



Plan Draft - FULL

May 12, 2020

PLAN TITLE:

STRATEGIC EDUCATIONAL MASTER PLAN 2020

SUBTITLE: CLARITY . COMMUNITY . EQUITY

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(to be produced when plan goes into layout)

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PLAN INTRODUCTION

This is the Strategic Educational Master Plan for Contra Costa College. This plan sets the direction for the college's administration, culture, programs and goals over the next five years. This is a time of transformation and renewal for our institution, where passionate staff and faculty serve and educate the West Contra Costa community. This plan, the result of

dedicated and collaborative community effort, establishes clear ties between our goals and our daily work.

Contra Costa College

Contra Costa College (CCC) is the oldest and most diverse of the three colleges in the Contra Costa Community College District. A proud Hispanic Serving Institution, serving predominantly Latinx, African American and Asian students, CCC is situated in a socioeconomically diverse, resilient and culturally vibrant community. The college is located on 83 acres of a beautiful, naturally landscaped site accentuated by Wildcat Creek running through the rolling hills of San Pablo and Richmond. Since opening in 1949, CCC has provided exemplary educational services as the only institution of higher education in the West County area. CCC serves over 7,000 students each year, with superior faculty and staff dedicated to creating a premier learning environment.

The campus has a new college center that opened in the fall of 2016. Students now enjoy a new activities building that houses all student functions, a bookstore, and a new facility for the culinary arts program that contains a dining center. The campus center also includes a new classroom building and a community hall, and there are new campus administration spaces as well. The Applied Arts Building is newly renovated and re-opened for fall 2018. The campus safety center was also recently rebuilt. Currently under construction are a new science building and remodeled physical education and athletic facilities.

CCC has been recognized for many of its academic and career education programs locally, statewide and nationally. The Center for Science Excellence, a mentoring program providing a solid foundation in the sciences, mathematics and engineering, as well as transfer preparation, is funded through multiple grants including the National Science Foundation. The College has received several Title III, part F HSI (Hispanic Serving Institution) STEM grants to

continue the goal of increasing the number of students from under-resourced communities in the fields of science, technology and math.

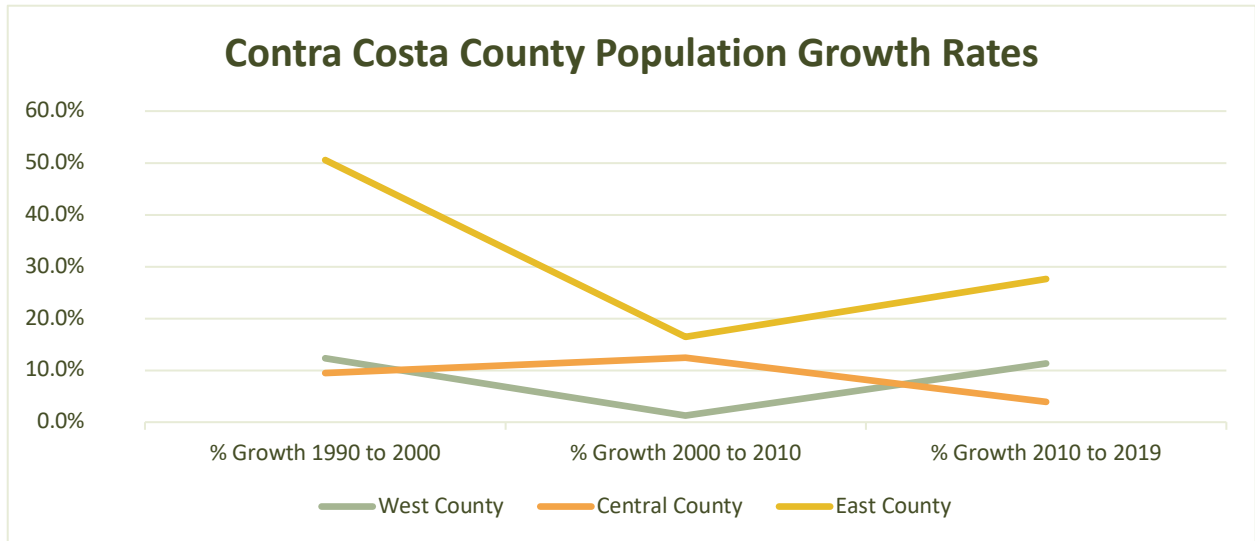
One of the fastest growing curricula is that of “green energy” programs. The Career Education (CE) experience at CCC is notable for the Electric/Hybrid Automotive Technology Program and partnership with Toyota.

The Culinary Arts Program has also become one of the signature job-training programs on campus. The program operates the elegant Aqua Terra Restaurant and hosts an annual Food and Wine fundraising event that has enabled CCC students to travel to Italy, China and France to study with notable chefs.

