Contra Costa College
Strategic Plan 2015-2020

Vision 2020:
Equity and Access,
Engagement and Achievement,
Excellence and Accountability

Contra Costa College

2600 Mission Bell Drive

San Pablo, CA 94806

The Contra Costa College 2015-2020 Strategic Plan is respectfully submitted for review.

Submitted by:
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Submitted to:
Contra Costa Community College Governing Board
June 24, 2015

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Mojdeh Mehdizadeh   **Interim President**

_____
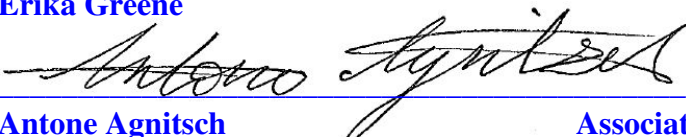**Wayne L. Organ**   **Academic Senate President**

_____
Erika Greene   **Classified Senate President**

_____
Antone Agnitsch   **Associated Student Union President**

Interim President's Message

Since opening its doors in 1949, Contra Costa College has provided exemplary educational services as the only institution of higher learning in the West Contra Costa County area.

I am proud to present our five-year strategic plan. In developing this plan, the college reflected on its past, studied the current and projected state of its environment, and envisioned how to seize opportunities afforded in a time of monumental change. We were fortunate to experience exceptional involvement by our internal college community, including students, faculty, staff, managers, and Board members, as well as extended stakeholders, including friends, alumni, other educational partners, employers, community members, and future students.

This plan ensures we are on a common path focused on transforming the lives of our students and community and mapping our course to 2020. The title of our plan is "Vision 2020: Equity and Access, Engagement and Achievement, Excellence and Accountability." As you examine the plan, you will see these themes interlaced throughout our mission, vision, values, and strategic directions. Moving from the planning phase of the Strategic Plan into its implementation phase, we will continue to reflect on these themes and will carry on with our commitment by annually reporting our progress to our community.

Mojdeh Mehdizadeh, Interim President, Contra Costa College

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I. Acknowledgements

A. College Administrative Leadership Team

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Interim President
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Vice President
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Director of Business Services
Vicki Ferguson
Dean of Student Services
Jason Berner
Dean of Liberal Arts
Susan Lee
Dean of Library, Allied Health, Vocational Training and Athletics

B. In Appreciation

We express appreciation to all participants in the development of the plan.

College Council	Planning Committee
Antone Agnitsch, Chair	Wayne Organ, Chair
Karl Debro	Mojdeh Mehdizadeh
Tammeil Gilkerson	Tammeil Gilkerson
Mariles Magalong	Norma Valdez-Jimenez
James Eyestone	Gabriela Segade
Kelly Ramos	Kelly Ramos
Setiati Sidharta	Richard Ramos
Wayne Organ	Mayra Padilla
Alissa Scanlin	Erika Greene
Beth Goehring	Monica Rodriguez
	Judith Flum
President's Cabinet	Donna Floyd
Mojdeh Mehdizadeh, Chair	
Tammeil Gilkerson	Budget Committee
Mariles Magalong	Mariles Magalong, Chair
Wayne Organ	Terrill Mead
Erika Greene	Tammeil Gilkerson
Antone Agnitsch	Erika Greene
	Wayne Organ
	Setiati Sidharta

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Agustin Palacios
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Luanna Waters
Huong Vu

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Vicki Ferguson
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Bruce King
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Zoey Lee
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Nakari Syon
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Mai Pham
Luise Beh
Jesse Gonzalez
Diksha Chhetri
Harjot Shergill
Richa Dabal
Binh Tai

Classified Senate
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Suifen Liao, Vice President
Brian Williams, Darris Crear, Treasurer

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Gabriela Segade, Vice President, CIC
Chair
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Irena Stefanova, LA Division
Beth Goehring, LAVA Division
Richard Ramos, LAVA Division
Seti Sidharta, NSAS Division
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Andrea Phillips, SS Division
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Judith Flum, Distance Education

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Susan Lee	Library, Allied Health, Vocational
Jose Oliviera	Training and Athletics Division
Mayra Padilla	Susan Lee, Dean
Kelly Schelin	Faculty and Staff of the LAVA Division
John Wade	
Darlene Poe	

II.   Plan Development Chronology

09/22/2014	Planning Committee meeting – reviewed Employee, Student and Governance Surveys
10/16/2014	Planning Committee meeting – Guest: Greg Stoup Senior, Dean of Research and Planning - reviewed data from environmental scan, Student Success Scorecard and other student success metrics
11/07/2014	Planning Committee meeting – reviewed District Strategic Plan and preliminary recommendations from accreditation team
02/06/2015	Planning Committee meeting – aligned SSSP, Equity and Tech Plans with draft College Strategic Directions and District Strategic Directions
02/27/2015	Special Planning Committee meeting
03/05/2015	Input from Student Success Committee
03/06/2015	Planning Committee Meeting
03/19/2015	ASU Forum
03/20/2015	Student Services Division Forum
03/23/2015	WCCUSD Youth Commission Forum, Helms Middle School
03/27/2015	Community Forum
03/27/2015	Classified Senate Forum
03/28/2015	Begin final draft of Strategic Plan
04/13/2015	Input from Operations Committee
04/15/2015	LA Division Forum
04/20/2015	Input from Distance Education Committee Chair
04/20/2015	Input from Academic Senate Council
04/23/2015	Input from NSAS Division
04/24/2015	Input from Distance Education Committee
04/30/2015	Input from Management Council
05/01/2015	Planning Committee meeting - final revisions and "conditional committee approval" of draft Strategic Plan
05/08/2015	Joint Planning, Budget, Operations, Student Success Committee Meeting - final revisions and "conditional approval" of draft Strategic Plan
05/14/2015	First read by College Council
05/20/2015	Second read by College Council
05/20/2015	Final draft Strategic Plan to College President
06/24/2015	Presentation of final draft Strategic Plan to Governing Board

III. Introduction

A. Purpose of the Plan

As Contra Costa College approaches the completion of the new Classroom Building, the Student Activities Building and the Fireside Building, it enters a new and exciting era. It is an era of expanding possibilities and challenges. The opportunity to improve the teaching and learning environment on the campus, made possible by the support of the taxpayers of Contra Costa County, has been greeted with excitement and anticipation among students, staff and faculty.

With infrastructural change comes institutional change, and Contra Costa College has embraced the opportunity to revisit, reinvent and redesign its policies, processes, and procedures, envisioning an era of transformational change and rededication to effectively serving the needs of its students and community. The strategic plan documents Contra Costa College's commitment to its mission, vision and core values; provides clear, shared directions for action; ensures the fulfillment of strategic directions and objectives; provides the opportunity for teamwork and collaboration; and facilitates currency, relevance and accountability.

B. District Strategic Planning Process

The Contra Costa Community College District's strategic plan for 2014-2019 was developed as a communitywide effort, drawing together ideas from District leaders and governing bodies; leaders and representative from the District's three community colleges; and individual administrators, faculty, staff, and students throughout the District community.

The planning process was launched in fall 2013 with two Districtwide charrettes* that took place over half-days in October and November. These charrettes provided participants an opportunity to thoughtfully review the most recent District strategic plan; reflect on the state of the District, its students, and the communities it serves; and identify District priorities for the next four years. In addition, the charrettes enabled administrators, faculty, staff, and students from all

parts of the District to interact with one another and generate fresh ideas informed by diverse perspectives.

Following each charrette, the main discussion points, questions, and conclusions were summarized and posted online for the entire college community to review and provide comment on the dialogue. Drawing from charrettes and subsequent feedback, a draft of the mission statement, vision statement, values, and strategic directions that would anchor the new strategic plan were developed.

* A collaborative session in which a group of designers draft a solution to a design problem.

C. College Strategic Planning Process

During the 2012-13 academic year, the College embarked on an exhaustive and inclusive process that led to the revision of its mission statement and the reaffirmation of its vision and values statements. During the 2013-14 academic year, the College prepared its Accreditation Self-Study and joined with its sister colleges and the District Office to develop the Contra Costa Community College District Strategic Plan 2014-2019.

With the intention of integrating and coordinating the College Strategic Plan with the District Strategic Plan, the College Planning Committee, a shared governance committee, began in fall 2014, with a thorough review of documents and data that would form the core of its new Strategic Plan. The College Planning Committee reviewed the District Strategic Plan, the College's Employee and Student Satisfaction surveys, surveys on the awareness and effectiveness of college governance, Student Success Scorecard data, equity data, external and internal environmental scans and other data provided by the District Office of Planning and Research. In addition, the committee reviewed the College's Educational Master Plan, Facilities Master Plan, Equity Plan, Student Success and Support Plan (SSSP), Technology Plan, and other relevant plans.

Beginning in spring 2015, the College Planning Committee began a comprehensive and collaborative process to develop a set of "strategic directions" and "strategic objectives." The strategic directions and objectives are grounded in institutional, environmental and historical data, incorporating the experiences and wisdom of the entire community the College serves. Our strategies focus the College resources and activities on enhancing the access, engagement, success and achievements of its students through an equity and excellence lens. Members of the College Planning Committee reviewed existing plans and surveys, reviewed applicable data, and met with a broad spectrum of stakeholders, both within and without the local College community, hosting community forums, meeting with potential students from local high schools, attending college committee meetings, consulting with all four college constituency groups and soliciting direct feedback from anyone with an idea that could move the College forward. The process culminated with a campuswide review and presentation to

the College Council for a first read on May 14, 2015, and for a second read and final approval on May 20, 2015. The Contra Costa College Strategic Plan is scheduled for presentation to the Governing Board on June 24, 2015.

The College identified four strategic directions:

1. equitably improve student access, learning and success;
2. strengthen community relationships and partnerships;
3. promote innovation, create a culture of continuous improvement and enhance institutional effectiveness; and
4. utilize resources effectively to support student learning and success.

D. College Integrated Planning

In an integrated planning process, all College planning is part of a functional system unified by a common set of assumptions and well-defined procedures and is dedicated to the continual improvement of institutional effectiveness with the ultimate goal of student learning and success.

Contra Costa College's planning model directs and demonstrates strategies for this improvement model in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

Integrated Planning at Contra Costa College
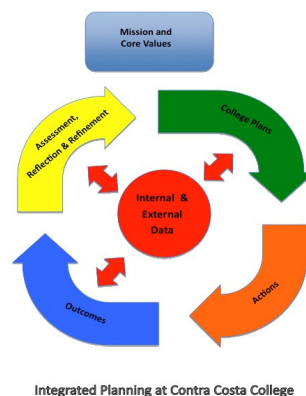
Following is a summary of the integrated planning model.

➢ The College **Mission** describes the College's intended student population and the services the College promises to provide to the community. The Mission, and the other **Core Values** statements form the basis for the entire planning process.

➢ The College uses these statements to assess its current status and anticipate future challenges in a long-term **Educational Master Plan**.

➢ This long-term plan is the guide to the College's five-year **Strategic Plan**.

➢ The Strategic Plan guides the array of **Subsidiary Plans** such as the Technology Plan, the Student Success and Support Plan, the Equity Plan, the Distance Education Plan, the Enrollment Management Plan, the Basic Skills Plan, and other plans that the College develops.

➢ These plans and additional program/unit level inputs result in **Program Review**. Program Review includes a thorough analysis of each administrative, instructional and student services program and function, as well as programmatic planning at the program/unit level. Program Review contains **Action Plans** that are tied to the College's Strategic Plan. Program Review also identifies ongoing and one-time resource needs for the program/unit.

➢ Progress on program/unit Action Plans are reported in an **Annual Unit Plan**. Annual Unit Plans also serve to refine ongoing and one-time resource allocation needs in light of changes in internal and external circumstances.

➢ The College **Resource Allocation Process** allocates human, budgetary and physical resources to programs/units based on program/unit resource needs identified in Program Review and validated in the Annual Unit Plan, guided by the College Strategic Plan and prioritized through shared governance.

➢ Program/Unit Action Plans lead to **Program/Unit Outcomes.** Programs/Units perform **Outcomes Assessment** and **Reflection** as to their effectiveness and adjustments and **Refinements** are made.

➢ A bi-annual **Process Assessment** is made by the College Council, the main shared governance body at the College, through its main subcommittees: Budget, Planning, Student Success and Operations, and **Refinements** to key processes may be recommended. The College Council also assesses the College's annual progress on its strategic directions and reports the progress to the college community.

➢ Through the Outcomes and Process Assessment procedures, the College may **Refine** its Strategic Plan, thus keeping the document flexible and capable of responding to changing internal and external circumstances, keeping the fulfillment of its Mission as its primary focus.

