportionment income.
- Instructors and the department are committed to helping students achieve their educational goals. The department supports the use and structure of the Center for Science Excellence. The department has done extraordinary outreach to the high schools, especially Middle College High School and Richmond High School. The department is also doing outreach to Middle School and Elementary School children.
- The majority of students in the department intend to transfer, thus the department is assisting the college transfer rate. The Quality of teaching is a priority for the department and remains very high. All instructors have office hours exceeding the required 5 hours per week. All instructors also take on additional roles and responsibilities to ensure student success.

### **Challenges:**

- There are only three factors that limit enrollment, prerequisites to courses, lab space limitations, and room space limitations. The department is committed to offering ALL the necessary courses required for transferring, even if this means teaching low enrollment courses and taking a hit on productivity. These courses are needed for students to transfer and it would be a disservice to the students if the necessary courses were not available.
- The department is equipment dependent, especially the laboratories. Some of the lab equipment in use has been there since the inception of the program (40 years). There is a severe need for updated lab equipment.

### **Faculty/Staff Development Needs:**

- There is a need to hire a part-time instructor.

### **Curriculum Needs:** None

### **Physical Resources Needs:**

- The State has provided capital improvement funds to modernize this program's area. The program's lab and lecture spaces are old and in need of updating. A new or renovated facility is needed.
- The planetarium is old and not accessible for disabled students. It needs to be replaced.

Physics/Physical Sciences (continued)

**Support Needs:**

- The purchase of lab equipment such as software for the digital storage oscilloscopes.

## ***Social Science***

### **Mission:**

The Social Science Department is committed to promoting student learning by providing the highest quality instruction across all five of the Disciplinary Programs (Economics, History, Political Science, Psychology, and Sociology) and the single disciplinary field of Social Science. These six disciplines share a common interest in the study of human behavior and social institutions. The programs, curricula and courses are designed to provide students with an enhanced understanding and appreciation of the human condition within a variety of social and cultural contexts at both the local and global level. Students will gain a theoretical and a practical knowledge that will help them look critically at the world around them and encourage them to become productive and responsible citizens. Most of the courses offered meet California Articulation Requirements; therefore, programs, courses, and instructional standards must also ensure the successful transfer of students and majors to a University of California or a California State University campus. By maintaining the California Articulation Standards, the college also will be provided general education students and life-long-learning students the best instruction across all of the Social Science Disciplines.

### **Description:**

The Social Science Department is composed of the following six academic disciplines: Economics, History, Political Science, Psychology, Social Science and Sociology. All disciplines, except Social Science, offer an AA degree. The department is one of the largest on campus. The department offers approximately 48 classes each semester with an average enrollment of 27 students per class. Many of the courses fulfill General Education Requirements for both the AA and BA degrees.

The department has five full-time instructors and share one full-time faculty with African American Studies. Of the courses offered by the department, about half of them are taught by AC or C-Contract faculty.

### **Goals:**

- Ensure that courses maintain integrity of academic standards and provide for the development of writing skills, quantitative reasoning, and critical thinking.
- Improve the availability of courses by encouraging the development of on-line courses.
- Informally survey faculty to see if there is an interest in using new technologies in the classroom.
- Assess the feasibility of offering CAN courses that are not being offered (HIST 14, 16, PSY6, 8 and 10).
- Re-write and resubmit the course outline for SOC 221 to gain CAN approval.
- Assess which classes, if any should be resurrected.
- Increase enrollments in Social Science 140, the women's studies course.
- Faculty will periodically assess and update their course outlines to: A) meet CCC standards, and B) meet IMPAC recommendations.

## Social Sciences (continued)

- Produce a simple brochure that introduces Social Science courses and explains the benefits of taking these courses and majoring in the disciplines.

### **Strengths:**

- Department exhibits good productivity at over 17 FTES/FTEF.
- Also the retention rate is well above college averages.
- The range of course offerings in the department is diverse and impressive.
- The department is a vital component of the PACE and Weekend College programs.
- The department also has been innovative in that it has developed both on-line and tele-courses to accommodate students. The department has maintained the highest number of CAN courses.

### **Challenges:**

- Full-time to part-time ratio is a challenge.
- Enrollment in the Women's Study courses is low.
- Evaluation of part-time faculty needs to be consistent and updated.
- The Department Chair needs to have a complete set of course outlines and syllabi.

### **Faculty/Staff Development Needs:** None

### **Curriculum Needs:**

- Please see goals.
- Continue to develop SLO's for course and majors.

### **Physical Resources Needs:**

- Improved classroom facilities. Most of the courses are taught in the aging LA building. Many of the supporting facilities in the building are in disrepair.
- Additional smart classrooms should be made available to the department.

### **Support Needs:** None

## ***Center for Science Excellence (CSE)***

### **Mission:**

The mission of CSE program is to attract, support, retain and transfer students in Science, Technology, Engineering and Mathematics (STEM) fields.

### **Description:**

Center for Science Excellence (CSE) is a 2001 Presidential Award winning academic support program housed within the Natural, Social and Applied Science Division at Contra Costa College. CSE provides students strong academic support in biological, physical and computer sciences, technology, engineering and mathematics; enhances students' academic experience while they are in the first two years of their undergraduate school; prepares students for a seamless transfer process to universities; and increases the number of students from the financially and academically disadvantaged groups in the STEM fields.

### **Goals:**

To achieve its mission, CSE strives to provide its students the following

- a safe learning environment and study area in PS 107 and 109;
- academic and career mentoring by professors and professionals;
- faculty led workshops in chemistry, physics and mathematics;
- peer tutoring in biology, chemistry, physics, mathematics and engineering;
- opportunities for community service
- seminars or presentations by field professionals;
- academic trips to places with science and technology emphasis;
- information on scholarships and research internship opportunities;
- monthly stipends and paid summer research internships when funding from external sources allows them.

### **Strengths:**

- CSE is a well-managed program and it receives strong support from administration, faculty and student services. CCC academic advisors help students develop their Educational Plan, Financial Aid Office staff assists students applying for FAFSA, Transfer Office staff assists in transfer application process and Scholarship Office staff gives information on available scholarship opportunities.
- CSE students apply for and receive summer research internship offers from national research labs, universities, industries and teaching hospital. More than eighty percent of CSE students transfer to four-year universities to obtain their baccalaureate degree.

## Center for Science Excellence (continued)

### **Challenges:**

- CSE program sees a gradual decrease in the number of its African American students, especially male students. The number of Hispanic students increases while the number of Asian, Pacific Islander and Caucasian students remains steady.
- Incoming students seem to have less mathematic and science preparation in their high school, hence, more students have to take pre calculus and introductory science classes.
- The CSE program also provides a monthly scholarship of \$312.50 to its National Science Foundation scholars so that students can reduce their workload and concentrate on their education instead. However, most students still have to work off campus to meet their financial needs and family obligation.

**Curriculum Needs:** None

**Physical Needs:** None

### **Faculty/Staff Needs:**

- CSE mentoring occurs through the INDIS 095 classes. Due to the new infusion of NSF grants, the program sees a sharp increase in the number of students in each mentoring class. As enrollment increases, more faculty mentors will be needed.

### **Support Services:**

- The college needs to hire a student worker to monitor/supervise the computer/study room PS 107. The room is used as for drafting and computer programming classes and also as a study room by all students. Students sneak in food and drink to consume despite “no eating/drinking” signs. Students also tamper with the computer software and hardware despite posted signs of rules. The CSE director, science faculty and staff sporadically check the facility but cannot supervise the room adequately.
- Student users log in and sign up for Math 875N course when they use PS 107. Math 875N generates high FTES for the campus, hence, it is vital to keep PS 107 open and have the room and its equipments well maintained.



## ***Communication, Liberal Arts, Skills & Services CLASS Division***

### **Mission:**

The Communication, Liberal Arts, Skills and Services (CLASS) Division is committed to helping the diverse student body at Contra Costa College achieve their personal, academic and educational goals. The CLASS Division is uniquely qualified to assist students towards mastering basic skills, developing critical and independent thinking skills, assessing values and ethics, and developing and appreciating the esthetics of creative and performing arts. The primary responsibility of the CLASS Division is to support and educate students through an ongoing assessment process that fosters self-development, skills building, oral and written communication, creative arts, and visual expression. To this end, the CLASS Division will promote a challenging, learner-centered, life long learning environment by providing counseling, and curriculum and instruction that respects the individuality and potential growth of students.

### **Description:**

The CLASS Division Office is a first-line management office and basically serves as a liaison among all other administrative offices, faculty and students. The Division Dean reports directly to the Senior Dean of Instruction.

The CLASS division office is responsible for the overall operation of the programs and services in the unit. This includes all matters related to eleven departments/units, the Knox Center and College Skills Center. The departments/units are as follows: Art, Drama, English, English as a Second Language, Foreign Languages, Journalism (includes Graphics & Media Communication), Music, Philosophy & Humanities, Speech, Academic Skills and Counseling and other Student Services units. The chair of each department reports directly to the Division Dean. At present there are forty-one full-time faculty members, ninety part-time instructors (this number fluctuates each semester), and four full-time, three part-time and one hourly-classified staff in the division.

The Division Dean has one full-time Administrative Secretary who supervises one part-time CalWorks student assistant. The duties and responsibilities of the Administrative Secretary and the Division Dean are wide and varied.

### **Goals:**

- Increase student participation in the division's satisfaction survey.
- To support enrollment growth.
- Support the development and implementation of SLO in the departments within the CLASS Division.
- The Division Dean will continue to work closely with the Senior Dean of Students in the student services areas/units that impact the instructional departments in the division e.g. Admissions & Records, Counseling and Matriculation.

## CLASS Division (continued)

- The Division Dean will continue to work closely with Counseling and Athletics to develop a comprehensive and ongoing counseling support program for Athletics. This includes providing counseling services, instruction, follow-up/early alert on student athletes and support to the coaches.
- The Division Dean will continue to provide support to the Puente Project in securing funding from the College.
- The Division Dean will continue to support the coordination of the PACE/Weekend College.
- The Division Dean will seek resources to update some of the technological equipment in the Division Office.
- The Division Dean will support the English Department in working toward developing and implementing an information competency graduation requirement with English 142B fulfilling this requirement.
- The Division Dean will continue to support the ESL Department in the implementation of the new computerized assessment program for ESL students.

### **Challenges:**

- The division is located in the LA Building. That building has been cited as one of the most seismically challenged buildings on the campus. It may need to be demolished.
- Continue to explore and secure other funding sources for the Speech/Debate Team program and Activities. CCC's award winning program is always scrambling for funds to compete on the regional, state and national levels.
- Continue to explore and secure other funding sources for the Drama Department annual productions. Departmental budget constraints limit the quality of productions that the department seeks to produce.

### **Faculty/Staff Development Needs:**

- Continue to replace full-time faculty as they leave.

### **Curriculum Needs:** None

### **Physical Resources Needs:**

- The LA building is fraught with seismic issues that may require demolition. In that event the division office will need to be relocated.
- Space is needed for the Speech Department and the college literary magazine, CURRENT. Both programs could be expanded if the appropriate space existed. .
- The Graphics area could expand its course enrollments if the area it currently occupies could be expanded by removing the closet and storage space to make the lab larger. A remodel needed in this area. It could result in an increase in students who could take digital art and photography classes.
- The Performing Arts Center is in need of modifications and updating in the backstage area. In addition, there are some ADA access issues in the theater

CLASS Division (continued)

- seating area that need to be addressed, along with some updating of the lighting and sound systems in the facility.
- If the LA Building is replaced, the division office then needs to be included in the new building.

**Support Services Needs:** None

## ***Academic Skills***

### **Mission:**

A significant number of students enter Contra Costa College without the necessary skills to succeed at college-level work. The Academic Skills Department is committed to preparing these students to succeed in college by offering academic and personal support through a variety of courses and services. The department believes that students have the capacity to gain the appropriate skills needed to succeed in college when we provide an academic environment that fosters learning and a positive self-image. We achieve this by maintaining high standards and expectations, offering caring and highly qualified instructors, and providing numerous opportunities to succeed. Upon successful completion of the coursework in the department, students will be ready to enter English and math courses required for an Associate degree as well as begin courses necessary for vocational certificate programs. In order to carry out the mission and to support students in their quest for success, the faculty within the department must work as a team, collaborate with faculty and other disciplines, and maintain a strong partnership with the counseling department.

### **Description:**

The Academic Skills Department (ACSKL) was established in the fall of 2000 to help fulfill CCC's commitment to develop a comprehensive and effective basic skills program to move under prepared students successfully into the College mainstream. The classes provide instruction in reading, writing, and/or mathematics, with a major focus on the development of study skills and other habits of effective college students. In addition to providing classes, the program provides support through a variety of collaborative ventures. The Department also works closely with counseling, the College Skills Center, DSPS and EOPS, as well as other college programs and departments, in order to provide a comprehensive support system for these at-risk students.

### **Goals:**

- Equip students with the skills required for success in college-level entry courses.
- Offer tutor-training courses that prepare student to become effective tutors.
- Hire a new reading specialist.
- Implement the peer-tutoring component of Engl102/103 and Math101C/115C, and develop mechanisms to better monitor student's progress in these courses.
- Seek ways to continue funding the SI portion of the Title III grant after the grant expires.
- Reconvene the basic skills advisory committee and use this group to implement the ACES component of the Title III grant campus-wide.
- Establish student-learning outcomes.
- Develop and implement a common final for Math101 and Math115 classes.
- Collaborate more regularly with Math, English, ESL and DSPS Departments
- Collaborate with the English Department in exploring effective ways to assist students who seek help from faculty in the College Skills Center.
- Collaborate with basic skills faculty at other colleges.

### Academic Skills (continued)

- Establish stronger ties with area high schools.
- Continue to receive information from the Office of Planning and Research to aid the department in making informed decisions about its level of effectiveness and any need for change.

### **Strengths:**

- The department provides high quality instruction to CCC students. FTES, retention and success rates have been fairly consistent, with both retention and success rates showing improvement.
- Other strengths include Skills bank reading and writing software, Internet-based assignments, on-line web based supplement to Math 115, EverWrite and Study Smart CDs and the use of Supplemental Instruction (SI).

### **Challenges:**

- The college budget for tutoring services has decreased significantly, from over \$60K to under \$14K. There exists a need for additional resources. Funding SI after the Title III grant expires.
- There is a need to increase the number of students who matriculation from one level of basic skills to a higher level.

### **Faculty/Staff Development Needs:**

- Hire a reading specialist.
- Secretarial support needed.

**Curriculum Needs:** None

### **Physical Resources Needs:**

- The College Skills Center will be relocated to the Library and Learning Resources complex in the fall of 2007.

### **Support Services Needs:**

- Tutoring services need to be expanded to accommodate the implementation of modifications to ENGL102, ENGL103, MATH101C and MATH115C.
- Regular collaborations with Math, English ESL and DSPS Departments.
- On-going funding is needed to support the supplemental instructional aides currently funded by the Title III grant. Budget is needed for equipment and supplies. The department has essentially no budget for supplies and copying.