As the loop closes, the College uses its experience, internal and external data, and the needs of its students and community to periodically revisit its **Mission and Core Values**.
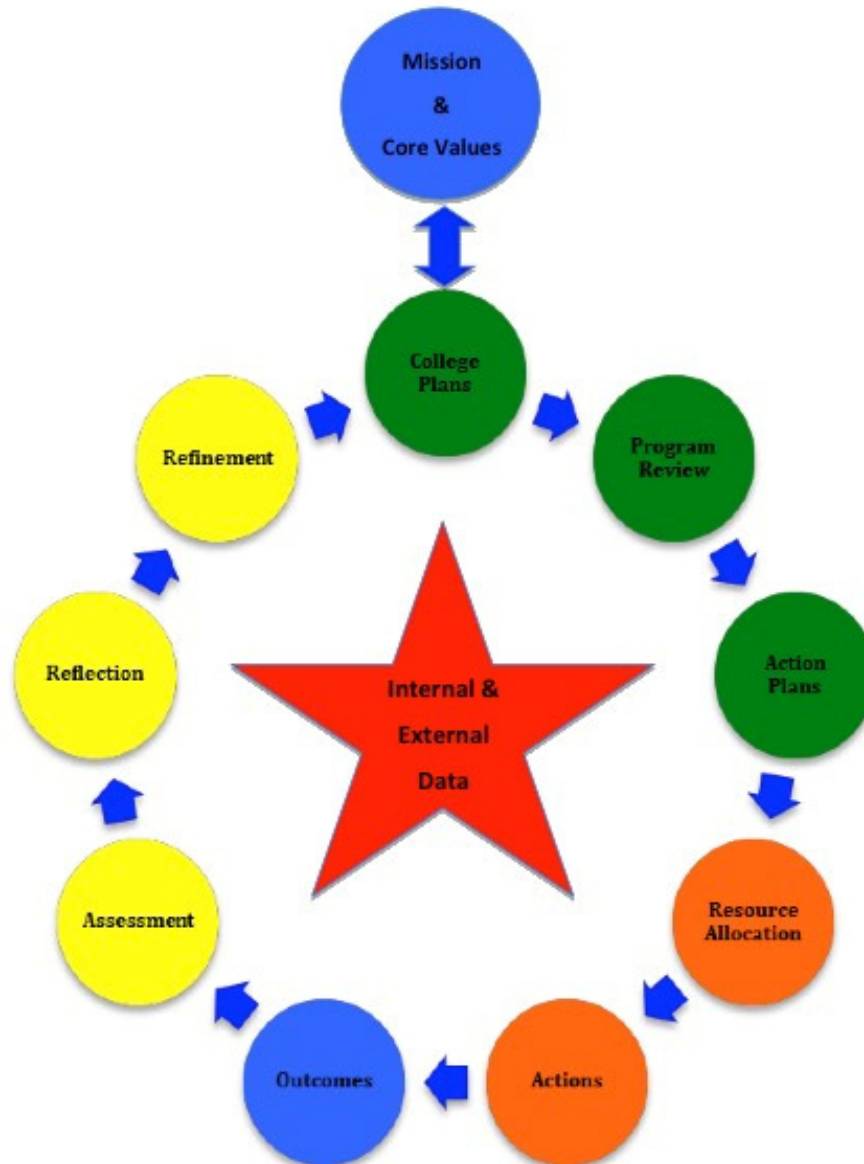
Integrated Planning at Contra Costa College

IV. Framing the Context

A. Who are we?

Located in San Pablo, California, Contra Costa College (CCC) is a comprehensive community college that primarily serves the residents of West Contra Costa County. Originally named Contra Costa Junior College, West Campus, it opened its doors in 1949 at the old Kaiser Shipyards in Point Richmond. In 1956, the College moved to its present location, with construction continuing throughout the 1960s. By 1966, CCC had ten permanent buildings in addition to 15 temporary structures. Additional facilities were added in 1976, 1980 and 1982. Middle College High School joined the CCC campus in 1987, and the campus continued to serve its students and community well throughout the 1990s. Gateway to College, an alternative high school, joined the College community in 2011. The 21st century has seen a new wave of campus modernization that will culminate in fall 2016 with the opening of the new Classroom Building, the Student Activities Building and the Fireside Building.

Contra Costa College remains fully committed to supporting West Contra Costa County residents in their quest for education and advancement. In keeping with its mission statement, CCC provides an open door to the following populations seeking:

- university preparation classes;
- retraining classes for employment or career advancement;
- first-time adult educational opportunities;
- enrichment classes;
- career technical training to enter the technical and paraprofessional workforce;
- basic skills education; and
- English as a second language education.

B. Who is our community?

The population of Contra Costa County has been growing steadily over the past 100 years. The number of county residents increased from fewer than 20,000 persons in 1900 to more than one million in 2011. Demographers project a relatively slower rate of growth in the county's population in the next 25 years, particularly in West Contra Costa County.

Age
West Contra Costa County has a relatively smaller school-age group (26.3 percent) and a larger percentage of working-age (18-64) adults (61.9 percent) compared with other parts of Contra Costa County. Over the long term, this indicates a population that will be aging. Aging communities require a high level of healthcare, adult learning activities and other social services. The types of educational programs offered by Contra Costa College must continue to reflect

the demographic makeup of the population. Following is the relative size of these groups in West Contra Costa County's population in 2011:

- the school-age group (under 19), 26.3 percent;
- the college-age group (20-24), 6.2 percent;
- the young adults group (25-44), 28.4 percent;
- the older adults group (45-64), 27.2 percent; and
- the elderly group (65 and older), 11.8 percent.

	Under 19	20 to 24	25 to 44	45 to 64	65 plus
Contra Costa County	27.5%	5.8%	26.8%	27.7%	12.3%
West County	26.3%	6.2%	28.4%	27.2%	11.8%
Central County	25.8%	4.8%	25.8%	29.6%	14.0%
East County	31.9%	7.1%	27.1%	24.4%	9.5%
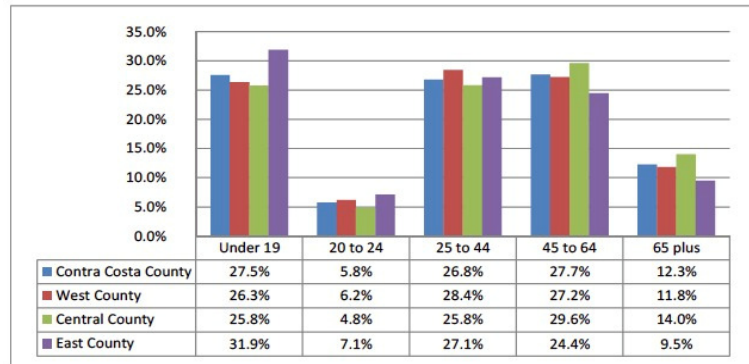
Age Distribution by County Region 2011
Source: CCCCD Research and Planning

Race/Ethnicity

West Contra Costa County has a higher percentage of Hispanic (31.2 percent) and African American (17.7 percent) residents and a lower percentage of White Non-Hispanic (27.5 percent) residents than other parts of Contra Costa County.

- White Non-Hispanic: 27.5 percent
- African American Non-Hispanic: 17.7 percent
- Asian/Pacific Islanders Non-Hispanic: 19.3 percent
- Hispanics of any race: 31.2 percent
- American Indians: 0.3 percent
- Two or more races and other races: 3.6 percent

	American Indian	Asian/ Pac.Is.	Black or African American	Hispanic	Some Other Race	Two or More Races	White
Contra Costa County	0.2%	14.5%	8.9%	23.9%	0.4%	3.5%	48.5%
West County	0.3%	19.3%	17.7%	31.2%	0.4%	3.6%	27.5%
Central County	0.2%	15.0%	2.4%	14.7%	0.4%	3.5%	63.8%
East County	0.3%	9.2%	12.9%	34.5%	0.4%	3.4%	39.2%
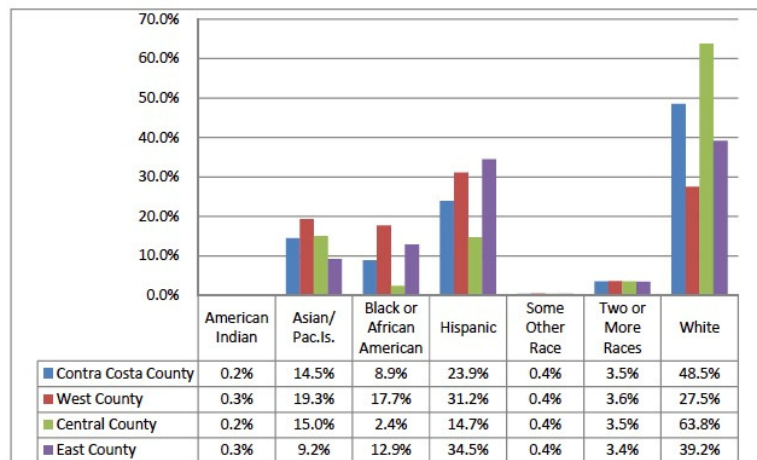
Race/Ethnicity Distribution by County Region, 2011
Source: CCCCD Research and Planning

Place of Birth
Most of West Contra Costa County's foreign-born residents come from Latin America (49.5 percent) or Asia (42.3 percent).

The implications for Contra Costa College are that programs in English as a Second Language (ESL) may be expanded, bilingual student services should become more accessible, and the College should make serious efforts to integrate multicultural perspectives in the curriculum. Enhancing faculty and staff diversity is also an important factor to be considered in the hiring process. Contra Costa College must develop strategies for preparing students and workers who are more competent both culturally and globally.

	Africa	Asia	Europe	Latin America	Northern America	Oceania
Contra Costa County	2.9%	42.4%	9.1%	42.7%	1.5%	1.4%
West County	2.7%	42.3%	4.1%	49.5%	0.5%	0.9%
Central County	2.3%	49.8%	15.6%	28.5%	2.6%	1.2%
East County	4.1%	28.9%	4.0%	59.9%	0.9%	2.3%
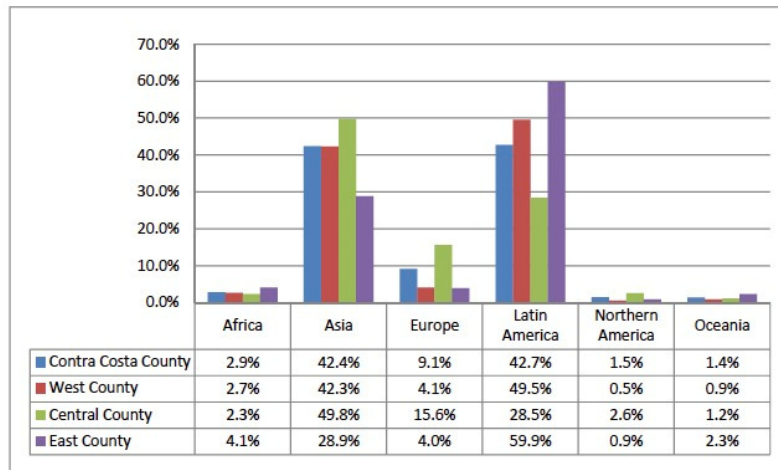
Region of Foreign-Born by County Area, 2011
Source: CCCCD Planning and Research

	K-12 Enrollment	College Enrollment
Contra Costa County	75.0%	25.0%
West County	72.6%	27.4%
Central County	74.4%	25.6%
East County	77.7%	22.3%
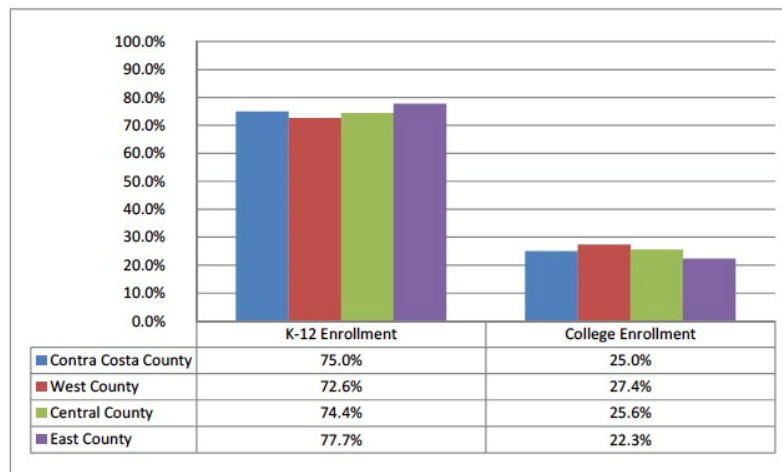
School Enrollment by County Region, 2011
Source: CCCCD Research and Planning

Educational Attainment

Educational attainment is one of the most important indicators of lifetime economic environment and greater educational opportunities for the children. Following is a comparison between West Contra Costa County and Contra Costa County.

- High school or less: 39.6 percent for West County vs. 30.2 percent for Contra Costa County
- Associate degree or some college: 29.4 percent for West County vs. 30.9 percent for Contra Costa County
- Bachelor's degree: 20.1 percent for West County vs. 24.8 percent for Contra Costa County
- Graduate or professional degrees: 10.9 percent for West County vs. 14.1 percent for Contra Costa County

The distribution of educational attainment in West Contra Costa County will impact the College's strategic directions. While Contra Costa College has a comprehensive mission to prepare students for transfer, to train them for different occupations, to meet their aspiration for lifelong learning, and to address their remedial educational needs, the educational attainment of the residents of West Contra Costa County provides the mandate to place emphasis on certain aspects of the mission more than on other aspects of the mission.

	High school or less	Associate degree / Some college	Bachelor's degree	Graduate or professional degree
Contra Costa County	30.2%	30.9%	24.8%	14.1%
West County	39.6%	29.4%	20.1%	10.9%
Central County	19.2%	28.5%	32.3%	20.0%
East County	43.4%	37.3%	14.1%	5.2%
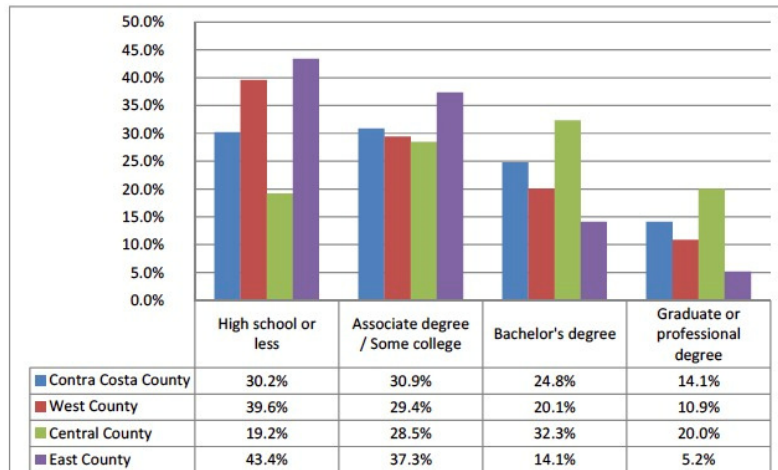
Educational Attainment by County Region, 2011
Source: CCCCD Research and Planning

High School Graduates

West Contra Costa County, compared to Central and East Contra Costa County, experienced the least growth in the number of public high school graduates in the past ten years. The number of graduates increased from 1,764 in 2000-01 to 1,863 in 2010-11, a slower-than-average growth of only 5.6 percent. Based on population changes, slow growth rates are expected in the next few years.
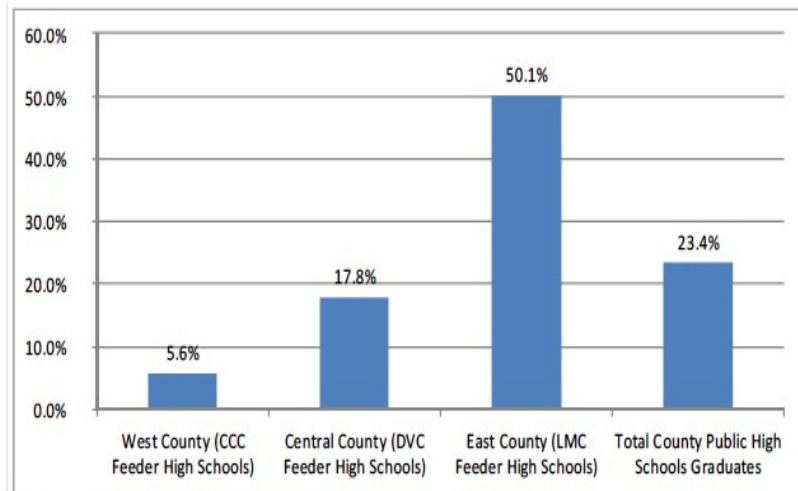
Source: California Department of Education: http://dq.cde.ca.gov/dataquest.

Growth in the Number of Public High School Graduates by County Region, 2000-01 and 2010-11

Academic Performance Index, 2012
The Academic Performance Index (API) is an indicator of preparation for postsecondary education. The API provides scores based on the results of the California Standardized Testing and Reporting (STAR) program in secondary schools. The API is a rating from 200 to 1,000, and it represents how well a school preformed on the spring testing. Examination of the relationship between API and college success rates for the fall terms immediately following high school graduation indicates a high level of correlation. On average, graduates from high schools with a higher API had higher college course success rates compared to their counterparts from schools with lower API scores.

- All seven Primary Public Feeder High Schools to Contra Costa College had API scores below the target, ranging from a high of 770 at John Swett High to a low of 544 at Kennedy High.
- The average API score for schools in West County stood at 662, compared to 714 for East County schools and 835 for Central County schools.
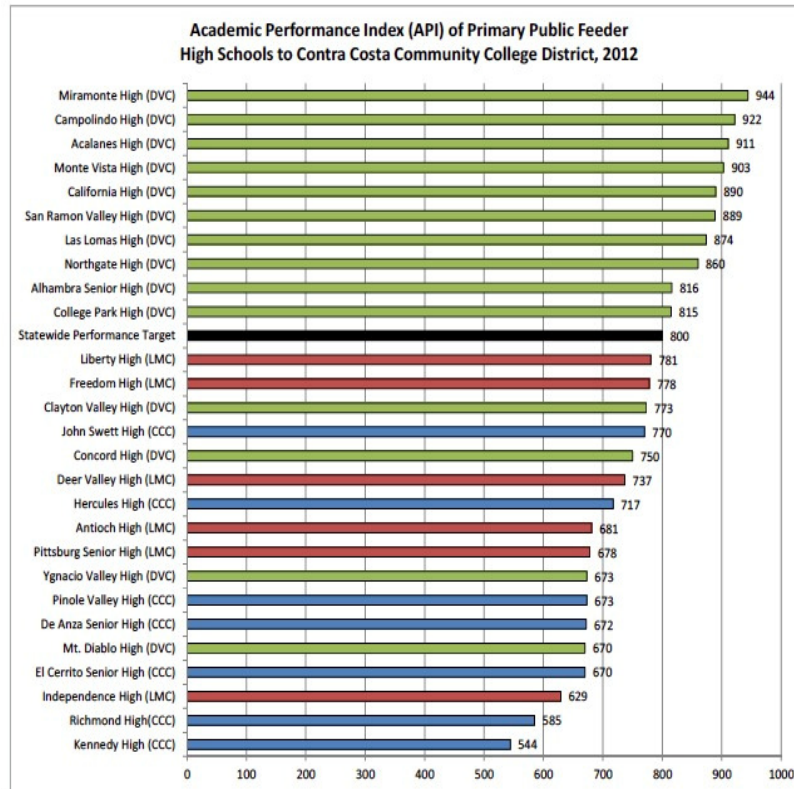
2012 Academic Performance Index (API) of Primary Public Feeder High Schools to Contra Costa Community College District
Source: CCCCD Research and Planning

C. Who are our students?

Student Demographics by Age Group Fall 2013
Three age groups share generally the same percentage of the total student population. The largest is the 20 to 24 age group (32 percent), followed by the 25 to 49 age group (31 percent) and the under-20 age group (31 percent).
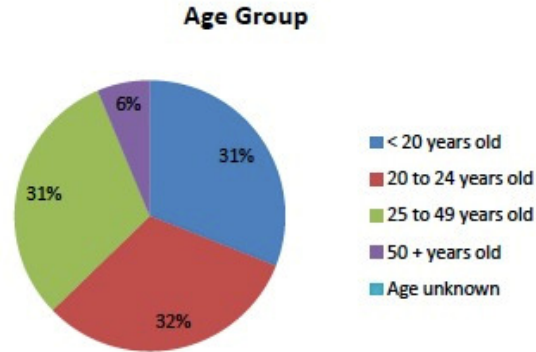
Age Group

n= 7,087

Student Demographics by Age Group Fall 2013
Source: CCCCD Research and Planning

Student Demographics by Race/Ethnicity Fall 2013
Hispanics represent the largest group by race/ethnicity (36 percent). African-American students comprise the next largest group (24 percent).
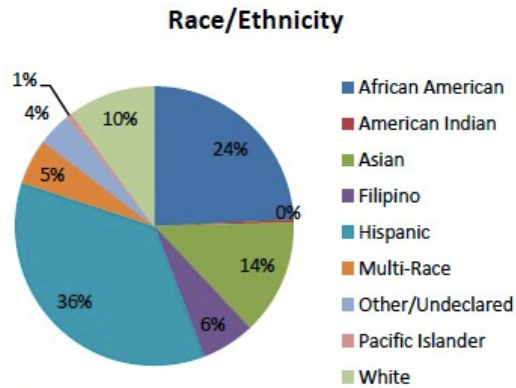
Race/Ethnicity

n= 7,087

Student Demographics by Race/Ethnicity Fall 2013
Source: CCCCD Research and Planning

Student Demographics by Gender Fall 2013

Female students represent a majority of the students (57 percent). Male students represent 41 percent of the population.
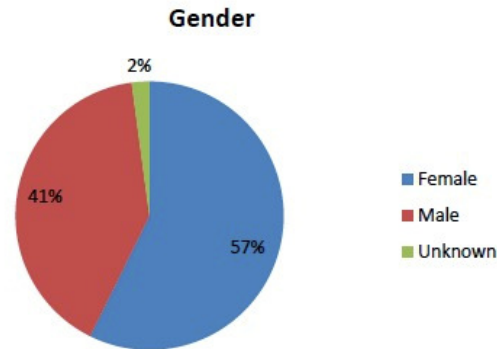
Student Demographics by Gender Fall 2013
Source: CCCCD Research and Planning

D.   What are our enrollment trends?

Enrollment Trends

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Head Count	7,861	8,683	8,234	7,870	7,107	7,087
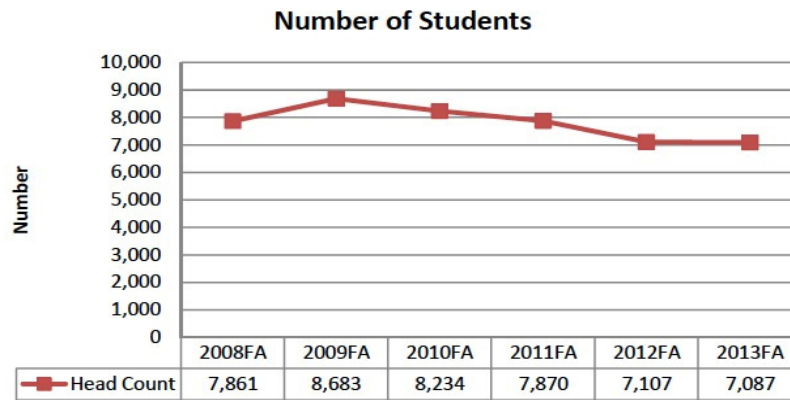
CCC Enrollment by Headcount over the last 5 years.
Source: CCCCD Research and Planning
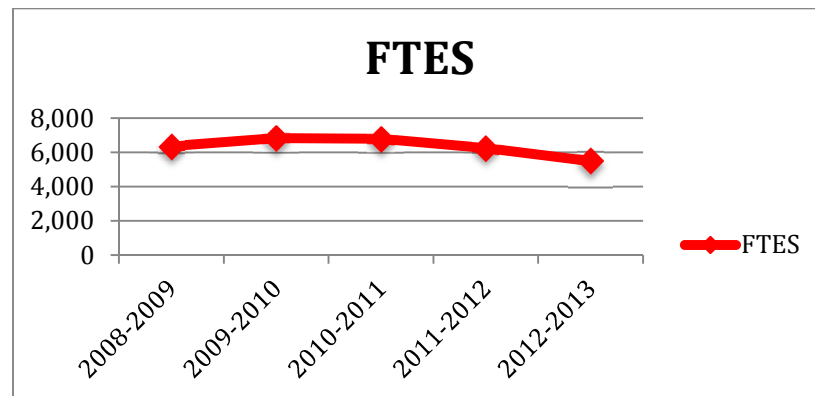
CCC Enrollment by FTES over the last 5 years
Source: CCCCD Research and Planning

By Age Group

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
<20 years	30%	29%	26%	26%	27%	31%
20-24 years	26%	27%	30%	31%	33%	32%
25-49 years	35%	35%	36%	35%	33%	31%
50+ years	9%	9%	9%	8%	7%	6%
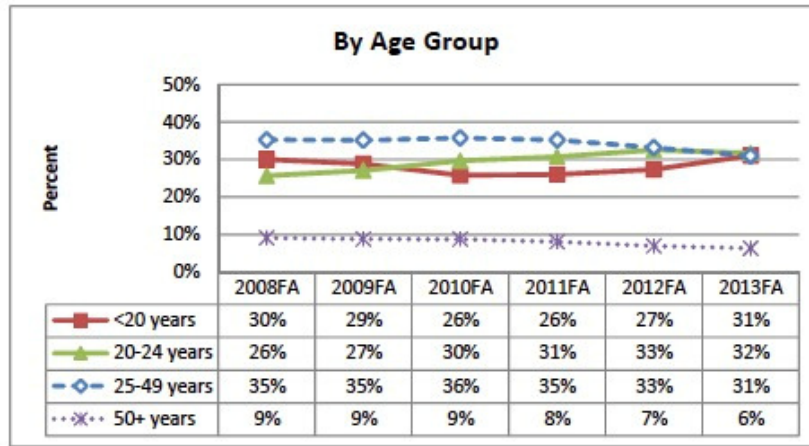
CCC Enrollment by Age Group over the last 5 years.
Source: CCCCD Research and Planning

By Race/Ethnicity

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
African Am.	25%	27%	28%	28%	26%	24%
Asian	23%	21%	21%	20%	20%	20%
Hispanic	31%	29%	29%	31%	34%	36%
White	13%	13%	12%	12%	11%	10%
Other/Unk.	9%	10%	9%	9%	9%	10%
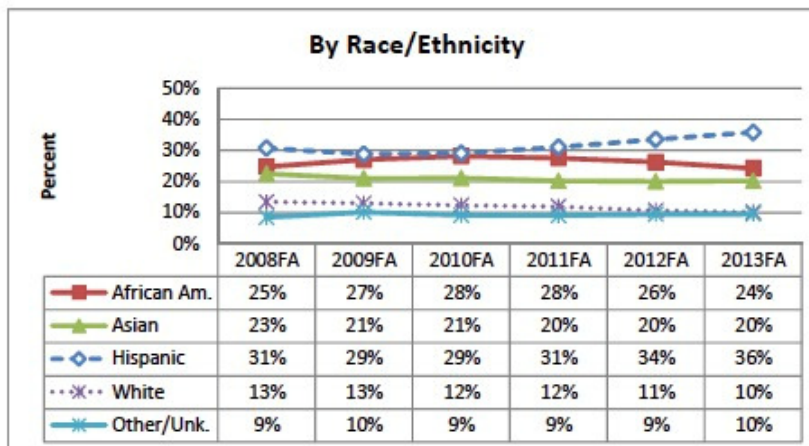
CCC Enrollment by Ethnicity over a 5-year period.
Source: CCCCD Research and Planning

By Gender

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Female	60%	60%	60%	60%	59%	57%
Male	37%	38%	37%	38%	39%	41%
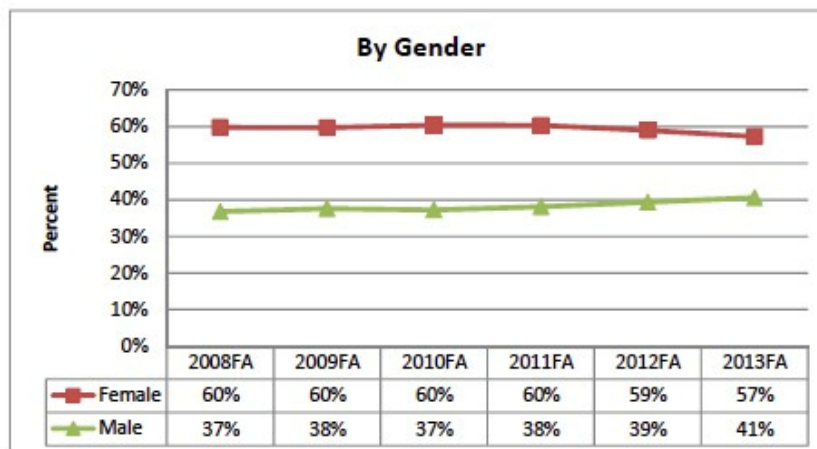
CCC Enrollment by Gender over a 5-year period.
Source: CCCCD Research and Planning

E. How are our students doing?

Student Outcomes and Achievement

The majority of CCC students declare that their goal is to obtain a degree or to transfer. The data show that 56 percent of students declare they intend to transfer either with or without a degree. An additional 14 percent of students declare their goal is career development, which includes all certificates and degrees.
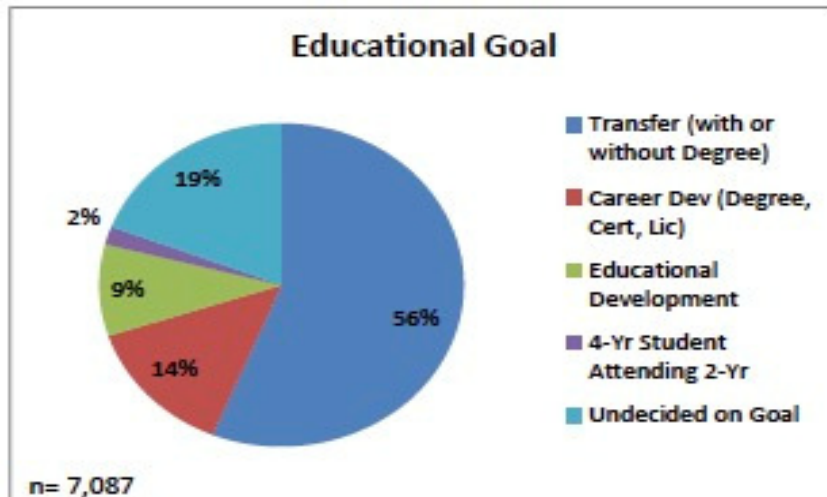
Student Educational Goals fall 2013.
Source: CCCCD Research and Planning

Since 2007-08, Contra Costa College has increased its total degree awards, particularly AA/AS degrees, from 321 AA/AS degrees awarded in 2007-08 to 476 AA/AS degrees awarded in 2012-13. The total number of AA/AS degrees awarded peaked in 2011-12 with 603 AA/AS degrees awarded.