## *Art*

### **Mission:**

As art educators, instructors facilitate the creation and growth of visual and conceptual literacy in the college, in our community and in the culture as a whole. The goal is to provide the practical and theoretical skills necessary for students to become successful in four-year colleges, who will then appreciate, support and participate in the arts, and who will become active patrons of the arts.

### **Description:**

Art is the common language of all humanity. To understand and communicate with one another is essential to all forms of conflict resolution. To clearly see and understand each other, people must speak one another's language. Arts education fulfills this critical role. The Art Department offers three academically oriented courses which meet Humanities requirements are transferable. These courses make up 3 of the approximately 40 courses in the Art Department. There are 37 studio-oriented courses that are transferable.

### **Goals:**

- Increased full-time faculty.
- Create a full-time technician position.
- Resolve physical plant needs (discussed in the needs section).

### **Strengths:**

- Safety is a major focus in the Art Department. Annual fire safety seminars are taught in conjunction with the local fire department. The department has instituted a policy of generating incident reports to create a trail of information/notification when any safety-oriented incident occurs in the Art Department. Padlocks and lockout devices on machines have been acquired for studio safety. Ventilation systems have been installed in the Ceramics, Sculpture and Photography labs. Dust masks, latex gloves, fireproof aprons etc. have been purchased. The Art Dept. Chair has been certified in fire safety procedures, fire-fighting procedures, and emergency medical procedures.
- The Art Department benefits from focused, strong leadership that encourages all teachers to bring their individual best to their classes and work collaboratively with each other.
- Outreach classes are responsible for approx. 25% of students. In 2002, these were primarily adults. The Art Department has expanded outreach to Pinole Valley, Hercules and El Cerrito high schools in an effort to reach younger students. Communication with the secondary feeder high schools is encouraged. Additionally, the department's gallery is used to showcase works by students, faculty and other artists and occasionally puts on exhibition of CCC student work at community centers and other off-campus locations.
- The Department enjoys high productivity.
- Art from CCC has been installed in the community and throughout campus.

Art (continued)

### **Challenges:**

- Commitment to future planning of the physical plant by the administration, including timelines.
- There is an urgent need for a minimum of one full time teaching position and one full time administrative support position for the unit.
- Continued flow of information with regard to safety. In some cases, instructors are not aware of departmental policies and activities regarding safety.
- The Art Department continues to operate at a disadvantage without a full-time Technician. Repair, maintenance and operation of studio equipment are handled by faculty. With only one full-time teacher, intensive work, such as clay mixing kiln firing and related duties, are borne by this one instructor.
- The Art Building was built upon shifting soil. The building has been slowly splitting into two halves. This causes unique physical problems with windows, doors and room dividers, cracks in the floor and walls, etc.

### **Faculty/Staff Development Needs:**

- Full time faculty has decreased from 4 to 1 over the course of 30 years. Additional full time faculty is needed to return to the 4 full time faculty level, or at least get closer to it.
- The Art department needs either a full-time position in Ceramics or a Tech position to support the part-time faculty teaching ceramics.
- Continued Staff Development for Instructional Assistant.
- Staff development on integrating technology into the classroom.

### **Curriculum Needs:**

- The program plans to add a jewelry-making certificate to the curriculum offerings.

### **Physical Resources Needs:**

- The Art Program needs to be relocated into another building without the structural concerns of the current Art Building. This will allow the program to improve its studios, create a space for art welding, and create a space for jewelry making possibly house the college's robotics course.
- Possible move the Eddie Rhodes Gallery to new ASU building location or some other location on the campus.

### **Support Services Needs:**

- Grant writing and research support.
- Kiln replacement. Oldest gas kiln is over 25 years is poor conduction.
- Exterior roof enclosure for outdoor workspace.
- Upgrading wireless communication.

## ***Counseling Department***

### **Mission:**

Contra Costa College counselors embrace the belief that every human being is unique and capable of growth. To this end, counselors are committed to assist students with planning and decisions that affect their educational, career and personal goals. It is counselors' aim to provide this assistance in a confidential, positive, and supportive environment in which students feel free to voice their ideas and issues related to pursuing their goals. It is the intent, as well as the responsibility of counselors to respect the dignity and diverse needs of each student, and to encourage growth and development in the best interest of each student. Finally, members of the department strive to provide appropriate support and instruction that empowers students to achieve their goals.

### **Description:**

The counseling department plays a central and vital role in providing services to students and potential students of Contra Costa College. The team provides academic, career and personal counseling services. The counselor's primary purpose is to serve as a support to the students as they pursue their educational objectives. Counselors also provide targeted services to basic skills students as part of Title III ACES program. A major component of the Counseling Department is the Transfer/Career Center (See separate Transfer Center page). Counselors are an integral part of the matriculation process for new students. Counselors assess new students for placement into courses. Counselors provide specialized services to students on probation. The Puente program is a component of the counseling department. Counselors at CCC also teach courses focusing on college success, study skills, career guidance or personal development. The Department is comprised of a rich balance of ethnic/cultural diversity.

### **Goals:**

- Provide input and assist in refining the process and procedures for the high school senior connection and assist in evaluating the outcomes.
- Identify factors that prevent Academic Skills students from coming in to meet with counselors.
- Meet with District Information Technology to discuss ways to improve Web Advisor.
- Develop a computerized version of new student orientation.
- Develop online counseling sessions.

### **Strengths:**

- High School outreach efforts have significantly expanded the number of high school seniors who participate in the High School Senior Connection. Collaborative efforts with VTEA to fund a part-time CCC counselor to visit local high schools should be continued, especially as local high schools face reduced counseling support in local feeder schools.
- Transfer Center counseling support programs very good.



## Counseling (continued)

### **Challenges:**

- The counseling department is down one full time counselor and one full time faculty coordinator for the transfer center.
- Currently, admissions and records is the only office that has access to student records that have been scanned. This means counselors are frequently interrupting Admissions and Records staff to obtain student information.
- Funds to purchase software to allow the counseling department to view scanned student information is urgently needed.

### **Faculty/Staff Development Needs:**

- Funding to expand transfer/career center services.
- Hire a full time counselor
- Funding for additional counseling position currently funded through Title III grant after the grant ends in Sept. 2007.

### **Curriculum Needs:** None

### **Physical Resources Needs:**

- A new student services building (Measure A funds), will house all areas of student services and allow all counseling services to take place under one roof.

### **Support Services Needs:**

- Funding through Foundation and grant resources to augment the current budget in order to maintain and expand successful counseling programs such as Puente, Transfer Academy, ACES, the High School Senior Connection, ESL orientations, etc.
- Funds to purchase software to allow the counseling department to view scanned student information is urgently needed.

## ***Drama***

### **Mission:**

The Drama Department at Contra Costa College is designed to serve transfer students, continuing education students and basic skill students. As a public community college that serves an urban community rich in diversity, the department's mission is to provide learners with comprehensive curriculum and student services.

### **Description:**

The Drama department has been historically productive often exceeding the 16.5 standard of productivity. The Drama Department is in the top 5<sup>th</sup> percentile of productivity among all CCC departments. Both transfer and continuing education students take the courses to fulfill general education requirements and to grow their skills. The Drama department currently has one full time instructor, 7 part-time instructors and 3 off-campus outreach part-time instructors.

### **Goals:**

- Continue to provide a multicultural theatre experience that celebrates the rich diversity of people and thought in the community.
- Continue to allow students at all levels of experience to be exposed to the dramatic arts.

### **Strengths:**

- The program has attained local, state and national honors and recognitions.
- The department has been conducted outreach efforts to local high schools and other entities.
- The department, by its nature, acts as a bridge builder between departments, colleges, schools and community agencies.

### **Challenges:**

- Outdated on-line information needs to be replaced.
- SLOs need to be completed.
- Budget for physical resources needs augmenting.

### **Faculty/Staff Development Needs:**

- There is a need to increase the .50 FTE technician position to 1.0 FTE
- Additional hourly classified funds should be allocated to cover the use of part-time technicians hired to cover evening and weekend events.

Drama (continued)

**Curriculum Needs:** None

**Physical Resources Needs:**

- Create a central room to house communication lab (based on the models used at DVC and CSU East Bay), replacement lighting and sound equipment, replace curtains and address the accessibility and safety concerns in the facility.

**Support Services Needs:**

- Money from rentals is used to “bank” funds to support hiring hourly technicians and other needed supplies.
- Accounting mechanism needs to be established to apply off-campus PAC rentals revenues to PAC expendable supplies usage.
- Increase budget to accommodate added uses of PAC by other programs/departments.
- Upgrades to Stagecraft hardware and lighting lab
- Lighting supplies and other consumables
- Repair and replacement of lighting Equipment
- Sound Equipment Repair and replacement
- Welding needs
- Rope
- Recording Media
- Paint and Sealers
- Tools
- Curtains and Related Stage Equipment
- Office Supplies
- General Construction (scenery, etc.)
- PAC Health & Safety
- In addition to PAC budget, a budget for the yearly drama department productions
- Projector for multi departmental/divisional collaborations and outside rental of PAC use
- Updated Closed Circuit Video Monitors for technicians

## ***English***

### **Mission:**

The Contra Costa College English Department is dedicated to helping individuals achieve their academic and career goals through developing strong writing and revising skills, research skills, critical reading skills, discussion skills, and the overall ability to organize and present ideas. We provide courses for students so that they may succeed at college level writing by composing effective paragraphs and essays, fulfill the writing requirements for a two-year degree program, prepare for success in a bachelor's program at a transfer institution, and enhance the understanding and pleasure gained from reading literature and social texts. We also offer courses designed to enhance cultural literacy, information competency, critical judgment, creative imagination and independent thought. In order to supply instruction of the highest quality and to accommodate the various learning styles of the College's diverse student population, the department supports varied approaches to teaching English while articulating and maintaining consistent standards and grading policies.

### **Description:**

The English department is at the center of campus learning and every student who earns an AA or AS degree must take at least one of its writing courses. The Department's purpose is to help students achieve their academic, career and life goals, and this can be accomplished by assisting them to acquire reading, writing and thinking skills that meet collegiate, workplace and societal standards.

The English department offers a full spectrum of sequential courses. These courses are supplemented by lab-based instructor assistance and individual self-paced work. The department also offers a variety of transfer-level literature courses. The English Department seeks to provide the foundation for a Liberal Arts education.

The department has 6 full time faculty members. Part-time instructors teach approx. 65% of sections.

### **Goals:**

- To develop a long-range plan that acknowledges the department's status and role in the college and that addresses growth demands from increased enrollment.
- To maintain ongoing content review for courses with English 1A prerequisite.
- To maintain oversight of course standards, policies and rubrics.
- To explore avenues for funding professional development activities and instructional improvement funds.
- To develop plans for sharing department management and workload.
- To develop standard plans for selecting, hiring and orienting part-time English faculty to department practices and standards.
- To establish a peer review committee that works to suggest appropriate level course texts, goals and objectives.

## English (continued)

- To work with Admissions & Records and Research and Planning to develop statistical data on transfer students' success at four-year institutions.

### **Strengths:**

- Technology plays an increasingly important role in both the writing classroom and in literature classes. Films, video clips, "smart classrooms" are integrated into the curriculum. Students in computer-supported classrooms tend to write more and be more effective. Since students and instructors interact at the computer the focus of instruction shifts from pre and post writing discussion to more process-oriented lessons. Also, on-line courses are increasingly popular.
- The department offers courses six days a week and at various times of the day to accommodate students' needs. Strengths also include self-governance and an active interest in community through the judging of writing contests.

### **Challenges:**

- Lack of adequate smart classrooms.
- Staff development or hiring is needed to support and expand on-line courses.
- Scheduling is a challenge. Many English classes work best meeting twice weekly for an hour and a half each meeting. Many college courses are scheduled in one-hour blocks, the department's longer classes have caused some conflicts for students and room schedulers.
- Part-time instructors teach approx. 65% of sections. This ratio is somewhat disconcerting.

### **Faculty/Staff Development Needs:**

- Full time instructor positions to meet program expansion needs.

### **Curriculum Needs:**

- The program has potential for growth; thus the curriculum will need to be updated or expanded to meet increased need.
- New sections will need to be added to meet expansion needs.

### **Physical Resources Needs:**

- Dedicated English computer room with 30 computers, three printers, project and instructor's station.

### **Support Needs:**

- Budgetary support for paper, ink and photocopies.
- Funding for the purchase of computers and software for production of the *Current* magazine.

## ***ESL***

### **Mission:**

The mission of the ESL Department is to provide high quality instruction that is innovative and meets the needs of non-native English speakers in college, the workplace, and their daily lives.

### **Description:**

The ESL Department serves students, primarily immigrants, from diverse ethnic, racial and socio-economic groups. Students enter the program with different levels of English proficiency. The department's primary responsibility is to help them improve their English skills so that they can more easily reach their educational and personal goals. The ESL department has experienced a steady increase in enrollment and offers over fifty sections of credit classes each semester. The department has a total of 27 faculty members: six full time faculty and twenty-one adjunct instructors.

### **Goals:**

- The ESL Department provides a coordinated academic program of intensive language studies. The goal is to enable students to function successfully in both academic and non-academic English speaking environments.

More specific short-term goals include the following:

- Have the Office of Research and Planning track former ESL students in regular classes.
- Continue to refine the matriculation process.
- Have skill area coordinators work more closely with instructors to ensure consistency in the curriculum.
- Remind instructors to continue to use classroom assessment techniques and to incorporate study skills strategies in their teaching.
- Continue to assess, revise and expand course offerings.
- Make an increased effort to provide students with information about campus events and services.

### **Strengths:**

- The ESL Department is committed to incorporating technology into its courses. ESL students and teachers have access to ESL specific software titles.
- The department also has a large collection of audio and videotapes in the library's media lab. ESL students are very satisfied with their classes, with 40% rating classes as excellent and 47% rating them as good.

### **Curriculum Needs:**

- Continue analysis of the effectiveness of the curriculum.
- Create content-based ESL classes, some of which would be linked.
- Continue to expand support for ESL students in vocational programs.

ESL (continued)

**Physical Resources Needs:**

- Portable laptop-based computer lab

**Support Needs:**

- Funding to maintain tutoring program
- Continued funding to maintain the successful orientation/assessment/advising process in conjunction with Counseling and Matriculation.

## ***Foreign Languages***

### **Mission:**

The Department of Foreign Languages seeks to promote awareness of cultural diversity and understanding of its place in a global society through instruction in world languages and cultures. As part of a highly diverse college, the department works towards promoting respect and appreciation for and increased understanding of cultural differences.

### **Description:**

The department currently offers courses in four languages: Spanish, Mandarin, Japanese, and French. Students take these courses to fulfill general education or transfer requirements. In addition, a number of students take foreign language courses, particularly the evening Spanish conversation courses, for personal development or to enhance job skills.