Awards by Type

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
AA/AS degree	321	430	463	511	603	476
1 but <4 yr. cert	72	67	77	72	83	64
<1 yr. cert	229	59	209	280	272	209
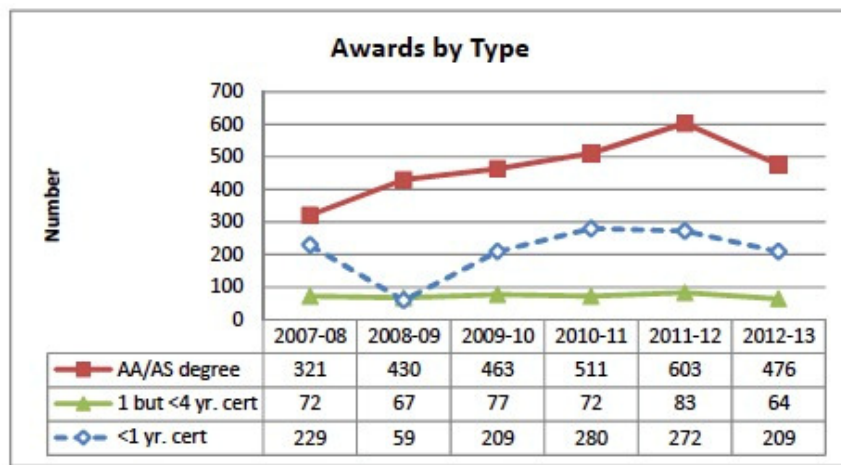
Awards by Type over a 6-year period.
Source: CCCCD Research and Planning

Awards by Age Group

The highest percentage of increase in AA/AS degrees from 2007-08 to 2011-12 was in the 20-24 age group (55.2 percent) and the 50+ age group (57 percent). The under-20 age group (42.7 percent) and the 25-49 age group (38.5 percent) also showed significant increases up until 2011-12 with all groups declining in 2012-13.

By Age Group

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
< 20 years	68	99	71	69	87	64
20-24 years	197	189	250	336	322	276
25-49 years	301	239	336	379	457	345
50+ years	56	29	91	79	92	64
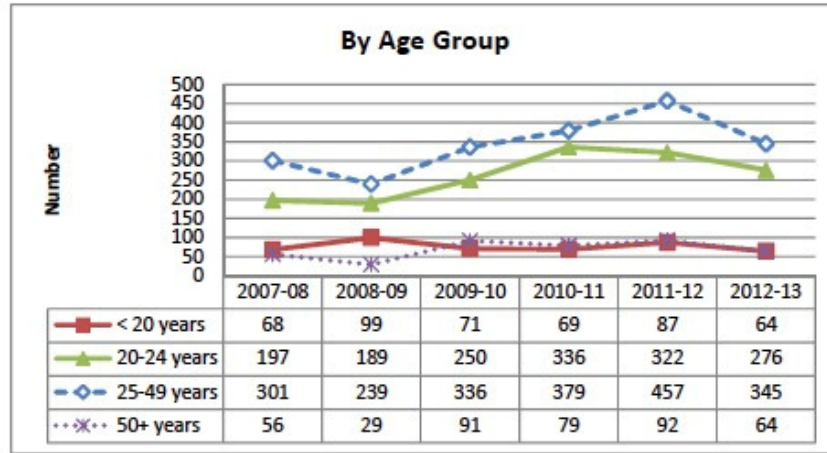
Awards by Age Group over a 6-year period.
Source: CCCCD Research and Planning

Awards by Race/Ethnicity

As with the general awards trend, awards by race/ethnicity peaked in fall 2011 and declined in fall 2012, except among those students who identified as "Other/Unknown." Awards to students identifying as Asian began to decline one year earlier, in fall 2010.

While all groups increased the number of total awards from 2007-08 to 2011-12, the greatest gains were made by Hispanic students (50 percent). This trend was particularly evident in the number of AA/AS degrees awarded to Hispanic students, which increased by 63.9 percent over the same time period.

By Race/Ethnicity

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
African Am.	174	140	189	247	258	181
Asian	138	139	166	240	181	156
Hispanic	158	151	214	202	315	206
White	98	74	112	99	120	104
Other/Unk.	54	52	68	75	84	102
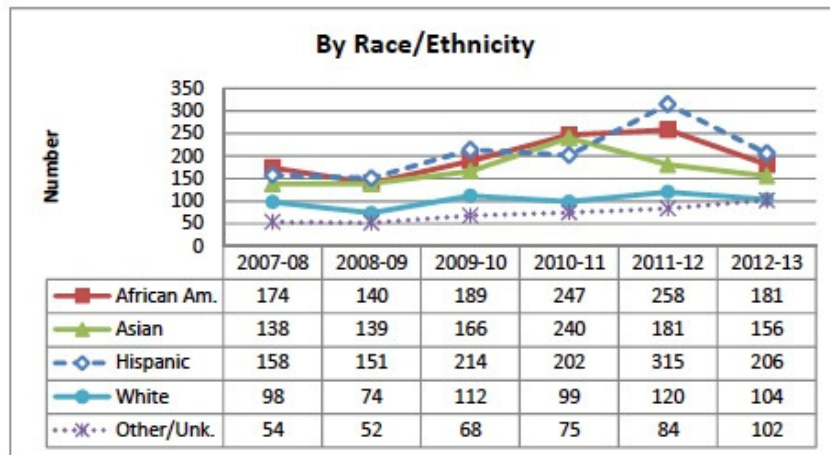
Awards by Race/Ethnicity over a 6-year period
Source: CCCCD Research and Planning

Awards by Gender

Awards by gender have followed the general awards trend with females generally achieving twice the number of awards as males. From 2007-08 to the peak of 2011-12, AA/AS awards to females increased from 209 to 402, or 48 percent, while AA/AS awards to males increased from 101 to 188, or 45.7 percent.

By Gender

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Female	391	365	513	591	616	500
Male	208	180	226	262	315	234
Unknown	23	11	10	10	27	15
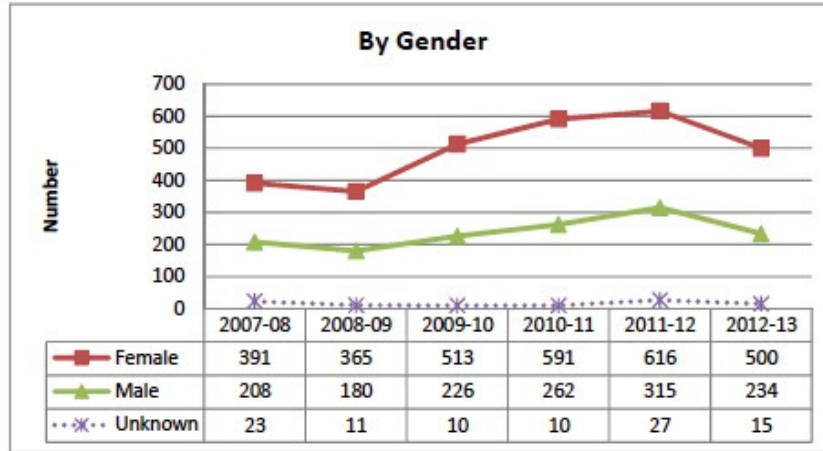
Awards by Gender over a 6-year period.
Source: CCCCD Research and Planning

Overall Student Success

The overall course success rate (as defined by "C" or better) for face-to-face classes declined marginally from fall 2010 to fall 2013. Course success rates for Hybrid 0-50 percent classes increased from fall 2010 to fall 2013. Course success rates for Hybrid 51-99 percent classes increased marginally from fall 2008 to fall 2013. There is insufficient data to determine trends for 100 percent online classes.

Course Success Rate

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Face-to-face	70%	68%	69%	67%	68%	67%
Hybrid 0-50%	56%	36%	26%	38%	47%	44%
Hybrid 51-99%	56%	53%	64%	62%	62%	58%
100% Online	51%	42%		66%		
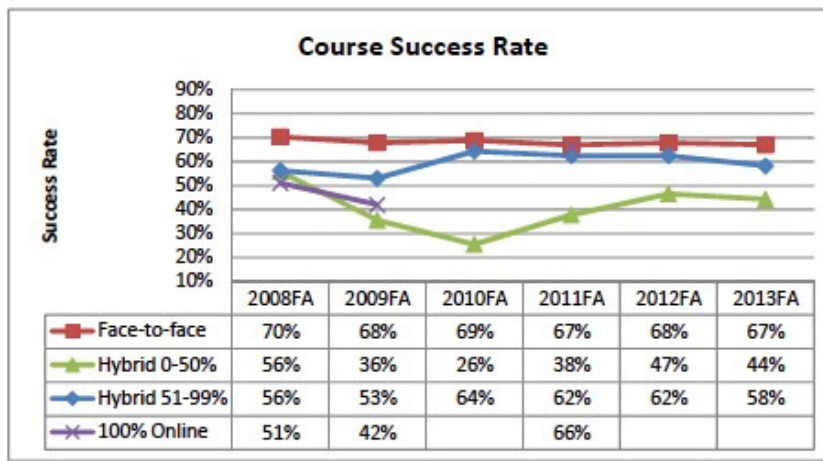
Course success rates over a 5-year period.
Source: CCCCD Research and Planning

Course Success Rates by Age Group

Success rates for all age groups declined marginally (2-3 percent) from fall 2008 to fall 2013, with the exception of the 50+ age group which declined by 9 percent. The 25-49 age group currently shows the highest success rate at 70 percent.

By Age Group

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
<20 years	69%	66%	70%	70%	68%	66%
20-24 years	66%	63%	64%	63%	65%	64%
25-49 years	72%	70%	70%	67%	69%	70%
50+ years	77%	80%	78%	70%	72%	68%
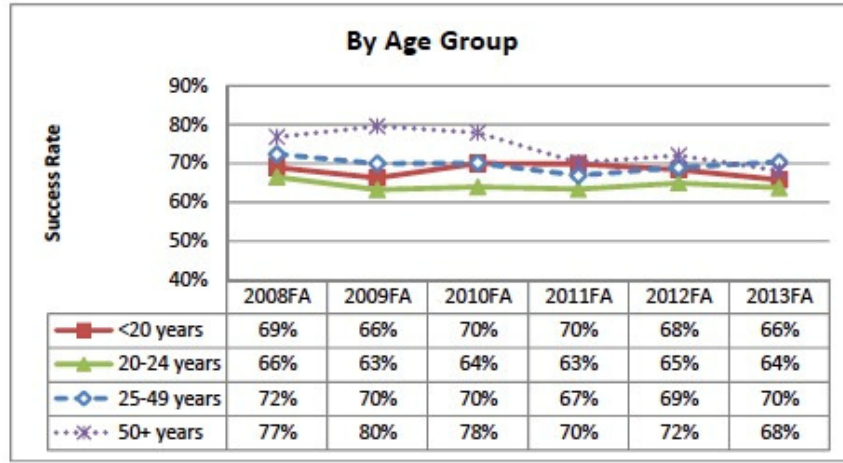
Course success rates by Age Group over a 5-year period.
Source: CCCCD Research and Planning

Course Success Rates by Race/Ethnicity

Course success rates for all ethnic groups declined marginally (average of 3 percent) from fall 2008 to fall 2013. The largest decline was among African-American students and Other/Unknown (5 percent). The lowest success rates were among African-American (57 percent) and Hispanic (66 percent) students. The highest success rates were among Asian and White students (75 percent).

By Race/Ethnicity

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
African Am.	62%	59%	62%	58%	58%	57%
Asian	76%	74%	75%	75%	74%	75%
Hispanic	68%	67%	68%	68%	69%	66%
White	77%	75%	76%	70%	75%	75%
Other/Unk.	71%	69%	69%	68%	69%	66%
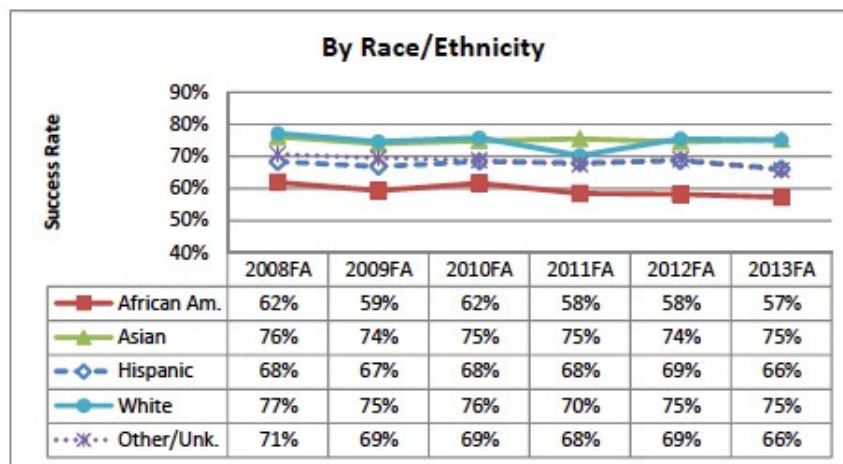
Course success rates by Race/Ethnicity over a 5-year period.
Source: CCCCD Research and Planning

Course Success Rates by Gender

The overall success rates of both males and females have decreased from fall 2008 (males 68 percent, females 71 percent) to fall 2013 (males 64 percent, females 69 percent). The gap between the overall success rates of males and females has widened from a three-point gap in fall 2008 to a five-point gap in fall 2013.