A permanent faculty position was allocated for the Fall of 2008.

### **Goals:**

- The department needs to hire a full-time faculty member.
- Over the next ten years, as need arises, the department will increase its course offerings to incorporate languages for which there is a higher demand. The department has considered the addition of Arabic, for instance, and will keep reviewing course offerings to respond to demand for other languages.

### **Curriculum needs:**

- Student learning outcomes for foreign language courses need to be developed and assessed.
- In addition, the next rounds of content and program review should focus on making the program and course outlines more consistent with current theory and pedagogical approaches in second language development.

### **Faculty/Staff Development needs:**

- The new permanent position will be filled for the Fall of 2008.
- In addition, because most foreign language courses are five units (33.33% FTE), part-time instructors can be scheduled for only one course unless a variance is approved for overload assignments. This creates a problem because instructors who only teach five units at the college are not as committed to the institution and to excellence as faculty who are scheduled for a more substantial amount of work. The department needs to be able to schedule faculty for 10 units (66.67%), which puts instructors slightly over the 60% load limit. This would increase faculty's
- commitment to the college and their investment in their work with us.



### Foreign Languages (continued)

- Since faculty trained in foreign languages do not always receive instruction on teaching methodology, there is a great need in the department for staff development funding to support workshops and professional development activities that can help instructors become more effective teachers (\$1000.00/year)

### **Physical Resources Needs:**

- Recent scholarship in second language development emphasizes the use of multimodality and encouraging active engagement on the part of students through different media. To be able to incorporate different media, all language classes should be scheduled in smart classrooms with internet access.
- The current foreign language budget is \$470 per year. This amount is barely enough for photocopying and supplies costs. The department needs additional funding to create and maintain a resource library. In addition, the department needs funding to promote the program through language and culture events, such as Spanish/Mandarin/French clubs. (\$500.00/year)

## ***Journalism***

### **Mission:**

This department is strongly committed to assuring that each student is able to perform with excellence, journalistic skills that will accompany them in their future employment. These skills are acquired holistically through a combination of didactic and experiential learning strategies. Through these two strategies, students acquire an ethical framework for making decisions that produce unbiased stores of merit.

### **Description:**

The Award Winning Journalism Department has a long and honored tradition of excellence and prides itself in maintaining excellence in its historical roots and creating excellence in its newer endeavors. The department encompasses three distinct areas, Journalism, Graphics/Multimedia, and Media and Communication Arts.

Journalism courses focus on all aspects of journalistic writing, reporting and research, newspaper production, design, editing, law, ethics, photography, graphic design, and mass communications. Journalism students produce the college's weekly newspaper, *The Advocate*, its online companion publication and a general interest magazine.

Media and Communication Arts courses focus on all aspects of television and video production, video technology, documentary film and video, etc. This includes the college's television station KCCCTV and its studio and adjoining labs.

Multimedia/Graphic Communication courses focus on all aspects of introductory graphic communication, applications of multimedia, Web Page design and protocol, photo imaging and editing, desktop publishing, etc.

### **Goals:**

- Department faculty will work together with college administrators to address the budget and equipment needs of their students. Of particular concern is the always pressing need for updated software, hardware and computer upgrades. Also, networking problems in the Journalism Lab need to be addressed. Support from the college is needed.
- Certificates or degrees are needed for Media and Communication Arts, Graphics and Multimedia areas.
- Department needs to begin and support a Digital Media Skills Class and make it a regular part of curriculum.
- Department faculty need to spend time making good working connections with similar programs at feeder high schools in WCCUSD's area.
- Students will be surveyed on a regular basis as to their interest in course offerings and their opinions on new curricular paths.

## Journalism (continued)

### **Strengths:**

- The paper has won the Associated Collegiate Press National Newspaper Pacemaker Awards in nine of the past 10 years.
- It has also won numerous other awards and honors at regional, state and national levels.
- Students have won scholarship grants and paid internships regularly.
- Hundreds of former journalism students are working in jobs related to the industry.

### **Challenges:**

- Drop in enrollment in Multimedia/Graphics needs to be addressed.
- Journalism has also experienced a steady decrease in enrollment.

### **Faculty/Staff Development Needs:**

- A pool of talented adjunct faculty needs to be cultivated.

### **Curriculum Needs:**

- Certificates or degrees are needed for Media and Communication Arts, Graphics and Multimedia areas.
- Department needs to begin and support a Digital Media Skills Class and make it a regular part of curriculum.
- Possibility of offering introductory courses at the area high schools (Hercules High for journalism, RHS for Graphic Arts), either through articulation or concurrent enrollment.
- Develop new short-term courses to attract students.

### **Physical Resources Needs:** None

### **Support Services Needs:**

- Technical Equipment (Color Printer, digital television cameras, etc.)

## ***Music***

### **Mission:**

The Contra Costa College Music Department is a comprehensive academic program featuring both traditional and technical training. The Music Department is dedicated to student learning and assessment through performance, cognitive understanding and skill acquisition. Music courses will be provided that fulfill the AA/AS degree requirements; certificate programs; foundation courses for students interested in transferring as a Music major; and musical enrichment and life-long learning opportunities for the general community in the Contra Costa College service area.

### **Description:**

The music department has two primary goals: 1) Provide transferable general education classes and 2) Provide enrichment classes. In fulfillment of the first goal, the department offers four classes that meet the humanities requirement for transfer. In fulfillment of the second goal, the department offers a wide range of classes both on and off campus and during the day and evening. It also hosts several annual festivals that are either open to the general public or are targeted at specific students. Students can earn an AA in Music.

### **Goals:**

- Increase funding from alternative sources.
- Conduct a local market need/demand study for a recording arts program.
- Develop a vocational program to be called Recording Arts.
- Complete content review.

### **Strengths:**

- The department has pioneered the key card access system. With this system students can have controlled access to the labs and practice rooms, as well as the recording studio.
- The department has “come alive” in recent years with many course offerings, outreach initiatives, etc.
- Faculty members are pro-actively examining the requirements for the AA degree in Music.
- The department runs a fully functioning recording studio and utilizes computer aided instruction whenever feasible.
- The department now offers many performing opportunities and hosts from three to seven student concerts annually. Faculty accepts the open door policy and work to achieve success among all students.
- The department is an active collaborator with other departments.

Music (continued)

**Challenges:**

- Since there are only two full-time faculty members and no technical staff, it is necessary to use part-time faculty and occasional overloads in order to offer a complete program and fulfill the department's requirements for technical support.
- The department would benefit from a better sense of the department's self-identity. The department does not have weekend course offerings.

**Faculty/Staff Development Needs:** None

**Curriculum Needs:** None

**Physical Resources Needs:**

- The building's current configuration does not accommodate the needs of the existing program. An extensive remodel of the building is needed.

**Support Needs:**

- Increased funding from alternative sources, including a more direct working relationship with the College Foundation.
- Seek a restoration of its Operational Budget to 2002-2003 levels

## ***Humanities (Philosophy)***

### **Mission:**

The Humanities and Philosophy department is committed to providing students with some of the tools and habits of mind fundamental to the search for an enriched, challenging human experience. The department wants to expose students to the value reflections regarding both identity and meaning that have evolved in all aspects of human awakening; to teach students how to rigorously examine and challenge ideas, beliefs, and arguments, including their own; to explore their own creative abilities without fear; and to familiarize them with some of the best works of the creative imagination from a variety of cultures.

The mission also seeks to encourage students to live not only for ends, but also within a context of continual self-reflection, examination, careful adjudication of competing claims, and concern for the quality of the total life experience.

### **Description:**

Philosophy and humanities have been part of the curriculum since the college was founded. In the early years, these disciplines were part of the Social Science Department. The department offers courses that are basic to higher education and might well be required of even larger numbers of students. Critical thinking and Ethics are presently the basic day and night Philosophy offerings. They are both excellent preparation for all college work as well as the world of work. Comparative Religions offers further expansion of human perspectives and seems an especially critical offering for the college to continue. The Humanities course focusing on Creativity is a strong and supportive course for all additional student activity, both in and out of class. The new class in the Mystery of Humanity is an important look at the great diversity and commonality of Human Experience.

### **Goals:**

- The basic goals that run throughout all Humanities and Philosophy offerings are that the students will broaden their information sources and thus the breadth of their own perspectives in value, aesthetic, and creative reflections.

### **Strengths:**

- Productivity is relatively high and stable. The department produces high FTES and has a more than adequate retention rate.
- The department offers both day and evening courses. Faculty members are experienced and exhibit expertise in their subject areas.
- With a retirement, there is presently only one full time faculty position in the department, and yet it remains quite stable with five active adjuncts, all of whom have either earned or are in the process of earning preferential hiring rights.
- More importantly all members of the department share actively in policy and decision-making.

## Humanities (Philosophy) (continued)

### **Challenges:**

- The department has added a new basic Humanities course to its offering and is continuing to consider a new offering in general introduction to Philosophy in the near future.
- The challenge of marketing both new courses and time honored but essential courses such as comparative religions remains present, but morale remains high with openness to continued new approaches.

### **Faculty/Staff Development Needs:**

- The department is evaluating the need to hire a new full time faculty member in light of the impact this new hire will have on the current part-time teachers.

### **Curriculum Needs:**

- Monitor growth of new Humanities offerings.
- Continue marketing development of Comparative Religions.
- Continue design of new general Philosophy offering.

### **Physical Resources Needs:**

- Present office space is adequate and appropriate for the current use.

### **Support Needs:**

- Establishing cohort programs, expanding mentoring and tutoring programs, developing sources of support for students.
- More lenient cancellation policies for new courses are developed.

## ***Speech***

### **Mission:**

The Speech Communication Department seeks to educate and empower students in communications skills, including public speaking, advocacy, critical thinking, interpersonal and intercultural communication skills.

### **Description:**

The Speech Communications department is designed to serve transfer students, continuing education students and academic skills students. The department has grown, moving from offering basic public speaking classes to adding classes in interpersonal communication, forensic competition, intercultural communication, critical thinking, debate and argumentation, and oral interpretation. Enrollment continues to grow in all course offerings.

### **Goals:**

- Create a Speech Communications room (modeled after the journalism space) that would contain a communication lab, office space for instructors and classroom space.
- Hire a full-time speech coach/instructor to allow the program to maintain quality and continuity and to increase the ability of the speech team to compete successfully.

### **Strengths:**

- The department has high productivity.
- The award winning CCC speech team has become active and increasingly successful, attaining many local, state and national honors. The CCC speech team has been recognized as one of the best college debate and forensics teams in Northern California.

### **Challenges:**

- Nine to 12 part-time instructors are hired each semester to assist the two full-time instructors. Full time openings at other educational institutions result in high turnover of part-timers, with most of the talented part-timers leaving. This also results in overload for the two full-time instructors.
- The department has struggled with overly large class sizes, particularly in the public speaking classes. The department routinely receives rosters of 35 students with a waiting list of 10, although these classes should be limited to just 30 students (sister colleges' limit is 28). This condition seriously affects the mission of the department.
- Also, underrepresented groups are mostly students who are reluctant, if not terrified, to speak in public. When they are thrust into a large classroom, they are much more likely to become intimidated and drop the course. The result is that the students who need the course the most are served the least due to the unwieldy enrollment numbers.



## Speech (continued)

- CCC students tend to have fewer resources (cars, funds, time) and this affects their ability to compete at local, state, and national tournaments. While students at other colleges usually have cars and ample spending money, many CCC students cannot attend tournaments because of lack of transportation and funds.

### **Faculty/Staff Development Needs:**

- Hire one full time faculty to retain talent and alleviate turnover issues, as well as lighten the increasingly heavy load on the speech coach.
- Increase C-contract to accommodate the increase in student demand.

### **Curriculum Needs:**

- Create an associates degree major in speech communications.
- Continue research into group dynamics to design a course in small group communication.
- Development of additional on-line courses.
- Set a limit of 30 students for speech classes.

### **Physical Resources Needs:**

- The program will be relocated to renovated space in the AA Building that will include expanded office space for faculty, a lab with video capability.

### **Support Services Needs:**

- Additional support in the form of transportation, stipends for students and scholarships for attending local, state and national competitions.
- Tutors or Staff support for a Communications Lab (some of these could be volunteer)

## ***Transfer/Career Center***

### **Mission:**

The mission of the Transfer/Career Center (TCC) at Contra Costa College is to coordinate the college's transfer efforts in order to increase the numbers of students prepared to transfer to four-year institutions such as University of California, the California State University system, independent/private and out-of-state colleges and universities. In collaboration with counselors and staff from other transfer-related programs, extensive academic, career and transfer services are provided. In addition, the TCC assists students with career exploration, career interest testing, workshops, as well as various other resources.

### **Description:**

The Transfer/Career Center (TCC) is a unit within the Counseling Department that plays a vital role in providing services to students and potential students of Contra Costa College. The primary purpose of the TCC is to support students as they work toward their educational and career objectives. This is accomplished by assisting students with career exploration and transfer preparation to the four-year college or university of choice. The TCC provides students the opportunity to map out their future.

### **Goals:**

- Implement a system to track CCC transfer students after their first year at their college or university of choice.
- Conduct classroom visitations to inform a greater number of students about the services offered by the TCC
- Hire at least one full time transfer counselor
- Identify and contact students who state "Transfer" as a goal on their general application.
- Revamp CCC Transfer Academy
- Develop Student Learning Outcomes for the TCC
- Increase student awareness of TCC
- Document student use of TCC
- Create a Transfer E-Club to inform students via email of upcoming TCC events
- Design Transfer Wall of Fame
- Develop student satisfaction survey
- Increase the number of students who transfer by 10% above 2005-2006 baseline.
- Continue participation in Transfer Alliance Project.
- Offer Counseling 110 every semester
- Have one evening college representative per month
- Sponsor a Southern California schools tour
- Increase the number of Transfer Admissions Agreements with UC Davis, UC Riverside and UC Santa Cruz by 15%

## Transfer/Career Center (continued)

### **Strengths:**

- Sponsoring workshops, such as the Math Strategies workshop, online application workshops, etc.
- The college's transfer rate is very good when put into perspective with High School SAT 9 scores.
- Transfer Admissions Agreements with 4-year universities and colleges. Working with non-traditional student populations.

### **Challenges:**

- Funding adequate staffing remains a challenge.
- Currently, the TCC is only open four days a week.
- There is currently only one computer in the TCC. Another computer is needed to accommodate access needs for students using the transfer information sites.

### **Faculty/Staff Development Needs:**

- Fund Full time transfer counselor position

### **Curriculum Needs: None**

### **Physical Resources Needs:**

- This program will be relocated to the new Student Service Center upon completion of that facility.

### **Support Services Needs:**

- Digital Camera
- Additional Computers

## ***Articulation***

### **Mission:**

The Articulation Officer serves the needs of the college community by serving as a liaison between other academic institutions and Contra Costa College Community. The Articulation Officer monitors faculty approved articulation agreements between institutions and serves as an advocate for Contra Costa College faculty and academic programs. Accurate transfer information is provided to members for the college community that allows for a smooth academic transition for students, and progression between the various segments of higher education. The Articulation Officer serves as consultant to counseling faculty, academic departments, and the Curriculum Instruction Committee by providing materials and information regarding the transferability of coursework and the interpretation of curriculum guidelines.

### **Description:**

Contra Costa College serves a large and diverse student population. Transfer pathways for students must include a wide variety of choices in institutions and programs.

### **Goals:**

These goals and objectives listed below are based on the CCC Strategic Initiative Plan, the CCCCCO Annual Articulation Officer Report, monthly Counseling Department meetings, Articulation trends in California and feedback from faculty and student surveys.

- Hire a short-term hourly Articulation Technician
- Purchase curriculum software
- Finalize 2+2+2 articulation agreements
- Develop articulation agreements with the new LDTP/TCSU system
- Re-establish Transfer Admissions Agreements with local CSU campuses
- Remain actively involved in IMPAC
- Increase the major articulation with 4 year colleges and universities
- Add all transferable course outlines to s-drive
- Finalize web page for CCC faculty regarding articulation
- Meet with every department and/or division to review transferable courses and develop new transferable courses.
- Work more closely with the Outreach Coordinator to determine which schools future CCC students want to transfer to.
- Update and publish a “how to use [www.assist.org](http://www.assist.org)” brochure.
- Incorporate articulation information in the Transfer e-newsletters.
- Combine the Transfer/Career Center and Articulation Program Reviews
- Purchase an Articulation Management Software to keep track of Articulation requests.
- Hire a short-term hourly articulation assistant.
- Add Articulation Presentation to New faculty orientation.
- Send Articulation Officer to Curriculum Development workshops

## Articulation (continued)

- Provide a full-time Articulation Officer, or have an individual serve 50% Articulation Officer and 50% counselor.
- Survey students about Articulation needs request, establish an Articulation Request slip for counselors/faculty.
- Establish Articulation Officer hours to assist faculty with research and other course or major articulation needs.

### **Strengths:**

- Numerous 2 + 2 and 2 + 2 + 2 articulation agreements in place. Strong working relationships with other areas of Student Services.

### **Challenges:**

- Students and faculty rely heavily on the transfer and articulation information. However, current staffing levels make it difficult to update such information with sufficient frequency. Current staff includes a .25 Articulation Officer whose other responsibilities include a .75 Coordinator of Matriculation Services.
- A non-instructional short-term hourly employee would provide needed help and consistency for the articulation function during the peak periods. The current position of 25% Articulation Officer and 75% matriculation officer is more than a full-time job.

### **Faculty/Staff Development Needs:**

- Hire a short-term hourly Articulation Technician (\$18-\$30)
- Fund staff development for the Articulation Officer by sending the Officer to Curriculum Development workshops.
- Fund a full-time Articulation Officer, or a 50% articulation 50% counselor.
- Alternatively, merge the Articulation and Transfer Centers and increase the Transfer Center Coordinator position to full time.

### **Curriculum Needs:**

- Add all transferable course outlines to the s-drive.
- Meet with every department to review transferable courses and develop new transferable courses.

### **Physical Resources Needs:**

- This program will be relocated to the new Student Services Center upon completion of that facility.

### **Support Services Needs:**

- Combine the Transfer/Career Center and Articulation Program Reviews and perhaps merge the two departments.
- Add Articulation Presentation to New faculty orientation.

### Articulation (continued)

- Establish an Articulation Request slip for counselors and faculty.
- Purchase curriculum software such as CurricuNet to maintain/store articulation data.
- Purchase an Articulation Management Software to keep track of Articulation requests
- Support the development of an intranet counseling Binder/website.
- A desk and workspace near the Articulation Officer with a networked computer for the short-term hourly Articulation Technician (an initial investment of approx \$1,700 for office equipment and supplies).

## ***Matriculation***

### **Mission:**

The mission of the matriculation process at Contra Costa College is to provide direct services to assist students to be successful in achieving their educational goals.

### **Description:**

The matriculation process provides services for students in the areas of assessment, orientation and counseling. Additionally the college matriculation process provides follow-up to determine the outcome of its services and conducts research to validate and support student outcomes.

### **Goals:**

- Inform instructional programs of changes to accommodate student needs.
- Provide a smooth transition for students from admission to graduation.

### **Challenges:**

- The various categories are of students makes it difficult to monitor when students are in need of one or more of the services.
- Also, the transient nature of the various cohorts makes follow-up a difficult task.

**Faculty/Staff Development Needs:** None

**Curriculum Needs:** None

### **Physical Resources Needs:**

- The matriculation process is integrated into the services provided by the Counseling Department. That department will be relocated to the new Student Services Building when it is completed.

**Support Services Needs:** None

## ***Senior Dean of Students Administrative Office***

### **Mission:**

The mission of the Senior Dean of Students Administrative Office is to serve students, faculty, staff and the surrounding community by contributing to successful student learning outcomes through access to accurate information, exemplary office support and creative leadership.

### **Description:**

The Student Services Office was created in 1999. The unit consists of a Senior Dean and two Administrative Secretaries. The primary services provided are:

- General information, translation services, complaints/grievances/discipline, student reinstatement, monitor accessibility and quality of services, student auditing, proctor CELSA testing for ESL students.
- Provide clerical support for counseling, Student Services Committee (Academic Senate), and the Assessment Center.
- Provide clerical support and leadership for managers of A&R, ASU, Counseling, Outreach, DSPS, EOPS and Financial Aid. Also provide accounting services to METAS, College for Kids, CalWORKs, TANF, Title III, Auditing, and Bridges to the Future.
- Provide Academic Probation/Dismissal notification, Academic Honors notification, on-line registration training and support, Graduation ceremony, and Early Alert.
- Provide general information, translation services, support services and facilities access.

### **Goals:**

- Continue to provide accurate, updated information to all customers.
- Maintain an accessible literature rack with current information.
- Update and expand student services information on the college website.
- Expand the use of WebAdvisor.
- Expedite all student issues involving academic status.
- Participate in the design of new student services facilities.
- Enhance the centralized service model.
- Develop a multi-functional assessment center.
- Expand the on-line services to minimize the in-line services.
- Lead and support the creation of student development and student service program outcomes.
- Research the available literature.
- Create an outcome structure for discussion and implementation.
- Integrate the structure to meet the demands of strategic planning, program review and accreditation.



Dean of Students Administrative Office (continued)

**Strengths:**

- This unit addresses the needs and concerns of all students regardless of socioeconomic or cultural status.
- Its diverse staff provides assistance, including translation services, to assist students to overcome barriers to enrollment, class retention and persistence.

**Challenges:**

- Improvement can be made by a more aggressive approach to soliciting students, staff and community responses to surveys.
- Support a tracking system within the office to ascertain services outside of scope of the unit.

**Faculty/Staff Development Needs:**

- No immediate staffing is needed. No immediate future expected retirements.

**Curriculum Needs:** None

**Physical Resources Needs:**

- This office will be relocated to the new Student Services Center when that facility is completed.

**Support Services Needs:**

- No extraordinary support is needed.

## ***Admissions and Records***

### **Mission:**

In order to meet the educational needs of a diverse community, the CCC Admissions & Records Office staff promotes open and convenient access, personal development, and student success in a supportive environment

### **Description:**

The Admissions and Records Office is an integral part of the college as it relates to a student's first point of entry into the college. The unit is responsible for accepting and processing admission applications, registration, maintaining student records, distributing, receiving and processing faculty rosters, processing student's into special programs, evaluating incoming transcripts, certifying student records including verifying residency. The unit also houses the cashier function, processes out-going transcripts, evaluates and determines eligibility for degree and certificate completions, reviews prerequisite requirements, loads course equivalency, processes approved grade changes and certifies athletic eligibility.

The purpose of the unit is to properly communicate, administer and implement the admissions process for the staff, the students and the community.

### **Goals:**

- Provide on-going Datatel training for Admissions and Records Office staff.
- Assist in training the faculty on how to load attendance hours and grades.
- Develop and present a process by which students may apply for degree/graduation year round.
- Work with members of student services to develop a comprehensive orientation and assessment process.
- Increase the on-line enrollments.
- Improve the roster delivery and collection process.
- Evaluate incoming transcripts and load course equivalency into Datatel system.
- Fill current staff vacancies.
- Redistribute the Admissions and Records Office duties equally based on job classification.
- Ensure that all admissions office staff is cross-trained on all office tasks.
- Develop a plan of action whereby staff members are evaluated at the end of each registration period.
- Establish a working environment that supports staff input on office operations. .

### **Strengths:**

- Student services' centralization is unique because it offers convenience for students and staff.

## Admissions and Records (continued)

### **Challenges:**

- Filing cabinets are in a restricted area, but are not secure.
- Lack of personnel to meet new matriculation requirements. The Admissions and Records Office is under staffed by 1.5 FTES.
- Working space is inadequate during peak registration hours.
- Student satisfaction survey indicated satisfaction has decreased in all categories since 2001 survey.
- Housing the campus LAN computer system has been a challenge for the office. The noise and heat factors are an issue and concern.
- Though the International Student Coordinator is responsible for the applications, they only process F-1 Visas. The A & R office has been processing the majority of all student applications.

### **Faculty/Staff Development Needs:**

- There are currently 4 full-time staff members.
- Future position upgrades:
  - 1 Admissions and Records office Supervisor
  - 1 Senior Admissions and Records Assistant
  - 2 hourly Admissions and Records Assistant II

### **Curriculum Needs:** None

### **Physical Resources Needs:**

- Admissions and Records will be relocated to the new Student Services Building.

### **Support Services Needs:**

- Counseling Center support to improve the communication and delivery of information at the front counter.
- Student Service Managers and Counseling Center support to incorporate WebAdvisor training in the new student orientation/assessment process.
- Technology Manager support with funding to purchase an adjunct phone system in which all staff members have the same telephone desk set.
- Business Office and President support for additional staff.
- Technology manager support to research the possibility of a new system for Admissions and Records.
- Present campus phone system is not conducive to current staffing needs. More staff is needed to handle the volume of work and increased incoming phone calls. A new telephone system is needed.

## ***Bookstore***

### **Mission:**

The Bookstore's vision is to provide the best customer service and convenience to the campus community through modern stores, motivated employees and a diverse product mix offered at the best possible prices in an institutionally operated environment. The objective is to provide the students with their required books and supplies and to support the campus educational mission in a professional manner.

### **Description:**

The Contra Costa College Bookstore is a full service bookstore. The primary purpose is to provide books and supplies to the general student population as well as the public at large. The product mix currently includes but is not limited to; new and used textbooks; trade books; computer software; CCC emblematic merchandise; school and office supplies; electronics; food and health goods. The Bookstore is an institutionally operated enterprise. The CCC Bookstore operates on sound business principals in the anticipation that its income will cover both its operating expenses and its mandated allocation to the College. The Bookstore is located in the Student Activities Building. The Bookstore staff is comprised of the manager, three classified staff, student clerks and hourly service clerks.

### **Goals:**

- Increase "used" versus new books to help alleviate high costs to students.
- Continue to work with the pilot program of the Bay 10 Bookstores to establish and operate a textbook-buying consortium.
- Design a new webpage.
- Develop a bookstore advisory committee.

### **Challenges:**

- Competition especially with the new Wal-Mart in close proximity to the college.
- Effectively competing with on-line sellers.
- The future digitization of books may revolutionize the textbook industry and change the way business is conducted.

### **Faculty/Staff Development Needs:**

- Bookstore employees participate in staff development activities sponsored by the college in addition to attending conferences and trade shows to stay abreast of new product information and industry changes. These conferences include the National Association for College Stores Annual Meeting and California Association of College Stores Annual Meeting.

Bookstore (continued)

**Curriculum Needs:** None

**Physical Resources Needs:**

- The current location of the Bookstore is not adequate for serving the student population. The configuration of the facility needs to be rearranged to include more storage for books and supplies. Also, a more visible front door and interior remodeling including carpeting, painting and repair of existing slat wall is needed to improve aesthetics and attract more students.

**Support Services Needs:**

- Bookstore staff coordinates services with other departments on campus to serve students. The Bookstore works with financial aid, EOPS, CalWorks and CCC Foundation to accommodate financial aid and scholarship recipients.

## ***CalWorks***

### **Mission:**

To assist CalWorks participants to achieve their education and employment objectives.

### **Description:**

The CCC CalWorks Program has provided supportive services since 1998 to students who are county CalWorks participants. A state-funded program, CalWorks pays all costs connected with a student's education and/or training, including books, materials, supplies, childcare, and transportation. These expenses are ancillary - paid in addition to a participant's monthly cash aid. Services include case management; counseling; job placement/work-study, (delete "on-site") childcare, and administrative services.

CalWorks funding guidelines require two major components for coordination of the program:

1. The program must coordinate with the county welfare departments and other community organizations for services to students.
2. The program must coordinate with on-campus programs and services for the provision of services to participants.

### **Goals:**

- Provide high-quality services, advocacy and support to students and assist them to achieve their educational objectives despite diminishing resources.
- Develop work-study sites on and off campus aligned with students' educational goals.
- Improve follow-up processes to encourage students who completed a basic program to return to school to further their education.
- Further develop the Career Advancement Program for post-employment students.
- Design and conduct exit interviews with students who complete a training objective.

### **Strengths:**

- Students have access to social workers on campus.
- Book authorization process gets books and supplies into the hands of the majority of CalWorks students before the beginning of a semester.
- The program contributes to other campus units (for example, a full-time ESL instructor specializing in both creating computer-based software and working with vocational programs on campus was funded to write a highly interactive self-access computer program for the Automotive Services department.)

### **Challenges:**

- CalWorks programs around the state have received budget decreases of five percent each year since the program's inception and have been affected by recent budget cuts. Additionally, for the past two years, the budget plan has called for district matching funds for a large percentage of the allocation.

CALWORKS (continued)

- Continuing challenges include the retention of students, which can be attributed to several issues such as family, work, childcare and large study loads.
- Academically, it is estimated that 1/3 of the students are not ready to meet GED and WCCUSD standards.

**Faculty/Staff Development Needs:** None

**Curriculum Needs:** None

**Physical Resources Needs:**

- This program will be relocated in the new Student Services Building.

**Support Services Needs:**

- Off-campus job developer.

## ***DSPS***

### **Mission:**

The DSPS Unit is a full-service categorically funded program that provides services for Contra Costa College.

### **Description:**

The DSPS Unit is a full-service categorically funded program for disabled students. The employees include the DSPS manager; two full-time LD specialists; one part-time counselor (60%), one part-time high tech specialist (80%), one full-time alternate media specialist, one full-time program assistant, one instructional assistant, two part-time closed caption specialists, and three part-time student workers.