By Gender

	2008FA	2009FA	2010FA	2011FA	2012FA	2013FA
Female	71%	69%	70%	68%	68%	69%
Male	68%	65%	67%	65%	66%	64%
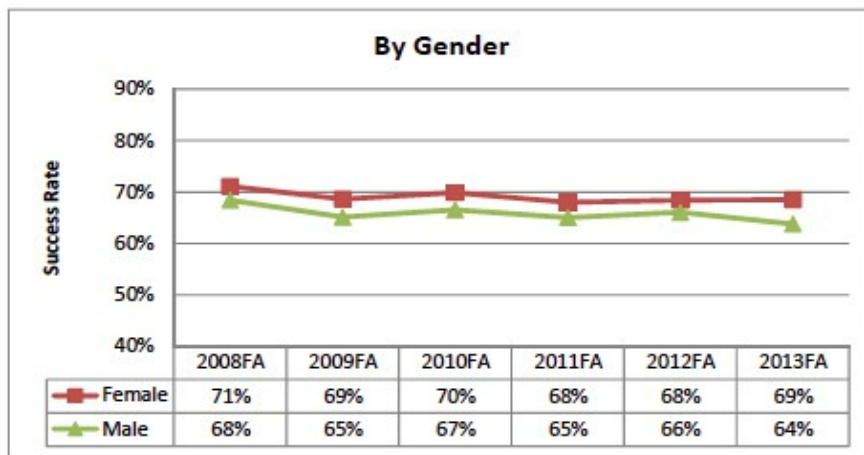
Course success rates by Gender over a 5-year period.
Source: CCCCD Research and Planning

Assessment and Placement

Between summer 2013 and spring 2014, 72.3 percent of new high school graduates entering Contra Costa College assessed into basic skills level English, and 83.7 percent of new high school graduates entering the College assessed into basic skills level math. This was a decline from the previous cohort-year, where 74.4 percent of new high school graduates entering CCC assessed into basic skills level English (-2.1 percent) and 97.2 percent of new high school graduates entering the College assessed at basic skills level math (-13.5 percent).

In fall 2013, 49.2 percent of other-fall 2013 new students entering CCC (i.e., other than new high school graduates) assessed into basic skills level English, and 61.6 percent assessed into basic skills level math. This was an increase from the fall 2012 new student cohort, of which 46.5 percent assessed into basic skills level English (-2.7 percent) and an decline from 68.5 percent for other fall 2012 new students assessed at basic skills level Math (-6.9 percent).
Source: CCCCD Research and Planning

V.   Core Beliefs

A.   Vision
Contra Costa College strives to be a premier college that celebrates innovation, collegiality and diversity, and is committed to transforming students' lives.

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

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

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

VI. College Strategic Directions 2015-2020

Framework to Achieve College Strategic Directions

In the section below, each of the College's four strategic directions for 2015-2020 are described in detail, including a summary of methods and action steps related to that goal; specific objectives whose attainment will advance the College toward achieving that goal; and suggestions for measuring progress towards the strategic directions over the next five years. While the measures listed are not requirements and progress can be assessed in other ways, it is imperative that some measures are assessed on an annual basis in order to ensure forward movement informed by regular reflection.

A. Strategic Direction 1: Equitably Improve Student Access, Learning and Success

Create opportunities for thoughtful reflection that use quantitative and qualitative data to improve student outcomes.

Objectives

1.1 Improve the steps for the completion of certificates, degrees and for transfer readiness to increase the number of student earning certificates and/or degrees and who are transfer ready.

1.2 Expand the definition of student success to include outcomes for career/skills development and the needs of lifelong learners.

1.3 Improve orientation and advisement practices.

1.4 Use multiple measures of assessment to improve student placement.

1.5 Improve the effectiveness of campuswide instructional support.

1.6 Increase and promote equitable access and success for all students.

1.7 Increase student learning and success by setting institutional standards and goals for achievement.

Suggested Progress Measures

- Review on an annual basis student performance in the areas included in the Student Success Scorecard as compared to the 2015 baseline.

- Identify ways that instructional and student support areas have engaged with student success data and best practices to develop, implement, evaluate and refine activities that boost student performance.
- Determine whether communication structures have been created that enable administrators, faculty and/or staff in instructional and student support areas to regularly share and leverage effective practices.

B. Strategic Direction 2: Strengthen Community Relationships and Partnerships

Build pipelines that guide and prepare both K-12 students and the adult population for success in higher education and employment.

Objectives

2.1 Develop a strong and positive image of Contra Costa College in the community.
2.2 Create clear pathways to gainful employment.
2.3 Increase the number of students who enter college prepared to enroll in college-level courses.
2.4 Increase equitable access to the College.

Suggested Progress Measures

- Review on an annual basis and compare to the 2015 baseline:
  - the number of student enrolling in the College from local high schools and the success of those students once enrolled;
  - the number of students transferring to four-year institutions and the success of those students once transferred; and
  - the number of students receiving a CTE certificate and the success of those students in the labor market.
- Determine whether the College has engaged with local K-12 institutions to:
  - address high school students' awareness of and interest in college;
  - ensure that high school faculty understand the skills and knowledge their students will need to succeed in college; and/or
  - facilitate articulation from high school to college.
- Determine whether the College has engaged the community to address awareness of and interest in college.
- Assess the depth and quality of engagement of industry in Career/Technical Education (CTE) programs, such as industry advisory boards, and provide regular, meaningful input into curriculum, assessments of regional labor market needs, and internship and work-based learning opportunities for students.

C. Strategic Direction 3: Promote Innovation, Create a Culture of Continuous Improvement and Enhance Institutional Effectiveness

Provide opportunities to enhance institutional effectiveness and opportunities for employees at all levels to continually gain new skills and knowledge, seek out

effective practices, and share ideas with one another in order to continually enhance learning and improve student success.

Objectives
3.1 Improve professional development practices.
3.2 Improve cultural and global competence among students and employees.
3.3 Improve the evaluation of planning, budgetary and operational processes and use the results to improve the overall quality of the institution as a whole.
3.4 Utilize institutional standards for student learning and achievement to enhance continual institutional effectiveness.
3.5 Improve the College's communications and marketing efforts.

Suggested Progress Measures
• Assess the use of professional development among administrators, faculty and staff, including its quality and quantity; whether new skills and knowledge are shared across departments and divisions; and/or the ways in which professional development has led to the introduction of best practices and improved student outcomes.
• Identify in what ways administrators, faculty, and staff within and across departments and divisions have come together to review relevant research and data, to reflect on progress toward strategic directions, and to make course corrections as needed to ensure institutional effectiveness and learning of the highest quality.
• Determine what activities have been employed to ensure employees have skills and knowledge to serve the needs of diverse students and implement practices that create equitable outcomes.

D. Strategic Direction 4: Utilize Resources Effectively to Support Student Learning and Success

Make informed decisions to effectively utilize the College's human, physical, financial, organizational and technological resources to better serve its students and community.

Objectives
4.1 Provide state-of-the-art technology that is sustainable and supports student success.
4.2 Improve and enhance the physical plant.
4.3 Improve and enhance resource sustainability and fiscal responsibility.
4.4 Improve organizational effectiveness.

Suggested Progress Measures
• On an annual basis, assess the alignment of technology and College needs within and across departments and divisions as compared to the 2015 baseline.

- On an annual basis, assess improvements in efficiency by reviewing costs within and across departments and divisions as compared to the 2015 baseline.
- Identify practices and procedures that promote sustainability in all areas of the College.
- Identify new revenue sources as compared to the 2015 baseline.

VII. Next Steps and the Implementation of the Strategic Plan

Strategic planning at Contra Costa College is a dynamic, collaborative, data-driven, goal-oriented and engaging process that comprises the shared vision for the direction of the College. It is a process that ensures long-term success and effectiveness.

Short-term steps
- Establish appropriate data for the measurement of the progress for each strategy.
- Establish action items for each strategy.
- Establish a steward for each strategy to guide and report annually on the progress towards each Strategic Direction.
- Establish an annual reporting process for the comprehensive sharing of the College's progress on its strategic directions.

Long-Term steps
- Establish the process for a bi-annual review, evaluation and refinement of the Strategic Plan.
- Align the College's Program Review, Resource Allocation Process, and other operational processes with the College Strategic Plan.

VIII. Appendices

Appendix A
What did students say in the survey?

When surveyed in fall 2012, students at Contra Costa College indicated they were very satisfied with their overall academic experience, the faculty, the overall quality of instruction and the quality of the
academic programs at CCC.

1. Overall, how satisfied are you with your academic experience at Contra Costa College?

Response	Frequency	Percent
Very satisfied	66	24.3%
Satisfied	139	51.1%
Neutral	61	22.4%
Dissatisfied	3	1.1%
Very dissatisfied	0	0.0%
Not Applicable	2	0.7%
No Response	1	0.4%

4. How satisfied are you with the quality of the faculty at Contra Costa College?

Response	Frequency	Percent
Very satisfied	69	25.4%
Satisfied	110	40.4%
Neutral	80	29.4%
Dissatisfied	10	3.7%
Very dissatisfied	0	0.0%
Not Applicable	2	0.7%
No Response	1	0.4%

7. Overall quality of instruction.

Response	Frequency	Percent
Very satisfied	67	24.6%
Satisfied	110	40.4%
Neutral	81	29.8%
Dissatisfied	7	2.6%
Very dissatisfied	0	0.0%
Not Applicable	2	0.7%
No Response	5	1.8%

5. How satisfied are you with the quality of the academic programs at Contra Costa College?

Response	Frequency	Percent
Very satisfied	59	21.7%
Satisfied	116	42.6%
Neutral	71	26.1%
Dissatisfied	14	5.1%
Very dissatisfied	3	1.1%
Not Applicable	8	2.9%
No Response	1	0.4%

Students were also generally satisfied with the helpfulness and availability of faculty.

18. General helpfulness of faculty.

Response	Frequency	Percent
Very satisfied	47	17.3%
Satisfied	139	51.1%
Neutral	67	24.6%
Dissatisfied	8	2.9%
Very dissatisfied	6	2.2%
Not Applicable	4	1.5%
No Response	1	0.4%

20. Availability of faculty office hours.

Response	Frequency	Percent
Very satisfied	49	18.0%
Satisfied	108	39.7%
Neutral	74	27.2%
Dissatisfied	21	7.7%
Very dissatisfied	6	2.2%
Not Applicable	10	3.7%
No Response	4	1.5%

Students had some minor concerns about tutoring and the overall process of registering for classes.

21. Tutoring services.

Response	Frequency	Percent	0	20	40	60	80	100
Very satisfied	33	12.1%						
Satisfied	87	32.0%						
Neutral	84	30.9%						
Dissatisfied	18	6.6%						
Very dissatisfied	7	2.6%						
Not Applicable	42	15.4%						
No Response	1	0.4%						

31. The overall process of registering for class.

Response	Frequency	Percent	0	20	40	60	80	100
Very satisfied	42	15.4%						
Satisfied	103	37.9%						
Neutral	82	30.1%						
Dissatisfied	30	11.0%						
Very dissatisfied	11	4.0%						
Not Applicable	3	1.1%						
No Response	1	0.4%						

Students had some major concerns about the classroom environment, library hours, getting through to staff on the telephone, the process of applying for financial aid, information about career and job opportunities, space for relaxing and socializing between classes, campus safety and the availability of parking on campus.

23. The classroom environment (lighting, heating/cooling, cleanliness, comfort of seats).

Response	Frequency	Percent	0	20	40	60	80	100
Very satisfied	34	12.5%						
Satisfied	88	32.4%						
Neutral	69	25.4%						
Dissatisfied	51	18.8%						
Very dissatisfied	26	9.6%						
Not Applicable	2	0.7%						
No Response	2	0.7%						

29. Library hours.

Response	Frequency	Percent	0	20	40	60	80	100
Very satisfied	40	14.7%						
Satisfied	95	34.9%						
Neutral	66	24.3%						
Dissatisfied	39	14.3%						
Very dissatisfied	14	5.1%						
Not Applicable	16	5.9%						
No Response	2	0.7%						

32. The process of applying for financial aid.

Response	Frequency	Percent	0	20	40	60	80	100
Very satisfied	25	9.2%						
Satisfied	50	18.4%						
Neutral	75	27.6%						
Dissatisfied	36	13.2%						
Very dissatisfied	27	9.9%						
Not Applicable	57	21.0%						
No Response	2	0.7%						

35. Getting through to staff on the telephone.

Response	Frequency	Percent	0	20	40	60	80	100
Very satisfied	14	5.1%						
Satisfied	54	19.9%						
Neutral	94	34.6%						
Dissatisfied	35	12.9%						
Very dissatisfied	28	10.3%						
Not Applicable	44	16.2%						
No Response	3	1.1%						

37. Information about career and job opportunities.

Response	Frequency	Percent	0	20	40	60	80	100
Very satisfied	17	6.3%						
Satisfied	76	27.9%						
Neutral	101	37.1%						
Dissatisfied	44	16.2%						
Very dissatisfied	9	3.3%						
Not Applicable	23	8.5%						
No Response	2	0.7%						

41. Space for relaxing or socializing between classes.

Response	Frequency	Percent	0 20 40 60 80 100
Very satisfied	27	9.9%	
Satisfied	87	32.0%	
Neutral	85	31.3%	
Dissatisfied	41	15.1%	
Very dissatisfied	15	5.5%	
Not Applicable	15	5.5%	
No Response	2	0.7%	

44. How safe do you feel on campus?

Response	Frequency	Percent	0 20 40 60 80 100
Very satisfied	29	10.7%	
Satisfied	84	30.9%	
Neutral	101	37.1%	
Dissatisfied	32	11.8%	
Very dissatisfied	21	7.7%	
Not Applicable	2	0.7%	
No Response	3	1.1%	

45. Availability of parking on campus.

Response	Frequency	Percent	0 20 40 60 80 100
Very satisfied	27	9.9%	
Satisfied	56	20.6%	
Neutral	73	26.8%	
Dissatisfied	40	14.7%	
Very dissatisfied	45	16.5%	
Not Applicable	26	9.6%	
No Response	5	1.8%	

Q19. The general college climate is respectful and responsive to a diverse educational and cultural campus environment.