The program offers seven specialized classes. These classes generated 44 FTES in 2002-2003. The purpose of the DSPS program is to assist students with their functional limitations so that they can successfully complete their academic programs.

### **Goals:**

- Close caption CCC library owned videotapes for the deaf and hard of hearing students.
- Increase High Tech Center usage by 20%.
- Advertise by requesting DSPS Instructors to refer their students to the lab for computer assistance.
- Advertise by obtaining permission from faculty to allow DSPS students to complete lab hours in the high tech center instead of the skills center.
- Advertise by creating a power point presentation about the High Tech Center to be included on the DSPS website.
- Advertise by including information about the High Tech Center during outreach presentations.
- Increase in-reach and outreach presentations to:
  - a. All classes at CCC.
  - b. All outreach possibilities in the CCC service area and visit 80% by 2008.
  - c. All Department of Vocational Rehabilitation Programs in the CCC Service.
- Increase alternate Media usage by 20%.

### **Strengths:**

- Great asset to the College. Learning outcomes are developed and included in the self-study report.
- In addition, the Learning Disability Specialist and the counselor make presentations to targeted groups of classes on DSPS and outreach to the community has been made to various agencies including high schools.



## DSPS (continued)

- DSPS has an excellent system in place for record/file keeping.
- DSPS has a good relationship with the Richmond Department of Rehabilitation. The DSPS staff is committed to serving students and offers a full range of services with limited staff and resources.
- The Title III program is used by Academic Skills faculty and counselors to make student referrals to DSPS.

### **Challenges:**

- Increase outreach to all vocational programs, evening Academic Skills classes, and the provision of flex workshops each semester will help students and faculty become more aware of the program and services earlier.
- Adaptive physical educational courses should be resumed to enhance DSPS services.
- Physical space availability for students with special testing needs should be improved.
- Faculty should be encouraged to order textbooks early to improve on students' accessibility to class materials in a timely manner.

### **Faculty/Staff Development Needs:**

- Increase the counseling position from .6 to 1.0 FTE (at least).
- Increase the learning specialist from 2 to 3 FTE.
- Develop more in-service to divisions.
- Develop a DSPS traveling road show.

### **Curriculum Needs:** None

### **Physical Resources Needs:**

- This program will be relocated to the new Student Services Building. The need for extra space for that accommodation has been included in the new facility.

### **Support Services Needs:**

- Coordinate with counseling to extend disabled students services to at least one evening a week focusing on accommodation needs.
- Encourage faculty to make an announcement on DSPS during the first class session.
- Require the College phone operator to have training in the California Relay Service.
- Develop a tracking system for identifying students who persist through the DSPS curriculum and matriculate into Academic Skills and college-level classes.

## ***EOPS***

### **Mission:**

The mission of Extended Opportunity Programs and Services (EOPS) at Contra Costa College is to encourage the enrollment, retention, and transfer of students challenged by language, social, economic, and educational disadvantages, and to facilitate the successful completion of their goals and objectives while attending Contra Costa College.

### **Description:**

The Extended Opportunity Program and Services (EOPS) is a state-funded categorical program established to provide academic support services to economically and educationally disadvantaged at-risk students. Introduced in January 1969, and signed into law on September 4, 1969, the focus of this program is to provide services “over, above, and in addition to” those college-wide services normally provided to so-called mainstream students (non-EOPS-eligible students), and to assist eligible program participants to “achieve their educational objectives and goals.”

Core services include, but are not limited to, academic support services that help support students achieve their goals. An ancillary program that is supported by EOPS is the Cooperative Agencies Resources for Education (CARE). This program provides job training and supportive services for low-income under-prepared, single parents. The program also provides transportation vouchers and meal tickets.

The educational support the CARE Program provides is not limited to grants and allowances for educationally related expenses, but includes assistance with childcare expenses for in-class and study hours, transportation costs, textbooks/school supplies, and other educational support. It also provides personal computer access, on campus meal tickets, counseling and advisement, classes designed for low income single parents, personal development activities and/or curriculum (including self-esteem, parenting, studying skills), group support and peer networking, help from peer advisors, one-on-one tutoring programs, and information and referrals to campus and community based agencies. These and many other support services are provided as a means of strengthening the retention, persistence, graduation, and transfer rates of these individuals.

A full-time EOPS manager was hired in August of 2007.

### **Goals:**

- Increase student persistence and retention.
- Increase student submissions of Academic Progress Report.
- Increase total of students completing all three required counseling contacts.
- Increase number of unduplicated headcount over CAP.
- Expand into evening hours.
- Broaden the scope of the program.

## EOPS (continued)

- Improve data collection, storage and reporting by completely moving to a paperless system.

### **Challenges:**

- Students in the program are challenged by life circumstances. Staying in school can be a hardship. Hence, the program must focus on retention and persistence of students.

### **Faculty/Staff Development Needs:**

- Staff and faculty constantly need to be aware of the best practices in the field. The program supports attendance of staff at the statewide EOPS conference and other conferences.

### **Curriculum Needs:**

- The program has developed a successful Summer Academy Program. Incoming students take English, Math and college orientation classes to prepare them for full-time enrollment in the fall. This program could be expanded to serve more students.

### **Physical Resources Needs:**

- This program will be relocated into the new Student Services Building where extra space for EOPS storage has been added.

### **Support Services Needs:**

- Additional staffing support needed.

## ***Financial Aid***

### **Mission:**

The mission of financial aid at CCC is to assist students who have the ability to benefit from postsecondary instruction and without financial support, would otherwise be unable to attend this institution.

### **Description:**

The financial aid office is a full service program and an integral part of the college's attempt to offer students an opportunity to continue their education beyond high school by assisting students whom without financial support would otherwise be unable to attend college. The unit consists of a Financial Aid Director and four full-time employees. There are also three part-time hourly employees and six college work-study students.

### **Goals:**

- Increase financial aid population via on-line services.
- Maintain institution's default rate in student loans so that it remains below the national average.
- Provide technical training and support for student services personnel

### **Strengths:**

- The office employs two bilingual staff.
- The office maintains a low loan default rate.
- The office has good outreach efforts and has increased public awareness of financial aid options.
- The office maintains on-line lab hours and assists students in completing applications.
- The office holds numerous workshops, including the successful "Cash for College" workshops.
- The office serves a high volume of students and works hard to meet the needs of a diverse student population.
- The office maintains a professional office atmosphere in a highly stressful environment.

### **Challenges:**

- The office has experienced heavy turnover over the past few years.
- SARS contact data should be included in the self-study and the study should be rewritten in the proper format.
- All of the data from the satisfaction survey should be included in the program review. The program also needs to regularly survey students' satisfaction with its services.

## Financial Aid (continued)

- The following data needs to be maintained: data on retention, success rates, and persistence of students who are receiving Financial Aid for the purpose of working with other student service units to improve student success. The office should work with the Senior Dean of Research and Planning to accomplish this.
- Developing a plan to include a loan counselor for financial aid students will be a challenge as will developing a brochure that identifies what courses are eligible for Financial Aid.
- Resolution for Cosmetology Program students needing financial aid will also be a challenge.
- Perhaps the biggest challenge will be preparing for the move to the new Student Services Building.

### **Support Services:**

- Help and Support with move to new building.

### **Faculty/Staff Development Needs:**

Within the next four years staff will need to be increased. The desired staffing would be as follows:

- 1 full time front counter person
- 2 full time financial aid assistants
- 1 full time office assistant
- 1 outreach/in-reach recruiter (part time)
- 1 IT assistant (part time)
- 1 counselor (part time)
- Lab assistant (part time for computer lab, see below)

**Curriculum Needs:** None

### **Physical Resources Needs:**

- Increased office space to accommodate added staff has been included in the design of the new Student Services Building.
- A dedicated fully equipped computer lab is needed or could be part of the Student Services building computer lab.

### **Support Services Needs:**

- A dedicated fully equipped computer lab.

## ***International Student Program***

### **Mission:**

The mission of International/Intercultural Education at CCCC is to support the development of a globally and multi-culturally competent citizenry.

### **Description:**

The CCC International Student Office (ISO) was initiated and is funded by the district Office of International Education. The district and college international programs are completely funded by non-resident tuition, primarily from international students. Located in AA105, the ISO functions as an international student admissions and services office. The ISO reports directly to the CCC Senior Dean of Instruction.

The Coordinator is responsible for all admission and immigration requirements, governing international students and serves as liaison for these students, providing a central information function to work with campus service providers. The primary responsibilities include admissions, immigration oversight, health, housing, employment and student life on campus. Many of these functions are provided directly by the ISO, though students are encouraged and directed to use regular CCC service offices as appropriate. The ISO works closely with the ESL program staff to meet the specific needs of its students. Finally, the CCC ISO staff work together with the district to market and recruit international students. The ISO coordinates many of these activities with the CCC Public Information staff as well.

The ISO consists of a permanent, part-time (3/4 time) International Student Coordinator, student assistants and administrative support from the District Office of International Education.

### **Goals:**

The ISO has been part of a district wide organization and planning process. Under the direction of the Vice-Chancellor for Planning and Resource Development, college and district international offices have recently developed a detailed Strategic Plan (2003-2006) and Operational Plan (2003-2004).

- Increase international student enrollment by 10% per year to ultimately achieve an international student enrollment of 5% of total unduplicated headcount.
- Establish an International/Intercultural Office or Center by identifying space, staffing, services needs.
- Encourage the integration of international students with the campus community, providing more opportunities for resident students and international students to learn from each other.
- Expand Study Abroad and Faculty Exchange opportunities (all three colleges).
- Support faculty initiative in integrating global education across the curriculum to expand understanding of sociopolitical, economic and cultural issues and global awareness.

## International Student Program (continued)

- Increase ISO office space, including a space for visiting District personnel.
- Use existing and newly created materials/media to disseminate program information to faculty and community stakeholders.
- Increase faculty knowledge of program by offering FLEX workshops.
- Offer a regular international open house.
- Continue to find funding sources for international education events.
- Upgrade and maintain the CCC International Education website by creating pages in various target foreign languages.
- Identify and promote international exchange projects which will both generate revenue for the college and add to knowledge of the program and its benefits
- Create a regular international education newsletter.
- In support of the goals, the office will:
  - a. Collaborate with District and College Staff/Faculty Development Office to develop workshops, courses and study programs to develop a shared vision of International Education.
  - b. Plan and access alternative funding for international/intercultural events and activities on the campuses.
  - c. Actively participate in International/Intercultural organizations such as ACIIE, CCIE, and NAFSA.
  - d. Review Assessment and Registration timelines and other student support services in relationship to their impact on international students.
  - e. Ensure compliance with SEVIS (immigration) requirements.
  - f. Expand International Student Orientation content, providing information to them while they are still in their home country whenever possible.
  - g. Expand ongoing support for international students after they are successfully enrolled.
  - h. Strengthen host family orientation and follow-up.
  - i. Develop individualized marketing strategies, identifying unique strengths, services, and programs of each college.
  - j. Create a district International Education Council to support communication and coordination of efforts for international students.

### **Strengths:**

- The program is administered by terrifically dedicated individuals, and polling data suggest that students are generally satisfied by the Program overall. The Program supports itself financially and brings students to CCC from dozens of countries.
- Campus-wide events, such as International Education Week, have also been successful. Foreign students seem to trust and rely on the Program's services.

## International Student Program (continued)

### **Challenges:**

- Expanding staffing hours and conducting more faculty outreach will be a challenge.
- Also the program should work towards strengthening its transfer support for international students. More contact with other international student organizations at 4-year colleges and universities might be useful.

### **Faculty/Staff Development Needs:**

- No immediate staffing is needed. Budget is allocated by an agreed upon district formula for funding. Therefore, future expansion of staff will be in correlation to program growth. As warranted by program growth and space availability, the formula will provide money for staff expansion.

### **Curriculum Needs:** None

### **Physical Resources Needs:**

- Both international students and ISO staff have identified the need for more office/program space. To better serve the international student body and expand ISO staff as student numbers grow, a more appropriate student service office space will be necessary.
- This program will be relocated into the new Student Services Building.

### **Support Services Needs:**

- Support and coordination from other college programs are essential. For example, CCC's nursing program enjoys great popularity with a number of international students. Recently, a number of these students have not been selected for the nursing programs under the current selection procedure. An immediate concern is to work closely with the nursing program and other college programs to find ways to increase the opportunities for international students.



## ***Job Placement***

### **Mission:**

The mission of Job Placement at Contra Costa College is to assist students, former students and graduates with pre-employment, job search, resumes and job interviewing skills, and, provide the West Contra Costa business community with a resource for qualified job applicants.

### **Description:**

This program has been a vital service for students seeking employment. Jobs are posted on a regular basis and students use the service when in need of supplemental income. The office is developing a tracking system to improve the monitoring of students who successfully receive employment.

### **Goals:**

- To provide employment services for any student seeking employment.
- To maintain an accurate of student employment.
- To maintain a database of students seeking employment services.

### **Challenges:**

- Tracking students and developing a database on their employment success has been a challenge.

**Faculty/Staff Development Needs:** None

**Curriculum Needs:** None

### **Physical Resources Needs:**

- This program will be relocated to the new Student Services Building.

### **Support Services Needs:**

- Computer software and hardware capable of tracking and producing reports on the success of job placement activities.

## ***Student Life***

### **Mission:**

The Office of Student Life is committed to supporting a variety campus opportunities for students. We strive to develop programming that spans the diverse interests of the campus and community while reflecting the differences among people and their viewpoints. With leadership as the focus, the office of Student Life provides a variety of leadership training and opportunities to develop and organize the students of Contra Costa College.

### **Description:**

The department of Student Life is comprised of multiple college programs and services based in the Student Services division. The programs of Student Life are: Associated Students Union, Student Clubs, Student Activities, CCC Ambassadors, Emerging Leaders, First Year Experience, College For Kids, Outreach, and Scholarships. Associated Students Union is the student governance group at CCC. Their purpose is to give voice to the students of campus through their participation in shared governance and their sponsorship of clubs and campus events. Student Life also is responsible for creating a supportive environment for students through programs such as the First Year Experience, educational workshops, leadership training and volunteer opportunities. The Student Life Office has been a vibrant center for student activities. Regular student forums sponsored by the ASU have become a mainstay at the college. The unit also has assumed additional responsibilities without an increase in staff. The unit has been extremely successful in using meager resources to provide a host of services to students.

### **Goals:**

- Encourage the holistic development of students as global citizens through exposure to diverse programs, services and activities.
- Train students to become ethical, engaged, honest and active leaders and participants in shared governance. Provide opportunities that enhance their leadership skills through the development of self, others and their community.
- Provide students the means to apply what is learned in class through the design, development and implementation of activities for the betterment of the college community.
- Acculturate and connect the new student to appropriate programs and services to increase enrollment, retention and persistence.
- Coordinate the college's outreach and recruitment efforts to ensure effectiveness and to eliminate duplication.

### **Challenges:**

- Need to develop a Student Leadership class for ASU Senators and other students.
- Obtaining and retaining student participation on campus committees.

Student Life (continued)

**Faculty/Staff Development Needs:**

- An office assistant is needed to support the clerical demands of this area.

**Curriculum Needs:** None

**Physical Resources Needs:**

- The current space is inadequate for the current and future needs of this area. The ASU area needs to be expanded and modernized.
- A need also exists for space to accommodate outreach and recruitment staff and their related materials since that function now reports to the Student Life Manager.

**Support Services Needs:** None

## ***Tutoring***

### **Mission:**

The mission of the Campus-Wide Tutoring Program is to provide academic support services across the curriculum to the students of Contra Costa College. In order to accomplish this mission, the program strives to accomplish the following:

- Ensure that high-quality tutorial services are available in a range of subjects.
- Provide a schedule that meets the needs of Contra Costa College students.
- Promote tutorial services among both students and faculty.

### **Description:**

CCC has a long commitment to serving the needs of a diverse student population. As part of this commitment, various departments have historically offered tutoring services of one kind or another. The Campus-wide Tutoring Program was established over fifteen years ago to provide additional academic support, in the form of one-on-one peer tutoring, to students across the curriculum. The program is housed in the College Skills Center.

On average, there are approximately 25-30 peer tutors any given semester. Students interested in becoming peer tutors undergo a comprehensive hiring process. Additionally, Tutor training is accomplished through a 0.5 unit course. A higher-level training course is also available.

### **Goals:**

- Standardize tutor training across campus and encourage tutors to participate in higher-level training.
- Identify opportunities for tutors to become more involved in academic support services.
- Secure regular funding for expanded tutoring services
- Improve communication with other campus entities.

### **Strengths:**

- An established procedure for hiring and training program tutors.
- Improved access to tutoring for CCC students
- Use of data to measure program effectiveness
- Willingness to collaborate with other programs.
- Creativity in using operating budget and acquiring additional funds.
- High percentage of positive student feedback.

### **Challenges:**

- Communication with other campus entities will be a challenge.
- Regular funding to address student demand will continue to be a challenge.
- The Skills Lab was recently moved to a better location on campus, so redirecting students will be a short-term challenge.

Tutoring (continued)

- Developing and delivering a consistent quality of service for all CCC tutors in collaboration with the different CCC tutoring programs.
- Increased outreach to educate more students about campus tutoring services.
- Completion and implementation of SLOs.

**Faculty/Staff Development Needs:** None

**Curriculum Needs:** None

**Physical Resources Needs:**

- This function was relocated to the Library and Learning Resources Building in the fall of 2007.

**Support Needs:** None

## ***President's Office***

### **Mission:**

The President's Office is dedicated to providing excellence in leadership and support in meeting the educational needs of the students and the community we serve.

### **Description:**

The President's Office is responsible for the general operation of the college. The president's office serves as the liaison to the district and the external community as well as coordinator of operational and strategic activities for the college. The office is the primary representative to the chancellor, the district board of trustees and the State or other legal entities. Ultimately, the president's office is responsible for the college efficiency and effectiveness. The office finalizes college paperwork submitted to the district office for chancellor or board approval.

The president chairs the president's cabinet, executive staff and management council. The office plays a major role in program review. Each semester, the President's Cabinet reviews every self-study and validation report submitted and sends a written response to each unit and/or meets with them.

Additionally, the president is actively involved in many community organizations. The president's office calls on many of the public leaders to participate in various programs and they readily respond with positive affirmation and enthusiasm.

Four key persons report directly to the President: the Senior Foundation Director, the Vice President of Academic and Student Affairs, the Senior Dean of Research and Planning, the Business Director, the Public Information Officer and the Senior Executive Assistant to the President.

### **Goals:**

- Continue to establish and maintain high standards and expectations in all areas of the college.
- Continue to work to improve college marketing and community relations.
- Complete the Contra Costa College Strategic Plan 2007-2012
- Continue to strengthen college relations with service area community.
- Continue to ensure systems of accountability in maintaining financial integrity of the college.
- Complete the Educational Master Plan 2007-2012.

### **Strengths:**

- This unit's strength lies in the successful rapport that exists between the President and his assistant. This working relationship allows for a well-run, efficient and effective unit. Another strength has been the flexibility to provide a consistently excellent level of service despite budget reductions and personnel changes.

President's Office (continued)

**Challenges:**

- Implementing a follow-up system to gauge customer satisfaction levels with services delivered by the President's Office in response to requests from the community and provide quantifiable evidence of community satisfaction and success.

**Faculty/Staff Development Needs:**

- No immediate staffing is needed. No immediate future expected retirements.

**Curriculum Needs:** None

**Physical Resources Needs:**

- This office needs to be relocated to the center of the campus to ensure access and proximity to the major administrative and service units located in that area.

**Support Services Needs:** None

## ***Vice President of Academic and Student Affairs***

### **Mission:**

The staff in the Office of the Vice President of Academic and Student Services is committed to ensuring the efficient operation of the campus and to preserving excellence in the instructional and student services programs.

### **Description:**

The Vice President of Academic and Student Affairs is responsible for the operation of the college's programs and services. Second in command to the President, the Vice President is responsible for maintaining records on faculty evaluations, course outlines, inventory of programs, hourly teaching allocations, determination of department chair stipends and release time, new program development, relations with high schools and colleges, collaboration with other agencies, both governmental and community-based, serving as the college's Accreditation Liaison Officer. Faculty Service Areas also are processed by the office and sent to the District for final Board Approval. This office is responsible for the faculty hiring process. Job announcements are developed by the departments and sent to this office for review before they are sent to district.

The Vice President is the primary contact with the State Chancellor's office in regard to all state approved educational programs, and is responsible for updating the list of programs as required by state guidelines. The Vice President also chairs the Operations Council and the Council of Chars Committees.

One reassigned-time faculty position has been reporting to the Vice President of Academic and Student Affairs. The PACE/Weekend College Coordinator reports to the Vice President. The Vice President supervises the Senior Deans of Instruction and Student Service, the Dean of Economic Development and Vocational Programs, the Technology Supervisor, an administrative secretary, the Evening Monitor and the Pace/Weekend College Coordinator.

The Vice President serves as a member of the President's Executive Council, The President's Cabinet, Management Council, Faculty Service Area Committee and also represents the college on district-wide committees such as the Research and Planning Council, the District Vice Presidents Group and ad hoc district committees. In addition, as a representative of the college, the Vice President is a member of the WCCUSD School to Career Board.

The Vice President has been the leader of the effort to remodel the campus (through the passage of bond funds) and has worked with the committees of architects, district office representatives, faculty, staff and administrators to develop plans for these projects. This time-consuming effort will continue for at least the next five years.

### **Goals:**

- Increase enrollment and FTES by 5%
- Coordinate Measure A bond projects.



## Vice President of Academic and Student Affairs (continued)

- Develop promotional campaigns to lessen the impact of the disruption created as a result of Measure A bond projects.
- Continue to seek special funds to support college programs and services.

### **Strengths:**

- None of the responsibilities of the office is delegated to other offices. The work of the staff in the office is unique and is not duplicated by other areas.
- The office has strong relationships with local feeder high schools.

### **Challenges:**

- Coordination of bond measure funds on projects including remodeling of the SA Building, Vocational Building, Library, AA Bldg., Music Bldg, seismic retrofitting, etc.
- Coordination of construction on the new student services facility.
- Potential for enrollment decline as a result of the planned construction.
- A continued aggressive campaign to increase enrollment should be expanded.
- Preparing for 2008 accreditation process.
- Seek outside funding for the development of collaborative programs and projects, especially those that support increasing college preparedness and success in passing the high school exit exams (such as Bridges to the Future and college for Kids).

### **Faculty/Staff Development Needs:**

- No immediate staffing is needed. No immediate future expected retirements.
- Staff development and training will be needed.

### **Curriculum Needs:**

- Curriculum supporting courses, mentoring and tutoring that support increasing college preparedness and success in passing the high school exit exams (such as Bridges to the Future and college for Kids), should continue to receive support.
- Curriculum for the development of three potential vocational programs: massage therapy, paramedic and casino dealing.

### **Physical Resources Needs:**

- Computer hardware needs to be updated.
- This office needs to be relocated to the center of the campus to ensure access and proximity to the major administrative and service units located in that area.

### **Support Services Needs:**

- Community partnerships that will assist in increasing enrollment need to be increased and expanded.

## ***Instructional Services***

### **Mission:**

The Office of Instruction is dedicated to overseeing the delivery of instructional services within the three divisions of the college. This mission will be accomplished by fostering collegial relationships with managers, faculty, staff, students and the community. The office strives to carry out the mission of the college by providing leadership to plan and implement a learning environment that utilizes an assessment process that meets the needs of a diverse student population. The instruction office is committed to building an accurate, informative and timely class schedule and catalog, and to monitoring and maintaining faculty teaching loads, curriculum standards and program reviews. The office also provides opportunities to increase and strengthen instructional opportunities for students in the community such as distance learning and credit and non-credit course offerings.

### **Description:**

The primary role of the office is to support and assist the President and the Vice President in accomplishing the mission of the college. The area is managed by the Senior Dean of Instruction and includes an Administrative Assistant, the Scheduling Specialist, and the Community Education Coordinator. And recently the Senior Dean assumed the supervision of Graphics and the community Liaison Specialist.

### **Goals:**

- Review and Revise Distance Learning website.
- Support Staff Development efforts to provide training for faculty
- Develop guidelines for copyright issues.
- Research and share available DL courses with faculty
- Revise the DL Handbook.
- Evaluate and revise the scheduling process
- Expand and Improve DL Course Offerings and Resources.
- Facilitate the implementation of the Strategic Initiatives for 2005-06
- Examine the process for building the annual catalog and develop and implement an efficient and well-organized plan to produce a catalog that fulfills the promise to the community.
- Meet with Division Deans and Dept. Chairs to facilitate the development of
- SLOs and Program Review.
- Meet monthly at Issues Forum to identify division concerns and develop solutions that foster leadership in the divisions.

## Instructional Services (continued)

### **Strengths:**

- Distance learning has been a successful addition to CCC and has grown over the years. It has proven to attract and retain students. The number of telecourses and online classes has increased. The growth of distance learning FTES from 70.3 in spring of 2003 to 140.5 in spring 2005 has been very positive. Telecourses also provide closed captioning for hearing impaired students. Ninety percent of the students surveyed in the Distance Learning Survey reported moderate to great satisfaction with the quality of their courses, instructional materials and their instructors.
- Despite general shifts in the student market and increasing competition and recruitment efforts by a number of California community colleges, enrollment of international students at CCC continues to increase. Fee based course enrollments have increased. There has been a reduction in the number of catalog errors.

### **Challenges:**

- Maintaining communication in the face of changing organizational structure and staff will be a challenge.
- Coordinating classes at the high schools and middle schools will be a challenge.
- Working with and not overloading the video server is also a challenge.
- Room scheduling will remain a challenge and be exacerbated by on-going construction for the foreseeable future.

### **Faculty/Staff Development Needs:**

- Work with staff development office to present functions of the Office of Instruction to faculty and staff.
- Staff member training to support video server challenge.

### **Curriculum Needs:**

- Facilitation of the development of additional distance learning course offerings.

### **Physical Resources Needs:**

- Purchase new satellite system in order to offer quality telecourses to the college community.
- This office needs to be relocated to the center of the campus to ensure access and proximity to the major administrative and service units located in that area.

### **Support Services Needs:**

- Survey community in relation to fee based course offerings.

## ***Business Services Office***

### **Mission:**

As a central hub of information and business activity for the college and the communities it serves, the Business Services department is committed to the delivery of services that enable the different units of the college to achieve their missions. The department performs various functions, including accounting, budgeting, human resources, payroll, facilities scheduling, reprographics, and switchboard operations. Through team effort, these services are rendered with professionalism and a friendly manner.

### **Description:**

The Business Office is a vital unit of the college providing a variety of business services. The department also works in close coordination with custodial services, buildings and grounds, and police services in the delivery of those services to the college. These functions are performed in order to provide an environment where the mission of the college as an institution of higher learning can be achieved. The Business Office interacts with the entire campus community and serves as the main liaison between the campus and district offices.

Currently, the Business Office is composed of five classified staff, the Business Office Supervisor, and the Director of Business Services.

### **Goals:**

The Business Office staff is working together to attain customer satisfaction through the delivery of high quality services. The department's goals include the following:

- To streamline its operations to be more efficient, productive, and responsive to the college's needs.
- To continue to raise the college's level of fiscal responsibility and accountability.
- To ensure compliance with district and college policies and procedures relative to business services.
- To promote staff development.

### **Strengths:**

- The atmosphere in the office is one of collegiality and professionalism.
- The staff is dedicated and committed to fulfill its mission.
- The staff is characterized by strong teamwork, cross-training between functions, and exceptional customer service.
- Faculty, staff, and students from all over the campus are given the necessary assistance whenever they approach anyone in the Business Office.

Business Services Office (continued)

**Challenges:**

- There has to be ongoing training for all college staff regarding business policies and procedures.

**Faculty/Staff Development Needs:** None

**Curriculum Needs:** None

**Physical Resources Needs:**

- This office needs to be relocated to the center of the campus to ensure access and proximity to the major administrative and service units located in that area.

**Support Needs:**

- The department's furniture and equipment have been adequate, except for computer and other upgrades necessary to keep up with advances in technology. Several of the staff computers and the office printer are due to be upgraded.
- The office and storage space allocated to the department has been adequate.

## ***Economic Development***

### **Mission:**

The Economic Development unit of Contra Costa College is committed to providing supportive services and financial assistance to the vocational programs on campus. The office is dedicated to the development of relationships with the community and local businesses with the goal of upgrading the skills of the local workforce and the surrounding economy. This unit also works with the local high schools assisting these students in making successful transitions to college to complete a vocational degree.

### **Description:**

The Unit consists of three main components, The Economic Development office, the Tech Prep office and the Job Placement Center. The department's primary mission is to assist the college in preparing students for the most challenging global competition for a technically trained workforce. The unit is involved in many activities at the college and in the community designed to help the college produce a well educated, highly skilled student, able to move into the high wage, high skilled jobs of the 21<sup>st</sup> century. The Unit acts as an umbrella over many projects at the college and in the community including VTEA, Tech Prep, Job Placement Center, Tech Prep Demo Grant, Career Exploration Grant, N-Step Rubicon Grant, Quick Start Grant, Teen Challenge Grant, Richmond Explorers Academy, YouthBuild CCC Housing Redevelopment, Street Tech Partnership, Richmond COC Leadership Training, and Contra Costa Business Education Collaborative. In addition, the Economic Development Unit provides services and financial support to all vocational programs on campus.