	No Response	1	0.99%	23	12.92%	11.93%	2005
7	1 - Strongly agree	47	46.53%	71	39.89%	-6.65%	90
6	2 - Mostly agree	31	30.69%	59	33.15%	2.45%	8
5	3 - Slightly agree	12	11.88%	14	7.87%	-4.02%	3
4	4 - Slightly disagree	2	1.98%	6	3.37%	1.39%	101
3	5 - Mostly disagree	4	3.96%	0	0.00%	-3.96%	
2	6 - Strongly disagree	2	1.98%	1	0.56%	-1.42%	
1	7 - Dont know	2	1.98%	4	2.25%	0.27%	
		101	100.00%	178	100.00%		

Q20. I believe college employees are working to recognize the diversity of our campus community.

	No Response	1	0.99%	22	12.36%	11.37%	2005
7	1 - Strongly agree	45	44.55%	60	33.71%	-10.85%	95
6	2 - Mostly agree	41	40.59%	66	37.08%	-3.52%	4
5	3 - Slightly agree	9	8.91%	15	8.43%	-0.48%	2
4	4 - Slightly disagree	2	1.98%	6	3.37%	1.39%	101
3	5 - Mostly disagree	1	0.99%	0	0.00%	-0.99%	
2	6 - Strongly disagree	1	0.99%	2	1.12%	0.13%	
1	7 - Dont know	1	0.99%	7	3.93%	2.94%	
		101	100.00%	178	100.00%		

Q24. The college grounds are well maintained and manicured.

	No Response	0	0.00%	22	12.36%	12.36%	2005
7	1 - Strongly agree	26	25.74%	54	30.34%	4.59%	87
6	2 - Mostly agree	43	42.57%	67	37.64%	-4.93%	14
5	3 - Slightly agree	18	17.82%	21	11.80%	-6.02%	0
4	4 - Slightly disagree	10	9.90%	7	3.93%	-5.97%	101
3	5 - Mostly disagree	2	1.98%	4	2.25%	0.27%	
2	6 - Strongly disagree	2	1.98%	3	1.69%	-0.29%	
1	7 - Dont know	0	0.00%	0	0.00%	0.00%	

Q42. The faculty exercise a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.

	No Response	0	0.00%	18	10.11%	10.11%	2005
7	1 - Strongly agree	22	21.78%	32	17.98%	-3.80%	77
6	2 - Mostly agree	33	32.67%	61	34.27%	1.60%	14
5	3 - Slightly agree	22	21.78%	22	12.36%	-9.42%	10
4	4 - Slightly disagree	6	5.94%	12	6.74%	0.80%	101
3	5 - Mostly disagree	6	5.94%	3	1.69%	-4.26%	
2	6 - Strongly disagree	2	1.98%	8	4.49%	2.51%	
1	7 - Dont know	10	9.90%	22	12.36%	2.46%	
		101	100.00%	178	100.00%		

Q48. I am personally treated with respect at this college.

	No Response	1	0.99%	18	10.11%	9.12%	2005
7	1 - Strongly agree	44	43.56%	76	42.70%	-0.87%	89
6	2 - Mostly agree	29	28.71%	54	30.34%	1.62%	11
5	3 - Slightly agree	16	15.84%	13	7.30%	-8.54%	1
4	4 - Slightly disagree	3	2.97%	10	5.62%	2.65%	101
3	5 - Mostly disagree	3	2.97%	2	1.12%	-1.85%	
2	6 - Strongly disagree	5	4.95%	4	2.25%	-2.70%	
1	7 - Dont know	0	0.00%	1	0.56%	0.56%	
		101	100.00%	178	100.00%		

Q49. Student academic success is important to staff.

	No Response		0	0.00%	17	9.55%	9.55%	2005
7	1 - Strongly agree	51	50.50%	89	50.00%	-0.50%	98
6	2 - Mostly agree	38	37.62%	54	30.34%	-7.29%	2
5	3 - Slightly agree	9	8.91%	9	5.06%	-3.85%	1
4	4 - Slightly disagree	1	0.99%	4	2.25%	1.26%	101
3	5 - Mostly disagree	1	0.99%	2	1.12%	0.13%	
2	6 - Strongly disagree	0	0.00%	1	0.56%	0.56%	
1	7 - Dont know	1	0.99%	2	1.12%	0.13%	

Employees at Contra Costa College had concerns about considering the needs of students when decisions are made to add or delete programs or courses, whether there are sufficient knowledgeable staff to provide effective student services, whether the College provides sufficient staff development opportunities to attend training at professional conferences, whether the College adequately supports opportunities to increase effectiveness at their position, and whether the number of faculty and staff to support programs was sufficient. They also had concerns about the amount of parking on campus.

Q7. The needs of the students are considered when decisions are made to add or delete programs or courses at CCC.

	No Response	1	0.99%	21	11.80%	10.81%	2005
7	1 - Strongly agree	13	12.87%	28	15.73%	2.86%	64
6	2 - Mostly agree	32	31.68%	51	28.65%	-3.03%	28
5	3 - Slightly agree	19	18.81%	26	14.61%	-4.21%	9
4	4 - Slightly disagree	15	14.85%	17	9.55%	-5.30%	101
3	5 - Mostly disagree	10	9.90%	10	5.62%	-4.28%	
2	6 - Strongly disagree	3	2.97%	3	1.69%	-1.28%	

Q9. There are sufficient knowledgeable CCC staff to provide effective student services.

	No Response	0	0.00%	19	10.67%	10.67%	2005
7	1 - Strongly agree	28	27.72%	42	23.60%	-4.13%	74
6	2 - Mostly agree	33	32.67%	66	37.08%	4.41%	21
5	3 - Slightly agree	13	12.87%	17	9.55%	-3.32%	6
4	4 - Slightly disagree	11	10.89%	14	7.87%	-3.03%	101
3	5 - Mostly disagree	2	1.98%	7	3.93%	1.95%	
2	6 - Strongly disagree	8	7.92%	3	1.69%	-6.24%	
1	7 - Dont know	6	5.94%	10	5.62%	-0.32%	
		101	100.00%	178	100.00%		

Q15. The college adequately provides me with sufficient staff development opportunities to attend training at professional conferences.

	No Response	1	0.99%	19	10.67%	9.68%	2005
7	1 - Strongly agree	25	24.75%	37	20.79%	-3.97%	71
6	2 - Mostly agree	35	34.65%	49	27.53%	-7.13%	29
5	3 - Slightly agree	11	10.89%	34	19.10%	8.21%	1
4	4 - Slightly disagree	5	4.95%	9	5.06%	0.11%	101
3	5 - Mostly disagree	15	14.85%	15	8.43%	-6.42%	
2	6 - Strongly disagree	9	8.91%	14	7.87%	-1.05%	
1	7 - Dont know	0	0.00%	1	0.56%	0.56%	
		101	100.00%	178	100.00%		

Q17. The college adequately supports opportunities to increase
effectiveness in my position.

	No Response	1	0.99%	21	11.80%	10.81%	2005
7	1 - Strongly agree	14	13.86%	24	13.48%	-0.38%	69
6	2 - Mostly agree	32	31.68%	52	29.21%	-2.47%	30
5	3 - Slightly agree	23	22.77%	42	23.60%	0.82%	2
4	4 - Slightly disagree	10	9.90%	13	7.30%	-2.60%	101
3	5 - Mostly disagree	8	7.92%	14	7.87%	-0.06%	
2	6 - Strongly disagree	12	11.88%	9	5.06%	-6.83%	
1	7 - Dont know	1	0.99%	3	1.69%	0.70%	
		101	100.00%	178	100.00%		

Q21. The number of staff and faculty who are qualified by
appropriate education, training and experience is sufficient to
support the programs offered by the college.

	No Response	1	0.99%	22	12.36%	11.37%	2005
7	1 - Strongly agree	16	15.84%	36	20.22%	4.38%	66
6	2 - Mostly agree	38	37.62%	57	32.02%	-5.60%	26
5	3 - Slightly agree	12	11.88%	23	12.92%	1.04%	9
4	4 - Slightly disagree	8	7.92%	8	4.49%	-3.43%	101
3	5 - Mostly disagree	13	12.87%	9	5.06%	-7.82%	
2	6 - Strongly disagree	5	4.95%	10	5.62%	0.67%	
1	7 - Dont know	8	7.92%	13	7.30%	-0.62%	
		101	100.00%	178	100.00%		

Q28. The amount of parking space is adequate on the campus.

	No Response	0	0.00%	22	12.36%	12.36%	2005
7	1 - Strongly agree	12	11.88%	15	8.43%	-3.45%	66
6	2 - Mostly agree	31	30.69%	56	31.46%	0.77%	33
5	3 - Slightly agree	23	22.77%	41	23.03%	0.26%	2
4	4 - Slightly disagree	20	19.80%	16	8.99%	-10.81%	101
3	5 - Mostly disagree	7	6.93%	9	5.06%	-1.87%	
2	6 - Strongly disagree	6	5.94%	8	4.49%	-1.45%	
1	7 - Dont know	2	1.98%	11	6.18%	4.20%	
		101	100.00%	178	100.00%		

Appendix C
What did the College community say about their awareness of the College mission and its governance?

In a spring 2014 survey, the college community indicated awareness of the College's mission and purpose and of faculty and management's role in governance, budgeting and policy making.

Q6 I am generally aware of the management role in various governing, planning, budgeting, and policy-making bodies of the college.
Answered: 105   Skipped: 3

Q5 I am generally aware of the faculty role in various governing, planning, budgeting, and policy-making bodies of the college.
Answered: 108   Skipped: 0
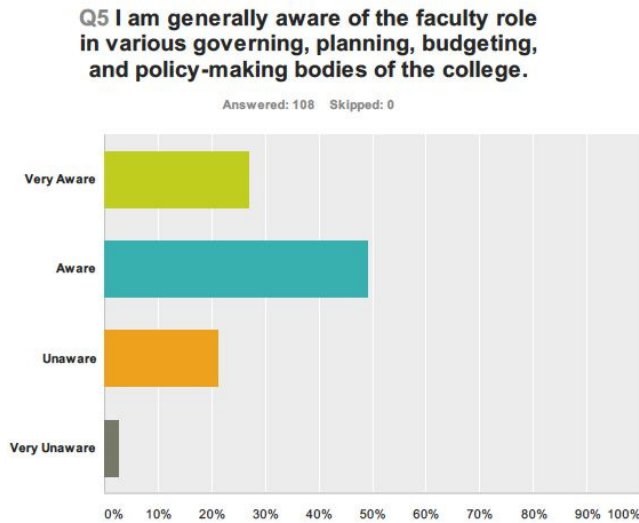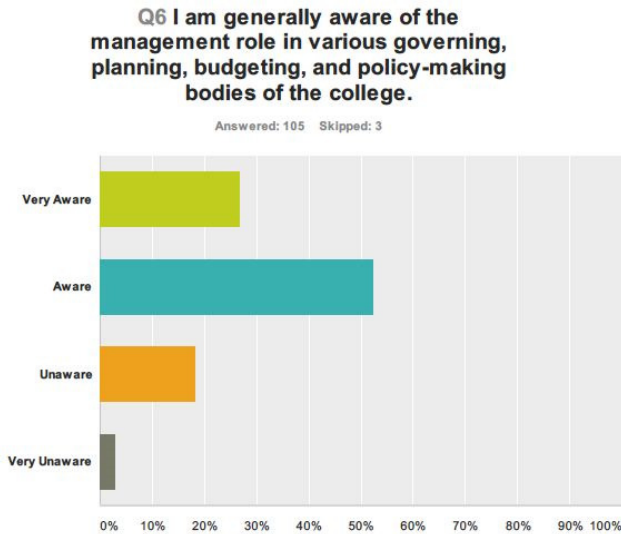
The College community was less aware of the role other constituencies play.

Q3 I am generally aware of the student's role in various governing, planning, budgeting, and policy-making bodies of the college.
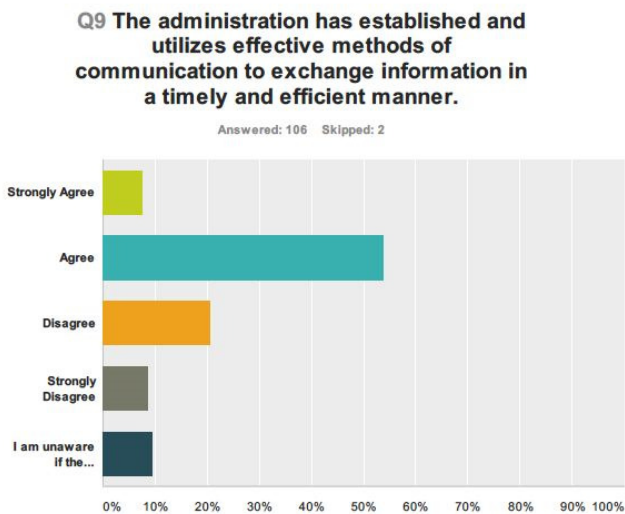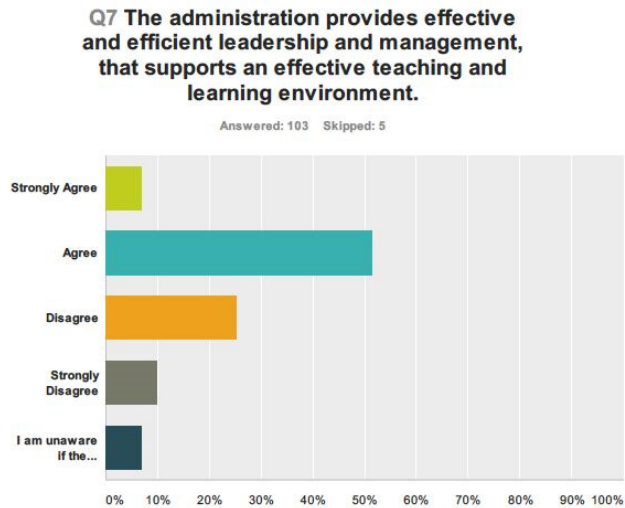
Answered: 108   Skipped: 0
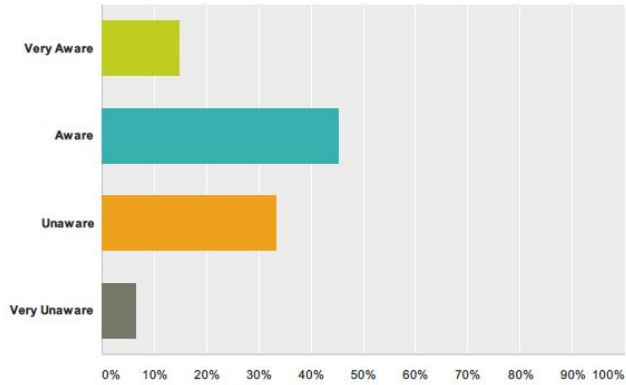
Q4 I am generally aware of the classified role in various governing, planning, budgeting, and policy-making bodies of the college.
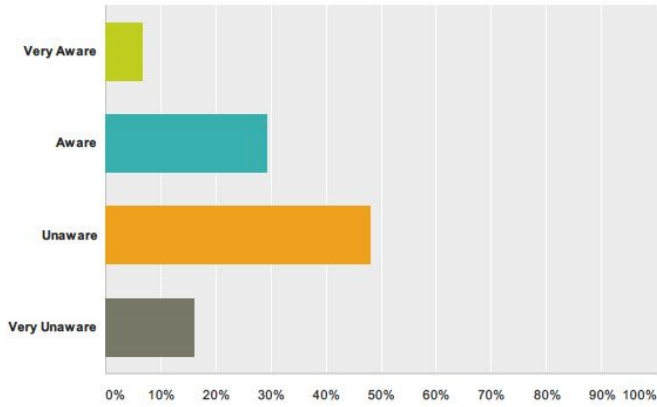
Answered: 108   Skipped: 0
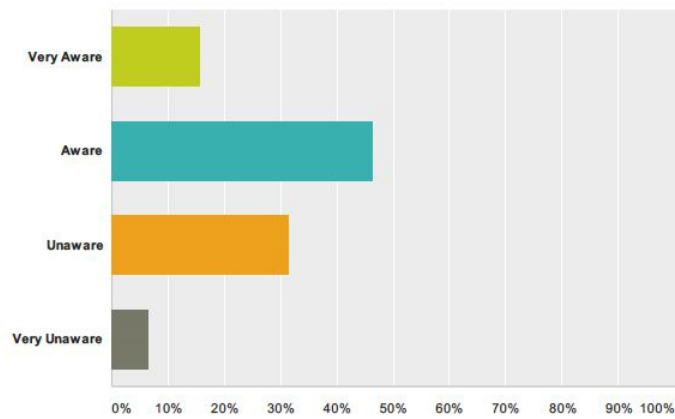
The College community had concerns about the effectiveness and efficiency of administrative leadership and whether it supports faculty, staff, and students to define goals, develop plans and priorities for the institution, and whether it utilizes effective and timely methods of communication.