### **Goals:**

- Effectively implement the VTEA grant
- Address program review recommendations
- Direct all project managers and vocational faculty in their daily activities and resolve issues as they arise
- Manage all Tech Prep activities
- Manage all current grants and any new grants
- Manage new activities of the Job Placement Center
- Track college vocational advisory committees
- Assist with implementation of new "Contract Education" services.
- Attend all 9 board meetings and sub-committee meetings
- Continue to address the needs of the seven community partnerships
- Hire counselors and instructors for grants as needed
- Consider alternatives to current activity levels and possible reallocation of resources to more efficiently address the needs of the college and the community
- Make changes to some of the ways VTEA has communicated with the vocational faculty to better serve their needs
- Design ways to advertise the services of the Economic Development Unit to the community, local businesses and organizations.

## Economic Development (continued)

### **Strengths:**

- Generating grant funds for the college.
- Supporting vocational programs at the college.
- Fund new curriculum development and faculty development.
- Fund partnerships with both local community organizations and businesses.
- Fund activities that help create a seamless transition for high school students.
- Fund activities that help create articulation agreements between high schools and college courses. Relationships with all of the feeder high schools as well as the districts is a key strength, as is relationships with community partners, business boards and private industry. The program has placed a vocational counselor at each of the feeder high schools.
- The dean and staff are very visible at the high schools and other public agencies.
- The program has a close relationship with the one stop center in San Pablo.
- Outreach efforts are diligent and bring volumes of high school students to campus. The program offers a successful annual technology conference to high school students at CCC.
- The program uses creativity in creating short-term vocational training, such as Youth Build.

### **Challenges:**

- Multiple Projects providing wide reach and big rewards but with limited people resources is a challenge that the department has consistently managed to turn into a strength. However, as more grants are received, this challenge will be exacerbated.
- Staffing difficulties: Each grant requires a project manager, usually part time. Hiring appropriate staff with the necessary skill set has been difficult, particularly with the urgent time constraints of most grants. It would be more efficient and effective to hire an experienced full time Grant Manager to manage and direct several grants.
- Staff is located in various offices both on and off campus, which complicates communications and supervision. Almost all staff is funded through grants and as the grants are completed, staff contracts are terminated and turn over tends to be high. Hiring personnel under temporary contracts has also been problematic. The job placement office has an operating budget of \$0.
- Lack of facilities: Several new majors and/ or vocational programs need development in order to meet high wage, high demand industry needs and keep up with technology and the business world. However, a new major or program can only be created if there is faculty to initiate the process, a physical site to offer classes with the appropriate amenities, equipment and staff. New disciplines needed such as Construction Technology, Process Control Technology, Engineering (GPS-GIS) Technology, Environmental Science and Manufacturing Technology, would need space and faculty commitment to come to fruition.

### Economic Development (continued)

- Continually updating programs will be a challenge. The office will work with division deans to target programs in need. Work is also needed with senior management to determine which vocational programs need advisory groups.
- Working with the private sector to develop partnerships to strengthen contract education efforts will remain a challenge. Also a challenge will be continuing to update, upgrade and establish new 2+2 articulation agreements with high schools and ROPs.

### **Faculty/Staff Development Needs:**

- Upgrade Senior Administrative Assistant position to Assistant to Dean.
- Fill Tech Prep Assistant (Lead Office Assistant) position and upgrade to full time Instructional Assistant Support Coordinator position.
- Fund full time Vocational Counselor position
- Fund a full time Grant Coordinator/Community Liaison Manager

**Curriculum Needs:** None

### **Physical Resources Needs:**

- This office needs to be relocated to the center of campus to ensure access and proximity to the major administrative and service units located in that area.

**Support Services Needs:** None



## ***Office of Research and Planning***

### **Mission:**

The Research and Planning Office is committed to providing the college with data on all aspects of the college mission. With research as its central theme, the office provides analysis emphasizing the achievement of student learning while supporting the missions internally and externally. The office uses analysis of quantitative and qualitative data in an ongoing and systematic cycle of evaluation so that planning efforts are data driven, student centered and outcome based.

The Office of Research and Planning is responsible for providing data services that support institutional and programmatic decision-making throughout the college. These services include developing surveys, producing outcome reports for various academic programs and student services, in addition to longitudinal studies of college departments and units that focus specifically on retention, persistence, productivity, evaluation surveys, planning documentation based on FTES and space allocation.

Additional research has been conducted to accommodate grant applications for both the college and district initiatives. The office is responsible for development and maintenance of the college Fact Book and all data in preparation for annual review, accreditation and continuous evaluation of its institutional elements.

The office develops both paper processed and on-line surveys used in most program reviews and the annual student satisfaction and employee climate surveys.

Two part time programmers and one hourly survey technician report to the Senior Dean of Research and Planning. The research office is located in the AA building where the two part time programmers and the hourly technician work. The Senior Deans office is located in the office complex on the second floor of the AA building.

From the 2002 accreditation report, it was recommended that the research office be provided with an additional staff to assist with the volume of data/reports and surveys this office is responsible. In 2003 a .5 position was made available and continues to function in that capacity.

### **Goals:**

- Continue to maintain the same high level of data production and analysis that supports all areas of the college.
- When time permits, develop updates to the annual fact book data to be maintained on the college web site.
- Continue to support all data requests for program reviews, student learning outcomes, strategic initiatives, space and building use analysis, budget/unit plan/instructional improvement data, grant data, ad hoc reports etc.

Office of Research and Planning (continued)

- Actively participate in CCC Apply consortium, provide research outcomes for on-line application form/SLOs, CalPass database development, work on specific WCCUSD research projects, State MIS effectiveness Indicator reports.

**Challenges:**

- While the research element is going well, Cabinet's recommendation is that more concentration be spent on planning.

**Faculty/Staff Development Needs:** None

**Curriculum Needs:** None

**Physical Resources Needs:**

- This office needs to be relocated to the center of the campus to ensure access and proximity to the major administrative and service units in that area.

**Support Services Needs:** None

## ***Building and Grounds***

### **Mission:**

The stated Mission of the Buildings and Grounds unit is to operate and maintain the natural and built learning environments entrusted to its care.

### **Description:**

The existing environment encompasses 23 (362,375 square feet) buildings situated on 80 acres of land. The overall responsibility of the unit is to operate and maintain existing facilities.

The unit has 11 staff members. Part-time assistance is provided through the employment of 1-2 student office workers and 2 – 4 ground workers. One additional position for an Equipment Maintenance Worker should be added in 2007

### **Goals:**

- Efficiently and effectively operate and maintain safe, clean, secure, functional, attractive and ecologically sound learning environments, 24/7.
- Strive for excellent results, creative efforts, and the highest standards of professionalism and customer service for all those who enter this diverse and exciting learning environments
- Remain diligent and conscientious stewards, worthy of the public trust placed with us.
- Develop/Refine new goals and objectives in view of the re-alignment of the B&G unit under the College Business Manager.

### **Strengths:**

- The Buildings and Grounds manager began reporting to the College Business Office in the Spring 2007.
- A new Buildings and Grounds supervisor was hired in March of 2007.

### **Challenges:**

- The annual budget for new and replacement equipment has been insufficient in the past to insure safe and efficient equipment is available for staff. The funds available from the state each year for scheduled or deferred maintenance at the College are woefully inadequate to meet the needs. The backlog of scheduled maintenance projects continues to grow each year.

### **Faculty/Staff Development Needs:**

- One additional position for an Equipment Maintenance Worker should be added in 2007

**Curriculum Needs:** None

Buildings and Grounds (continued)

**Physical Resources Needs:**

- This operation currently is located in an old portable building. A new location is needed and the portable should be removed.

**Support Services Needs:** None

## ***Custodial***

### **Mission:**

The mission of the Contra Costa College Custodial Services Department is to clean and inspect campus facilities, provide professional custodial services and to promote a safe and sanitary college campus.

### **Description:**

The Custodial Department has been diligent in its quest to keep the facilities clean and presentable to the public. Staff members receive regular training on the best methods to maintain the interior of buildings. The work of the unit is critical to the image of the college.

### **Goals:**

- Continue to enhance the interior of all buildings to ensure a clean and sanitary campus.

### **Challenges:**

- The highly used areas of the campus present a challenge since down time for these areas are minimal.

### **Faculty/Staff Development Needs:**

- The district is mandated to follow a square foot formula for assigning custodians.

### **Curriculum Needs:** None

### **Physical Resources Needs:**

- Currently the unit is located in a portable building Parking Lot 9. When the building is eliminated due to the expansion of Lot 9, custodial services will need a new location.

### **Support Services Needs:** None

## ***Staff Development***

### **Mission:**

The Staff Development program plans, promotes, and hosts training workshops and other professional development activities for faculty, staff, and managers.

### **Description:**

The Staff Development program plans, promotes, and hosts training workshops and other professional development activities for faculty, staff and managers. The Staff development coordinator is a faculty member with 20% release time. There are four staff development committees. The Faculty, Classified and Manager Staff Development committees review grant funding applications for their own constituencies and assist with planning and promoting various programs and activities. The Local Planning Group has representatives from each of these committees. The staff development secretary is a part-time hourly position. Staff Development is part of the AB 1725 educational reforms. Its purpose is to promote personal, professional and organizational growth for the employees of California's community college system, thereby helping promote "student and employee retention and to support and advance the teaching and learning objectives of the California Community Colleges".

### **Goals:**

- To promote and fund college activities that support institutional needs and the college's Strategic Directions.
- To develop, promote and fund professional development activities that contribute to excellence in instruction and student services.
- To develop, promote and fund professional development activities that contribute to excellence in the delivery of student services, instructional support and other service areas.
- To develop, promote and fund professional development activities that contribute to the effective execution of administrative responsibilities.

#### Action Plan:

- a. Assess ongoing and changing training needs.
- b. Provide leadership in technology training for the campus.
- c. Provide leadership in Student Learning Outcome Assessment training.
- d. Seek additional sources of staff development funding.
- e. Increase classified staff participation in Staff development activities.
- f. Increase awareness of the Staff Development web site and its features.
- g. Make secretary position permanent.
- h. Restore instructional assistant position.

### **Strengths:**

- The CRC will be housed in the remodeled Library Learning Resource Building.
- Staff development continues to offer training despite funding limits.

## Staff Development (continued)

### **Challenges:**

- Staff Development funding is limited or non-existent.
- Continued new developments in Technology and the Use of Technology by instructors. There is a need for training on teaching and learning especially for newly hired instructors.

### **Faculty/Staff Development Needs:**

- The department would benefit from having the secretarial position become permanent either full or part time.
- Provide permanent full-time training coordinator.

### **Curriculum Needs:** None

### **Physical Resources Needs:**

- The CRC will move to new Library and Learning Resources Building once it is completed.

### **Support Needs:**

- Money (cost sharing or otherwise)

## ***Technology Services***

### **Mission:**

The mission of Technology Services is to support student services, instruction, and administrative functions by providing and maintaining secure access to current technology. We will assure consistent and timely planning and training to aide the college in achieving its mission.

### **Description:**

Technology Services is responsible for the maintenance of computer (LAN, etc), telephone, and other college technology. Staff from this unit provide technical assistance to college employees on both hardware and software issues. The unit also maintains the college LAN and etc. As of July 1, 2007, the manager began supervising the Webmaster and the TV Studio Technician.

### **Goals:**

- To provide quality technology services for the operation of all instructional and support services.

### **Challenges:**

- The dynamic nature of change in the field technology requires constant staff development and ins-service for staff in this unit.
- Budget challenges make the task of maintaining the latest version of software and hardware is a challenge.

### **Faculty/Staff Development Needs:**

- To adequately address all the technology necessary for campus operations will require an additional 1.0 FTE.

**Curriculum Needs:** None

### **Physical Resources Needs:**

- The planned remodel of the AA Building will necessitate the relocation of technology services to another location more centrally located and incorporate them into a Central Services area.

**Support Services Needs:** None



## ***Police***

### **Mission:**

The Contra Costa Community College District Police Department is dedicated to providing excellence in protection and service to the college community. As law enforcement officers, we shall endeavor to ensure a safe and secure environment conducive to a positive social and educational process.

### **Description:**

The Police Services Department is managed by two police sergeants who report to the District Chief of Police Services. The campus unit is responsible for maintaining campus safety, opening and closing facilities, and being the first respondents in case of emergencies. Staff from the unit is assigned to the college Operations Council and the Safety Committee.

### **Goals:**

- To maintain the safety of students, staff and faculty on campus and to protect personal and college property.

### **Challenges:**

- Weekend patrolling of the campus has been an issue.

### **Faculty/Staff Development Needs:**

- This area is the responsibility of district management.

### **Curriculum Needs:** None

### **Physical Resources Needs:**

- The location of Police Services has been an issue on campus. The current space of the department is not adequate. The unit requires lockers for the officers, an office for the sergeant, a holding space for detainees, a workspace for the dispatcher and changing area for service staff.

### **Support Services Needs:**

- The support service needs of this unit will be addressed by district management.

## ***Middle College High School***

### **Mission:**

The Middle College High School is designed to provide students of the West County Unified School District with a superior educational experience in a college environment. Students will be challenged to excel in their academic studies and to enroll in college classes while they are pursuing their high school diploma.

### **Description:**

Middle College High School (MCHS) is an Alternative School of the West Contra Costa Unified School District that is housed within Contra Costa College. Its purpose is to take local students who are willing to work hard and support them to succeed at both earning a competitive High School Diploma and an AA or AS college degree. The Associate degree should prepare and qualify students to have certified marketable skills, and allow them to be eligible for transfer to an institution of higher education as juniors in their chosen area of interest. Currently, MCHS is supported in meeting its goals through support from College administration, faculty, and staff, the Early College Grant, and the Tech Prep Demonstration Grant (through Contra Costa College).

Projected student enrollment: 300 – 325  
Projected teachers/ FTE: 12  
Projected support personnel: 4 (Office Manager, Counselor, Administrators)  
(Total staff: 16)

### **Benefits:**

#### ***CCC:***

- An energetic and inquisitive group of guaranteed enrollees (all students beginning their freshman year are taking 8 – 11.9 credits per semester).
- A well prepared (by CCC faculty) team of students who need and can perform well in advanced courses.
- A promising and determined group of scholars who will positively reflect the caliber of a CCC graduate.
- Insight into the supports needed by all potential CCC students within the school district.
- A larger supportive community of students and their families.

#### ***MCHS/WCCUSD:***

- A larger pool of caring adults (and lower student to adult ratio) to support student learning and success.
- Resources in the form of highly skilled instructors and opportunities – such as participation in Forensics competitions, Robotics competitions, and the chance to be among the elite Science and Math scholars in the CSE.
- A wide variety of courses for students that would not be feasible in a small school site.
- A college going culture and focus.

## Middle College High School (continued)

- State of the art instructional tools.
- Funding opportunities through joint ventures that benefit everyone involved in any of the programs.

### **Resource needs for the next 10 years:**

#### **Physical needs:**

- Access to twelve classrooms with a capacity to hold 32 students; possibly 4-6 of them SMART or A/V equipped, and one large enough to have cooperative group format in the classroom.
- Access to two to three classrooms for MCHS so that special training or testing days can be accommodated within the school and not impact the rest of the college.
- Business office – a space large enough so that a copy machine and school stationary supplies could fit in the main office. Also it would be nice to have an attached small walk in space (5' X 8') for items that require restricted access such as student cum folders, standardized tests, petty cash, student class funds, etc.
- The current faculty room is inadequate for the number of teachers assigned to the school. Also, two teachers have offices in the Biology Building and three teachers have offices across the campus in the Art Building. Faculty offices and the teacher workroom need to be more closely located.
- Access to a meeting room (about the capacity of AA216 or AA 117) for meetings, conferencing with students or parents, small group planning (currently happening in the lobby of the building), teacher collaboration, with space for 18 – 20 people and space for a microwave and coffeemaker, and storage for paper goods.
- Storage space for textbooks and Instructional Materials; storage space for student work in progress (i.e. Robotics team robots, etc.) – Currently, there is a small old paint storage space outside AA117 in the AA building, a portable container, a locked closet within the AA building, cabinets and filing cabinets in the AA lobby outside AA113 and AA109, cabinets in the “faculty room” and the storage room inside A3.
- Offices for Administrators (2), and school counselor (1) –
- An office for student leadership.

#### **Support Services:**

- Access and use of a computer lab at least one period per day (class size – 32 kids at a time).
- Access to and use of the Skills labs and to SI and other tutors during the instructional day and after school, Library, Gym, Recreation Room, etc.
- One consistent college counselor for MCHS students who collaborate with the high school counselor, and who possibly serves on the Advisory Board.

Middle College High School (continued)

- Priority in registration for courses required for school diploma and AA/AS program pathways.
- EOPS access and support.
- Participation in Advisory by the Dean of Students, the Dean of Economic Development, and representatives from Admissions, Counseling, and Math, Science, History, Humanities, English department faculties.
- Collaboration time for school and college faculty to maximize coordination and articulation of the school's educational plan.

## ***Programs or Administrative Units Requiring Facility Modifications***

The information in the previous plans for academic and support service units highlighted the need for facilities modifications and additions. To summarize those needs, the following list contains annotated statements about the facilities needs of program or administrative units.

To address these long-term facility needs, attention must be given to the elements that affect the implementation of the educational plans for each program. The following list contains the issues that must be addressed in the long-term facilities plan.

- A designated main campus entrance needs to be developed to improve student drop-off, wayfinding and the overall character of the college.
- Campus facilities need to be modernized to improve the appearance, ambience and the efficiency of the physical plant.
- It is critical that the seismic retrofitting required for many buildings is completed while not detracting from the ambience of the learning environment.
- As new facilities are constructed and existing facilities are modernized, it is imperative that these facilities do not conflict with integrity of the existing campus architecture.
- Study areas designed to encourage collaborative learning in informal ways are desired in strategic locations throughout the campus.
- Building, pathway and street signage is needed to reduce the difficulty students experience in finding their way on campus.
- ADA accessibility is a challenge due to the gentle rolling topography and uneven terrain of the campus site.
- Smart classroom technology is needed to ensure that teachers have access to a variety of instructional delivery options.
- Classroom size needs to be uniform and conducive to supporting collaborative learning in the classroom.
- Science and other instructional labs are antiquated and too small to accommodate future student demand.
- The anticipated growth in the allied health area will require multiple labs to accommodate the programs in need of the same.
- The athletic facilities are in need of significant renovation and scheduled maintenance to ensure the safety of students and student/athletes.
- The significant lack of storage space needs to be addressed in a comprehensive manner.
- The mechanical and HVAC units in many buildings need to be replaced.
- Landscaping throughout the college should have a consistent theme, color palette and building materials.
- The campus standards for furniture, fixtures and equipment needs to be employed when renovating or constructing facilities.
- All construction projects on the campus must be sensitive to the environment and designed to be energy efficient.

## Programs or Administrative Units Requiring Facility Modifications (continued)

### **LAVA Division's Overall Facilities Need**

- The completion of the Library remodel has created a new Library and Learning Resources Center. This space now includes Library Services, the College Skills Center and the College Resource Center.
- The Nursing Program has grown significantly in the past five years. To accommodate the increased enrollment, additional space is needed.
- Similarly the Culinary Arts Department has increased enrollment beyond the current facilities. The long-term plan is to relocate the program in modernized space in the Student Activities Building.
- The athletic fields and gym complex will need significant modernization. Funds already exist to install a new football/soccer field. This work should be done in the 2007-2008 academic year. Also, the GA Building needs an elevator for ADA access to the upper level along with expansion of the Fitness Center to accommodate the recent surge in enrollment.

### **Automotive Services**

- The lack of adequate space for vehicular parking needs to be addressed in the long-term facilities plan.

### **Culinary Arts**

- The department should be relocated to larger facilities in the new SA building.
- The kitchen and dining room equipment need to be modernized.

### **Dental Assisting**

- Digital x-ray technology (compatible with the program's new X-ray machines) is needed.
- Dental assisting patient chairs are needed.
- The program needs access to a SMART classroom.

### **Health and Human Services**

- Currently a small storage room (HS-2) is used as the clinical skills lab. An actual room dedicated to a skills lab use is needed.
- Space is also needed for storage, a peer-counseling center, and smoking cessation classes. This program could coexist with other allied health programs and science programs in the same facility.

### **Emergency Medical Sciences**

- The program is part of the Health and Human Services Department and should be relocated to an expanded facility.

## Programs or Administrative Units Requiring Facility Modifications (continued)

### **Library**

- Media Equipment Distribution and Reprographics will not be returning to the remodeled building and are currently in temporary quarters with many items in storage. These functions need an adequately sized and properly wired permanent location.
- Reprographics needs to be permanently located near Technology Services and Media Equipment Distribution to create a Central Services complex.

### **Nursing**

- The current clinical lab facility is inadequate for the number of students served by the program. The program needs to be located in an expanded facility preferably near the science and other allied health programs.

### **Certified Nursing Assistant**

- The program needs access to a skills lab designated to accommodate its scheduled use.

### **Health and Physical Education**

- The GA Building needs an elevator to provide access for disabled students to the upper level.
- The current Fitness Center also needs to be expanded to accommodate the increased student demand for this facility.

### **Intercollegiate Athletics**

- A computer lab is needed in the GA building to provide computer access for students.
- The current football field is falling into disrepair and needs to be replaced. Staff would like to install a football/soccer field combination.
- The gymnasium lighting and sound system are antiquated and needs to be replaced.
- The bleachers and the side basketball goals are a hazard and need repair or replacement.

## Programs or Administrative Units Requiring Facility Modifications (continued)

### **NSAS Division's Overall Facility Needs**

- The long-term facilities plan will use State and Measure A 2006, funds to create a new Science and Allied Health facility. This three to four story complex will accommodate Biology, Biotech, Physics, Chemistry, Astronomy, Earth Sciences and Allied Health Programs (Nursing, CAN, Medical Assisting, Health and Human Services and EMT). The consolidation of these programs into one complex will create state-of-the-art lecture and laboratory facilities for these programs and will allow for program expansion in areas where student demand is high.
- Mathematics is scheduled to move into the Applied Arts Building (AA-213). When that building is modernized, it will allow the department to expand its very productive tutoring program that will help increase the college's overall FTES production.

### **African American Studies**

- The department would like to secure an area that would include the department office, room for the book collection that students could use, space for ongoing tutoring and mentoring activities.

### **Biology**

- The Biology and Physics areas are inadequate for current and projected program needs. Labs are old, too small, and lacking modern classroom teaching technology. The HVAC systems need repair as well as the overall condition of the lecture and lab facilities. A new building is strongly recommended to accommodate these needs.

### **Biotechnology**

- The program needs to be included in the designed of a new science complex since its labs and other facilities are not sufficient to support modern instructional needs.

### **Chemistry**

- Antiquated laboratory space is insufficient to support modern instructional techniques. A new facility is needed to ameliorate this condition.

### **Earth Sciences**

- Facilities are too small for the potential increase in the size of the program. This program, along with other sciences, should be relocated into a modern facility with current teaching technology.
- The department needs a laboratory room with lab table space for approx. 50 students.



## Programs or Administrative Units Requiring Facility Modifications (continued)

### **Mathematics**

- The Math Department and its tutoring lab need to be relocated into the vacated College Skills Center space. This will increase the square footage for tutoring and office space.
- The department needs access of one smart classroom with a multi-media system.

### **Physics/Physical Sciences**

- The program's lab, lecture and planetarium areas are old. A new or renovated facility is needed.

### **Social Sciences**

- Improve classroom facilities. Most of the courses are taught in the aging LA building. Many of the supporting facilities in the building are in disrepair.

### **CLASS Division's Overall Facilities Needs**

- The Speech Department and the college literary magazine, CURRENT, need to be located in the remodeled space to accommodate program needs.
- The Graphics lab could expand its enrollment capacity with a remodel of the current space to make a larger lab. This could result in an increase in students who could take digital art and photography classes.
- The Performing Arts Center is in need of modifications and updating in the backstage area. In addition, there are some ADA access issues in the theater seating area that need to be addressed, along with some updating of the lighting and sound systems in the facility.
- Removal of the LA Building will require the relocation of the division office.

### **Academic Skills**

- The College Skills Center will be relocated to the Library and Learning Resources complex in the fall of 2007.

### **Art**

- The Art Program needs to be relocated into another building without the structural concerns of the current Art Building. This will allow the program to improve its studios, create a space for art welding, create a space for jewelry making and possibly house the college's robotics course.
- The Eddie Rhodes Gallery could move into the ASU location.

### **Counseling**

- The Student Services complex, will house all areas of student services including counseling services.

## Programs or Administrative Units Requiring Facility Modifications (continued)

### **Drama**

- A central room to house a communication lab similar to DVC's and CSU East Bay's is needed. Also the lighting, sound equipment, stage curtains need to be replaced. ADA access is still a significant problem in the building.

### **English**

- A dedicated English computer lab with 30 computers, three printers, project and instructor's station is needed.

### **Music**

- The building's current configuration does not accommodate the needs of the existing programs. An extensive remodel of the building is needed.

### **Speech**

- The program needs an expanded space for a lab with video capability and a faculty office area.

### **Transfer/Career Center**

- This program will be relocated to the new Student Services Center upon completion of that facility.

### **Articulation**

- This program will be relocated to the new Student Services Center upon completion of that facility.

### **Matriculation**

- The matriculation process is integrated into the services provided by the Counseling Department. That department will be relocated to the new Student Services Building when it is completed.

### **Dean of Students Administrative Office**

- This office will be relocated to the new Student Services Center when that facility is completed.

### **Admissions & Records**

- Admissions and Records will be relocated to the new Student Services Building.

## Programs or Administrative Units Requiring Facility Modifications (continued)

### **Bookstore**

- The current location of the Bookstore is not adequate for serving the student population. The configuration of the facility needs to be rearranged to include more storage for books and supplies. Also, a more visible front door and interior remodeling including carpeting, painting and repair of existing slat wall are needed to improve aesthetics and attract more students.

### **CALWORKS**

- This program will be relocated in the new Student Services Building.

### **DSPS**

- This program will be relocated to the new one-stop Student Services Building. The need for extra space to accommodate students has been included in the new facility.

### **EOPS**

- This program will be relocated into the new Student Services Building where extra space for EOPS storage has been added.

### **Financial Aid**

- Increased office space to accommodate added staff has been included in the design of the new Student Services Building.
- A dedicated fully equipped computer lab is needed or could be part of the Student Services building computer lab.

### **International Students**

- Both international students and ISO staff have identified the need for more office/program space. To better serve the international student body and expand ISO staff as student numbers grow, a more appropriate student service office space will be necessary.
- This program will be relocated into the new Student Services Building.

### **Job Placement**

- This program will be relocated to the new Student Services Building.

### **Student Life**

- The current space is inadequate for the current and future needs of this program. The ASU area needs to be expanded and modernized. A need also exists for space to accommodate outreach and recruitment staff and their related materials since that function now reports to the Student Life manager.

## Programs or Administrative Units Requiring Facility Modifications (continued)

### **Administration in AA Building**

- The Administrative Offices in the AA Building (President, Vice President, Business Office, Dean of Economic Development, Senior Dean of Instruction, Senior Dean of Research and Planning, Communication and Advancement) needs to be centrally located near Student Services and Student Activities to promote a more accessible administration. Additional storage space is needed to accommodate this consolidation.

### **Tutoring - College-wide**

- This function will be relocated to the Library and Learning Resources Building in the fall of 2007.

### **Buildings and Grounds**

- This operation is currently located in an old portable building. A new location is needed and the portable should be removed.

### **Custodial**

- Currently the unit is located in a portable building Parking Lot 9. When the building is eliminated due to the expansion of Lot 9, custodial services will need a new location.

### **Staff Development**

- The CRC will move to the new Library and Learning Resources Building once it is completed.

### **Police**

- The location of Police Services has been an issue on campus. The current space of the department is not adequate. The unit requires lockers for the officers, an office for the sergeant, space for holding detainees, a workspace for the dispatcher and a changing area for service staff.

### **Middle College High School**

- MCHS needs dedicated space for their administrative, testing and assessment needs, faculty offices and a conference room. This program's administration should be located near the college administration to maintain the current collaborative relationship.
- Space also is needed for tutoring, student gathering, and storage for textbooks and instructional materials.

### **Technology Services**

- Technology Services needs to be centrally located to promote easy access to all parts of the campus.

## ***Weekly Student Contact Hours***

The Educational Plan projects the Weekly Student Contact Hours (WSCH) into the year 2016. The projection is based on an overall increase in WSCH of approximately 2% per year over the next ten years and a more efficient use of space on the campus.

The following chart contains the projections for WSCH and ASF to 2016.

### **Ten-Year Projection (1% per year) for Weekly Student Contact Hours**

<b>Top Code</b>	<b>Description</b>	<b>Fall 2006 WSCH</b>	<b>Fall 2016 WSCH*</b>
0400	Biological Science	4,769	5,246
0500	Business	3,038	3,342
0600	Communications	1,213	1,334
0700	Computer Information Systems	2,660	2,926
0800	Physical Education	6,404	7,044
0900	Engineering/Tech Arts	2,506	2,756
1000	Fine and Applied Arts	4,009	4,410
1100	Foreign Language	1,215	1,337
1200	Health Occupations	7,379	8,117
1300	Child Development	4,422	4,864
1500	Humanities	9,388	10,327
1700	Mathematics	7,176	7,894
1900	Physical Science	3,966	4,363
2000	Psychology	1,515	1,667
2100	Public Affairs/Services	695	765
2200	Social Sciences	4,830	5,313
3000	Commercial Services	1,617	1,779
4900	Interdisciplinary	<u>10,953</u>	<u>12,048</u>
	<b>Totals</b>	<b>77,725</b>	<b>85,532</b>

\*The projection assumes a 1% growth in WSCH per year.