Q7 The administration provides effective and efficient leadership and management, that supports an effective teaching and learning environment.

Answered: 103   Skipped: 5

Response	
Strongly Agree	
Agree	
Disagree	
Strongly Disagree	
I am unaware if the…	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q9 The administration has established and utilizes effective methods of communication to exchange information in a timely and efficient manner.

Answered: 106   Skipped: 2

Response	
Strongly Agree	
Agree	
Disagree	
Strongly Disagree	
I am unaware if the…	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

The College community was relatively unaware of the Integrated Planning Model and its uses or of the role of the College Council in College governance.

Q10 I am generally aware of the integrated Planning Model the college uses to support its mission effectiveness.

Answered: 106   Skipped: 2

Response	
Very Aware	
Aware	
Unaware	
Very Unaware	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q11 I am generally aware of the responbilities associated with the College Council and the sub-committees that are under its governance.

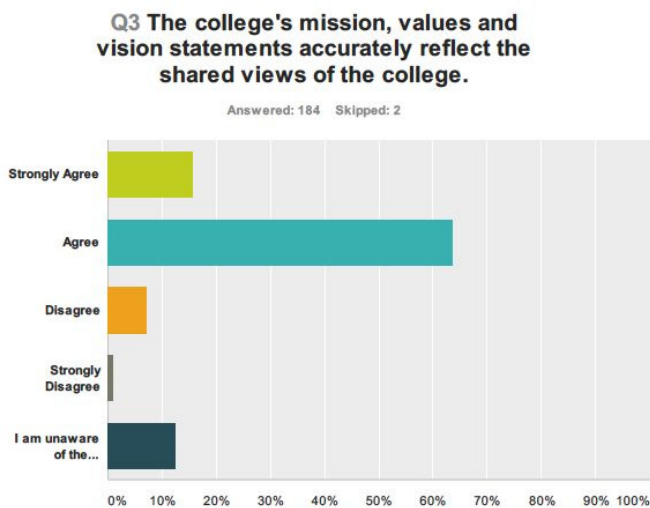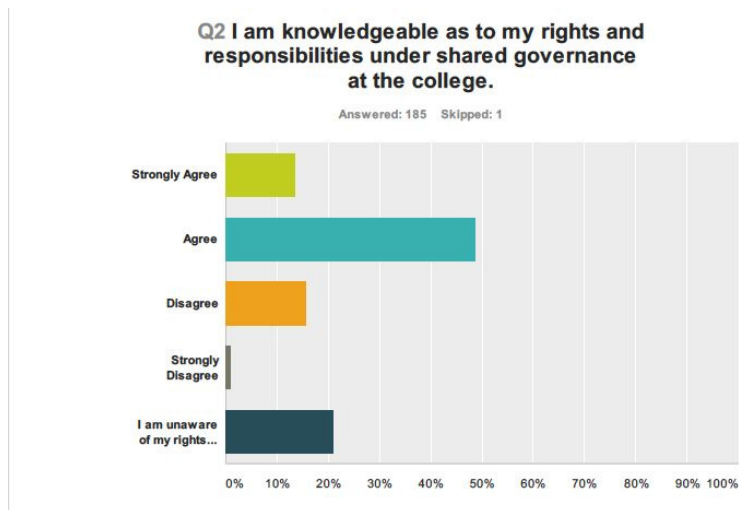Answered: 108   Skipped: 0

Response	
Very Aware	
Aware	
Unaware	
Very Unaware	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
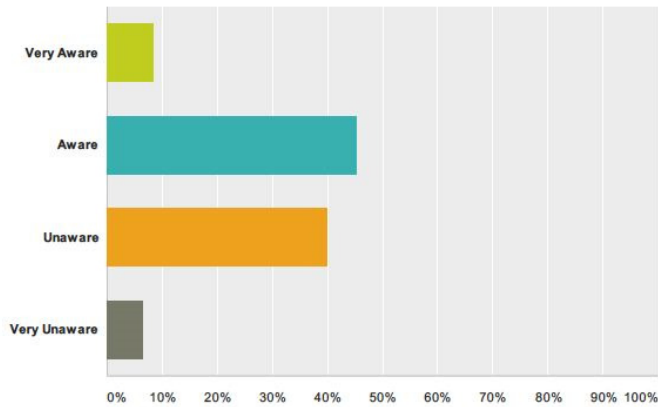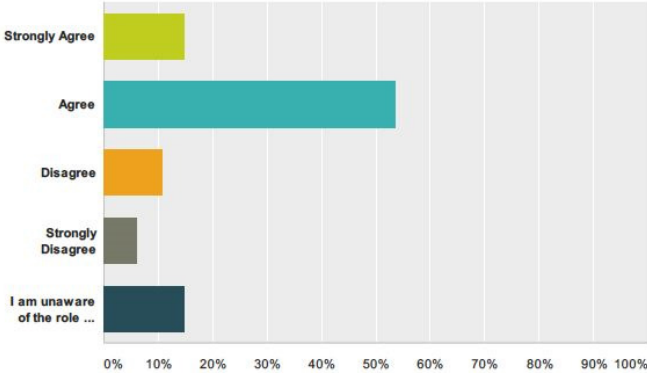
Appendix D
What did the College community say about the effectiveness of the College mission and its governance?

In a spring 2014 survey, the College community indicated they were knowledgeable as to their rights and responsibilities under shared governance, agreed that the mission, vision and values statements accurately reflect the shared views of the College, and that their constituency played an effective role in governing, planning, budgeting and policy making.

Q2 I am knowledgeable as to my rights and responsibilities under shared governance at the college.

Answered: 185 Skipped: 1

Q3 The college's mission, values and vision statements accurately reflect the shared views of the college.

Answered: 184 Skipped: 2

Q4 My constituency (student, classified, faculty, manager) plays an effective role in governing, planning, budgeting and policy making at the college.
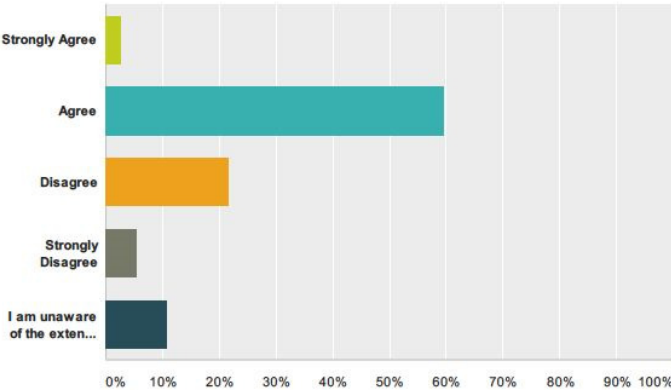
Answered: 183   Skipped: 3

Strongly Agree	
Agree	
Disagree	
Strongly Disagree	
I am unaware of the role ...	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Classified staff had concerns about whether the administration has established and utilizes methods of communication to exchange information in a timely and efficient manner.

Q7 The administration has established and utilizes methods of communication to exchange information in a timely and efficient manner.

Answered: 37   Skipped: 0

Strongly Agree	
Agree	
Disagree	
Strongly Disagree	
I am unaware of the exten...	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Appendix E
What insights did the College obtain by hosting strategic planning forums?

The Contra Costa College Planning Committee hosted a number of forums, both on and off campus. These forums focused on the challenges and opportunities facing the College with the intention of incorporating many of the ideas from the forums into the College's Strategic Plan. Below are samples of the input provided through the various forums, presented verbatim except to correct spelling errors.

On March 19, 2015, a forum was hosted with the Associated Student Union. After a briefing on the background and purpose of the College's strategic planning efforts, the students discussed a number of ideas and voted to support particular ideas. Below are some of the ideas, sorted from the most popular to the least popular.

- Graduating students attend college orientations and have one-on-one questioning with new students who are unfamiliar with the college setting.
- Review departments' budgets and expenditures, and cut unnecessary spending.
- Have a group discussion on campus, open to students and staff, and discuss social issues in the community and how we can support each other with different struggles.
- Make more courses available; increase the number of professors for some subjects. Give all students equal access to classes and registration.
- More tutors that help, and ask students if they need help instead of waiting to be asked.
- The College should develop more internships and partnerships with other colleges/companies to help students branch out.
- More workshops that show students the REAL benefits of getting an education and working hard. More competitions on campus that are publically announced and held department-wise.
- Be more active in the community and make students want to attend CCC. Target our feeder schools. Let students know what CCC could offer them.
- Provide more opportunities for students to participate in "state of nation" competition in terms of education to let students understand or learn cultural diversity.
- Find other ways to measure student success, other than test scores.

On Friday, March 20, 2015 a strategic planning forum was conducted with the Student Services Division. Members of the division were asked to develop ideas under each of the four College strategic directions and then, with five stickers each to cast as votes, validate the most important ideas. Below are some of the ideas, sorted from the most popular to the least popular.

- **Promote innovation, create a culture of continuous improvement and enhance institutional effectiveness**
  - A more user-friendly and easily navigated CCC Website, user-friendly technology, easy one-click options.
  - Cross training student services departments.
  - Go back to WebAdvisor for inputting Ed Plan.

- **Effectively optimize resources to support student learning and success**
  - Collaborative planning and sharing of resources.
  - Buy what we need, use what we have.
  - Innovative uses for technology/easy interface.

- **Strengthen community relationships and partnerships**
  - Offer college classes at local high schools and community centers.
  - Local businesses offer internships with students.
  - Career Day.

- **Equitably improve student access, learning and success**
  - Develop student retention team.
  - Early alert for students.
  - Priority registration promotion. Contact students who registered and did not apply.
  - Occasional email alerts that tell students how close they are to their educational goal (maybe 50 percent and up), for example: "Congratulations, you have completed 75 percent of the requirements for an AA in Liberal Studies."

On Monday, March 23, 2015, members of the College Planning Team attended a meeting of the West Contra Costa Unified School District (WCCUSD) Youth Commission to solicit input for the College's strategic directions. This group had student representation from each high school in the District. The group was presented with the following two strategic questions for discussion.

1. CCC wants every student in West County to attend college. How can we make this a reality?
2. What strategies do you think are most important to support student learning?

The discussion was very freewheeling and provided valuable student-centered insight from the perspective of a student transferring from high school. Among the suggestions for services and support that Contra Costa College could provide to incoming high school students were the following:
- early access to college counselors;
- information session in high school early on so students will learn both about the value of higher education and all that CCC has to offer;
- opportunities for one-on-one conversations/engagements with college faculty/staff;

- financial aid information sessions and workshops at the high schools;
- guidance on what to do after students get to college – essentially guidance on how to "stay" in college;
- College preparation information and guidance at the high schools;
- assessment testing preparation and pre-tests;
- treat recent high school graduates as adults but recognize the need of considerable support and "other mothering;"
- educate on not only degree and transfer programs but also CTE; and
- students like dual enrollment opportunities.

On Friday, March 27, 2015, the College hosted a community forum, involving many of the College's community partners. Below are some of their ideas, sorted by ideas that resonated with the group the most to those that resonated the least.

- Offer at least one CCC class at each high school each term.
- As students, enroll they are assigned an adult mentor to assist them through the first year in all phases of their education.
- Alignment of CCC to WCCUSD Pathways, i.e., public law and culinary arts.
- Bringing community college courses to the specific high schools in West County.
- Create new programs that can build on their job skills. More short-term certificates.
- Elimination or modification of assessments. College assessments Algebra 2 exempt out/E.
- Expand middle college pathways: nursing, English, culinary arts, IT, VAPA.
- Facilitate access to counseling, mentoring and tutoring.
- Provide studying/learning opportunities off-campus and in community centers and high schools.
- Waive all fees of high school students matriculating to college, especially undocumented.
- Assigned mentor – each student has an assigned student/faculty or staff mentor.
- Academic standing – improve retention. Earlier interventions for students on academic and progress probation. Example, block at level 1 (require online video), level 2 group probation workshops.
- Alignment of WCCUSD adult education define roles use the AB B6 template.
- Clear pathways for students starting in junior high schools.
- Concurrent remediation options. More systemic alignment between WCCUSD Math and English programs and support services with CCC Math and English departments.
- Develop "major sheets" which define clear program course requirements at a glance.
- Increase dual credit opportunities.
- Increase number of laboratory rooms for hands-on student learning. Ask for money from District. Contextualization of core courses.

- Increase outreach regarding financial resources to the population, both at an earlier age to high school students, and to adult population.
- Learning communities (cohort model like Puente) bridge and year-long.
- Market certificate programs that are short term and that produce good paying jobs.
- Non-cumbersome entry/matriculation process. More technological access: apps and touch screen kiosks.
- Outreach to the high schools is paramount. Suggest that CCC host a series of visitation days, when students can come to the College. Follow up with a barbeque.
- Persistence to degree/certificate. Create student cohort learning experiences to grow connectedness and integration to college experience.
- Promotion and outreach – CCC should inform and educate its service area and beyond about its classes/course offerings. CCC should highlight its achievements to attract students.
- Provide intervention that effectively prepares students for college-level courses, specifically reading, writing and math.
- Provide resources for new students to understand college life-transition to college.
- Required learning community for all "unprepared" first-time students and elective participation for prepared students.
- Short, intense employment-drive programs.
- Streamline and simplify enrollment process.

On Wednesday, April 15, 2015, the College interim president met with the local Chamber of Commerce. The group felt the current mission resonated well with them, but wanted the College to include a statement noting the College was established in 1949 in order to show that CCC is a long-standing institution. Input from the group indicated the College should:
- focus more effort on building connections to the City of Richmond;
- place an emphasis on building a college-going culture in the community;
- focus the scholarship opportunities to those coming into CCC, rather than those transferring out of CCC and going to a 4-year school or college;
- be in the front of conversations with city managers and other community leaders; and
- make itself more known and available to undocumented students.

Appendix F
What ideas did the Student Success and Support Program (SSSP) plan and the Student Equity Plan provide that would be useful for the College's strategic planning?

In fall 2014 the College completed both its Student Success and Support Plan (SSSP) and its Student Equity Plan in compliance with recent legislation and Title V regulations. These plans were very useful to the Planning Committee in its development of the College's strategic directions. Below is a sampling of the recommendations in the plans.

- From the Student Success and Support Plan (SSSP):
  - offer workshops focused on comprehensive educational plan;
  - develop a plan to provide consistent e-counseling services;
  - develop and implement a comprehensive early alert system; and
  - develop the appeals process to address students on academic/progress probation.

- From the Student Equity Plan:
  - provide enrollment and assessment services at community locations;
  - connect pathways to employers;
  - market pathways to high school staff, students, families and the community;
  - align professional development;
  - redesign assessment process;
  - evaluate, implement and assess a comprehensive early alert system;
  - develop pathways maps to articulate options for students;
  - pilot programs in math and English to use high school grades and other standardized high school tests for placement in college classes; and
  - enhance campus-wide instructional support.

Appendix G
The Contra Costa College Educational Master Plan, 2007-2017

The College Educational Master Plan, completed in May 2007, outlined the mission, goals, strengths, challenges, faculty/staff development needs, curriculum needs, physical resource needs and support service needs of each program/unit on campus. The plan was a comprehensive document that outlined the operational and facilities needs of programs and services projected over a ten-year period and was used as a guide for the development of the ten-year Facilities Master Plan. The source of its information was primarily Program Review, done on either a two-year or four-year cycle by every program/unit on campus. The Planning Committee did a thorough review of the Educational Master Plan, and, in light of subsequent Program Reviews and all other input sources, endeavored whenever possible to align the proposed Strategic Plan to the goals and aspirations of the Educational Master Plan.

Appendix H
College Strategic Directions 2015-2020
Equity and Access, Engagement and Achievement, Excellence and Accountability

On the following pages are charts of the College's strategic directions detailing each overall Strategic Direction, its alignment with the District's Strategic Direction, the Strategic Objectives associated with each Strategic Direction and the specific strategies intended to accomplish each objective.

Strategic Direction 1: Equitably Improve Student Access, Learning and Success

	OBJECTIVE	STRATEGY
Create opportunities for thoughtful reflection that use quantitative and qualitative data to improve student outcomes **Aligns with District Strategic Goal #1: Enhance Student Learning and Success.**	1.1 Improve the steps for the completion of certificates, degrees and for transfer readiness to increase the number of student earning certificates, and/or degrees and who are transfer ready.	A. Improve educational pathways, including distance education, to articulate options for students.
		B. Improve strategies for students to complete an Educational Plan.
		C. Develop statewide Associate Degrees for Transfer (ADT's) for which local degrees exist.
		D. Reevaluate local degree requirements.
		E. Explore the feasibility of a English for Career Technical Education (CTE) and a math for CTE course that meets the prerequisites for transfer.
		F. Develop Per Ankh, Learning Communities, and Linked Learning to increase the number of students earning degrees and certificates, and the number of students who are transfer ready.
	1.2 Expand the definition of student success to include outcomes for career/skills development and the needs of life-long learners.	A. Improve strategies that allow students to explore career options.
		B. Develop measures of success appropriate for students seeking career/skills development and for life-long learners.
		C. Explore new educational pathways.
	1.3 Improve orientation and advisement practices.	A. Improve one-on-one and drop-in counseling.
		B. Develop consistent e-counseling services.
		C. Improve student readiness for online education.
		D. Develop a comprehensive early alert system.
		E. Increase the effectiveness of college orientation, First Year Experience and the use of mentors.
	1.4 Use multiple measures of assessment to improve student placement.	A. Develop alternate placement strategies for CTE programs.
		B. Develop pilot programs in math and English to use high school grades and other standardized evaluations for placement in college level classes.
	1.5 Improve the effectiveness of campuswide instructional support.	A. Increase group and online tutoring options and improve tutor training.
		B. Improve connections, collaboration, and alignment between instruction and student services.
		C. Improve online library reference options.
	1.6 Increase and promote equitable access and success for all students.	A. Improve awareness of all Contra Costa College services that impact student equity, access and success.
		B. Develop strategies to identify and improve equity gaps in student success among all demographic and socio-economic groups.
	1.7 Increase student learning and success by setting institutional standards and goals for achievement..	A. Identify and implement interventions to increase course success rates, course retention rates and the number of student completing certificates, degrees and who are transfer ready by .5% annually and by 2.5% over five years and report the progress to the college community.

Strategic Direction 2: Strengthen Community Relationships and Partnerships

	OBJECTIVE	STRATEGY
Build pipelines that guide and prepare both K-12 students and the adult population for success in higher education and employment. **Aligns with District Strategic Goal #2: Strengthen Current and Create New Partnerships**	2.1 Develop a strong and positive image of Contra Costa College in the community.	A. Promote Contra Costa College as the "first choice" for learning, training, partnerships, opportunities and enrichment in West Contra Costa County.
		B. Expand partnerships with local community organizations and businesses.
		C. Increase programs and partnerships with the West Contra Costa County Unified School District, including K-12 and adult education.
		D. Maximize the accessability and effectiveness of the college's online presence.
	2.2 Create clear pathways to gainful employment.	A. Connect Career Technical Education (CTE) programs with local high school academy advisory boards.
		B. Improve strategies to create career job and placement services.
	2.3 Increase the number of students who enter college prepared to enroll in college-level classes.	A. Offer college preparatory classes as concurrent enrollment or dual enrollment for high school students.
		B. Develop bridge programs that leads into career pathways.
		C. Enhance the communication between high school and college faculty.
		D. Market educational pathways to high school staff, students, families, and to the community.
		E. Create articulation agreements with local high schools.
	2.4 Increase equitable access to the College.	A. Provide orientation, assessment and enrollment at community locations.
		B. Develop pilot programs in math and English to use high school grades and other standardized evaluations for placement in college level classes.
		C. Evaluate, identify and eliminate barriers to student matriculation, through an equity lens.

Strategic Direction 3: Promote Innovation, Create a Culture of Continuous Improvement and Enhance Institutional Effectiveness

	OBJECTIVE	STRATEGY
Provide opportunities to enhance institutional effectiveness, for employees at all levels to continually gain new skills and knowledge, seek out effective practices, and share ideas with one another in order to continually enhance learning and improve student success. **Aligns with District Strategic Goal #3: Create a Culture of Continuous Improvement and Tangible Success.**	3.1 Improve professional development practices.	A. Align professional development with the college Strategic Directions.
		B. Improve the effectiveness of the college professional development opportunities.
		C. Explore and institutionalize innovative practices.
		D. Improve training for faculty who are developing and teaching distance education courses.
	3.2 Improve cultural and global competence among students and employees.	A. Improve the diversity of the adjunct hiring pools.
		B. Develop programs and activities that focus on cultural diversity and global issues.
	3.3 Improve the evaluation of planning, budgetary and operational processes and use the results to improve the overall quality of the institution as a whole.	A. Improve the alignment of planning, governance, and operations through clear processes, guidelines and methods of communication.
		B. Align the college programs and services with the needs of its students and community.
		C. Improve program review process to maximize programmatic and department/unit effectiveness.
		D. Utilize SLO/AUO results to improve instruction, resource allocation, and other operations and services to support student success and institutional effectiveness.
		E Create a distance education plan to support student equity, access and success.
	3.4 Utilize institutional set standards for student learning and achievement to enhance continual institutional effectiveness.	A. Identify appropriate student success measures, including course success rate, course retention rate and number of students who complete degrees and certificates, as well as those who are transfer ready, set goals, create interventions and report the college's progress.
	3.5 Improve the College's communications and marketing efforts.	A. Develop a college marketing plan.
		B. Develop strategies to share innovative practices and their results with the campus community.
		C. Improve the communication of planning, budgetary and governance processes to the college community.

Strategic Direction 4: Utilize Resources Effectively to Support Student Learning and Success

	OBJECTIVE	STRATEGY
Make informed decisions to effectively utilize the College's human, physical, financial, organizational and technological resources to better serve its students and community. **Aligns with District Strategic Goal #4: Be Good Stewards of the District's Resources**	4.1 Provide state-of-the-art technology that is sustainable and supports student success.	A. Update the Technology Plan to improve the effectiveness of instruction, student services and administrative services. B. Provide faculty, staff, and students with accessible and effective infrastructure and support for instruction and student services.
	4.2 Improve and enhance the physical plant.	A. Promote sustainable practices in construction, land use, utilities, materials and recycling. B. Provide safe and comfortable facilities and environment for teaching, learning and working.
	4.3 Improve and enhance resource sustainability and fiscal responsibility.	A. Expand the college's fiscal resources through grants and other external funding sources to support student equity, access and success. B. Align the allocation of the college's human, financial and physical resources with its mission, vision, values and strategic directions.
	4.4 Improve organizational effectiveness.	A. Assess and align all organizational processes with the strategic directions.

IX.   Links to Related Documents

CCC Educational Master Plan
http://www.contracosta.edu/wp-content/uploads/2014/04/Educational-Master-Plan.pdf

Technology Plan
http://www.contracosta.edu/wp-content/uploads/2014/04/CCC-tech-plan-08-14-final.pdf

District Construction Plan
http://www.contracosta.edu/wp-content/uploads/2014/04/5YearConstructionPlan.pdf

CCC Facilities Master Plan
http://www.contracosta.edu/wp-content/uploads/2014/04/Facilities-Master-Plan-2008-2018-2.pdf

Equity Plan
http://www.contracosta.edu/wp-content/uploads/2014/04/Equity-Plan_Draft_CollegeCouncil_9_11_2014-1.pdf

SSSP Plan
http://www.contracosta.edu/wp-content/uploads/2014/04/CCC-SSSP-Plans-and-Budget-2014-15.pdf

Student Satisfaction Survey
http://www.contracosta.edu/wp-content/uploads/2014/04/CCC-FA12-Student-Satisfaction-Survey.pdf

Employee Satisfaction Survey
http://www.contracosta.edu/wp-content/uploads/2014/04/Employee-Satisfaction-SP09-Duplex.pdf

Awareness Survey
http://www.contracosta.edu/wp-content/uploads/2014/04/Awareness_All-Full-Time_140409-1.pdf
http://www.contracosta.edu/wp-content/uploads/2014/04/awareness_All-Part-Time_140409-1.pdf
http://www.contracosta.edu/wp-content/uploads/2014/04/Awareness_Faculty-part-time_140409.pdf
http://www.contracosta.edu/wp-content/uploads/2014/04/Awareness_Faculty-full-time_140409.pdf
http://www.contracosta.edu/wp-content/uploads/2014/04/Awareness_All-Classified_140409.pdf
http://www.contracosta.edu/wp-content/uploads/2014/04/Awareness_Classified-hourly_140409.pdf
http://www.contracosta.edu/wp-content/uploads/2014/04/Awareness_Classified-full-time_140409.pdf

http://www.contracosta.edu/wp-content/uploads/2014/04/Awareness_All_140409.pdf
http://www.contracosta.edu/wp-content/uploads/2014/04/Awareness_Management_140409-1.pdf
http://www.contracosta.edu/wp-content/uploads/2014/04/Awareness_All_Faculty_140409.pdf

Effectiveness Survey
http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_Mangement_140410.pdf
http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_All-Full-Time_140409.pdf
http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_All-Part-Time_140409.pdf
http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_All-Classified_140409-1.pdf
http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_All-Faculty_140409-2.pdf
http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_Facutly-full-time_140409.pdf
http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_Faculty-part-time_140409-1.pdf
http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_Classified-full-time_140409-2.pdf
http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_Classified-part-time_140409-1.pdf
http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_All-Student_140409.pdf
http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_All_140409-1.pdf

Environmental Scan
http://www.contracosta.edu/wp-content/uploads/2014/04/2013-Environmental-Scan-External-.pdf

District Strategic Plan
http://www.4cd.edu/research/Strategic%20Planning/District%20Strategic%20Plan%202014-2019.pdf

Student Success Scorecard
http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=311

Scorecard Trends Report
http://www.4cd.edu/research/Scorecard/2013 Scorecard Trends Report.pdf

X.   Non-Discrimination Policy

The District is committed to equal opportunity in educational programs, employment, and campus life. The District does not discriminate on the basis of age, ancestry, color, disability, gender, marital status, national origin, parental status, race, religion, sexual orientation, or veteran status in any access to and treatment in College programs, activities, and application for employment.