CCC affirms that all individuals have inherent worth and dignity and are entitled to develop their full potential. The College is an integral part of the greater community and serves as a model of excellence providing education to help its students fulfill their dreams. The College maintains that its students will enjoy an improved quality of life, that communities will prosper economically and socially, and that families and neighborhoods will be strengthened when residents share a commitment to lifelong learning.

College Profile

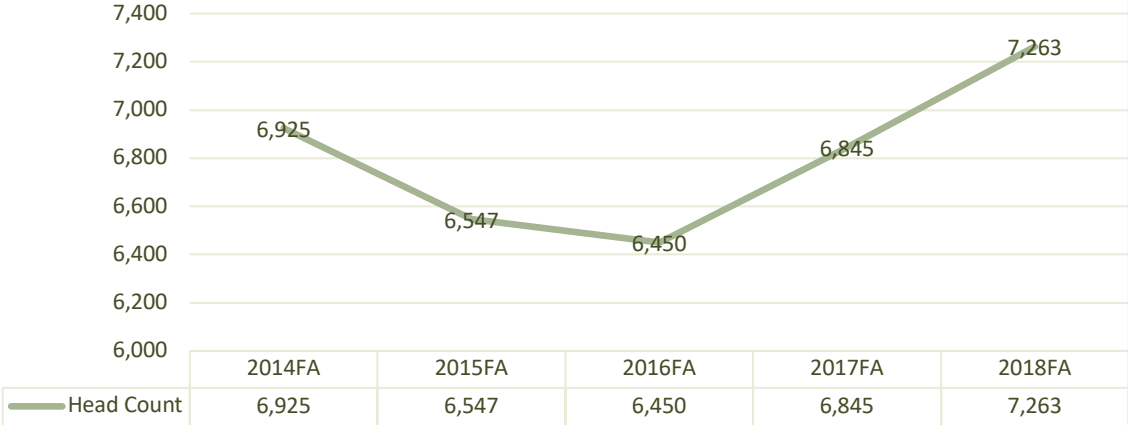
Contra Costa College predominantly serves the western third of Contra Costa County and is part of the Contra Costa Community College District along with sister schools Diablo Valley College and Los Medanos College. As a community college, CCC’s enrollment is closely tied to local demographics. From 2010 to 2019, the population of West Contra Costa County has grown 11.4% from 245,523 to 273,422. During that same timeframe, West County experienced a decrease in residents 19 years and younger, while the population of those 20 years and older increased, with the largest increase seen in the 65 years plus age group at a 45.1% increase.



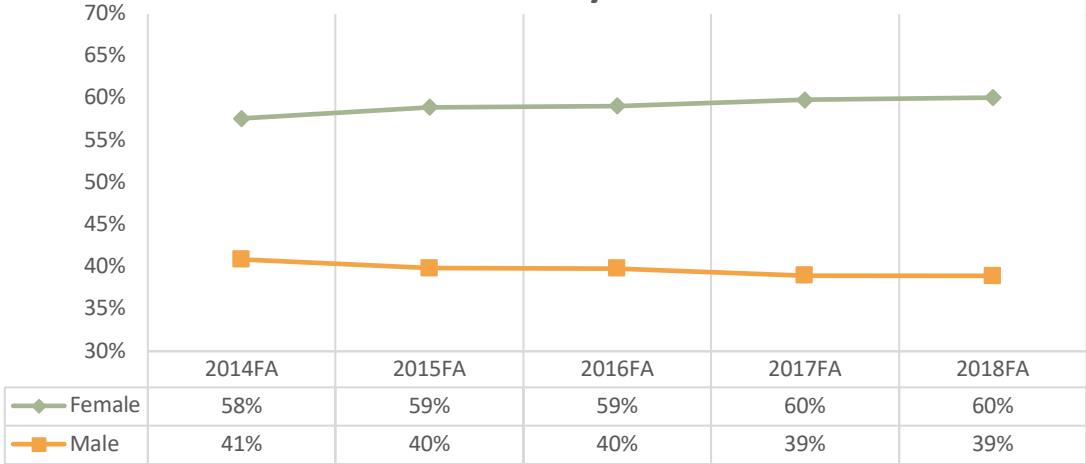
West County is predominantly Hispanic (35.6% of the total population in 2019) and the Hispanic population is increasing steadily (19.4% increase from 2010 to 2019); however, the fastest growing population is Asian/Pacific Islanders. With a 35.1% increase from 2010 to 2019, Asian/Pacific Islanders are the second largest population in West County as of 2019 (22.9% of the total population in 2019). Meanwhile, the African American population is declining, with a 9.1% decrease from 2010 to 2019.

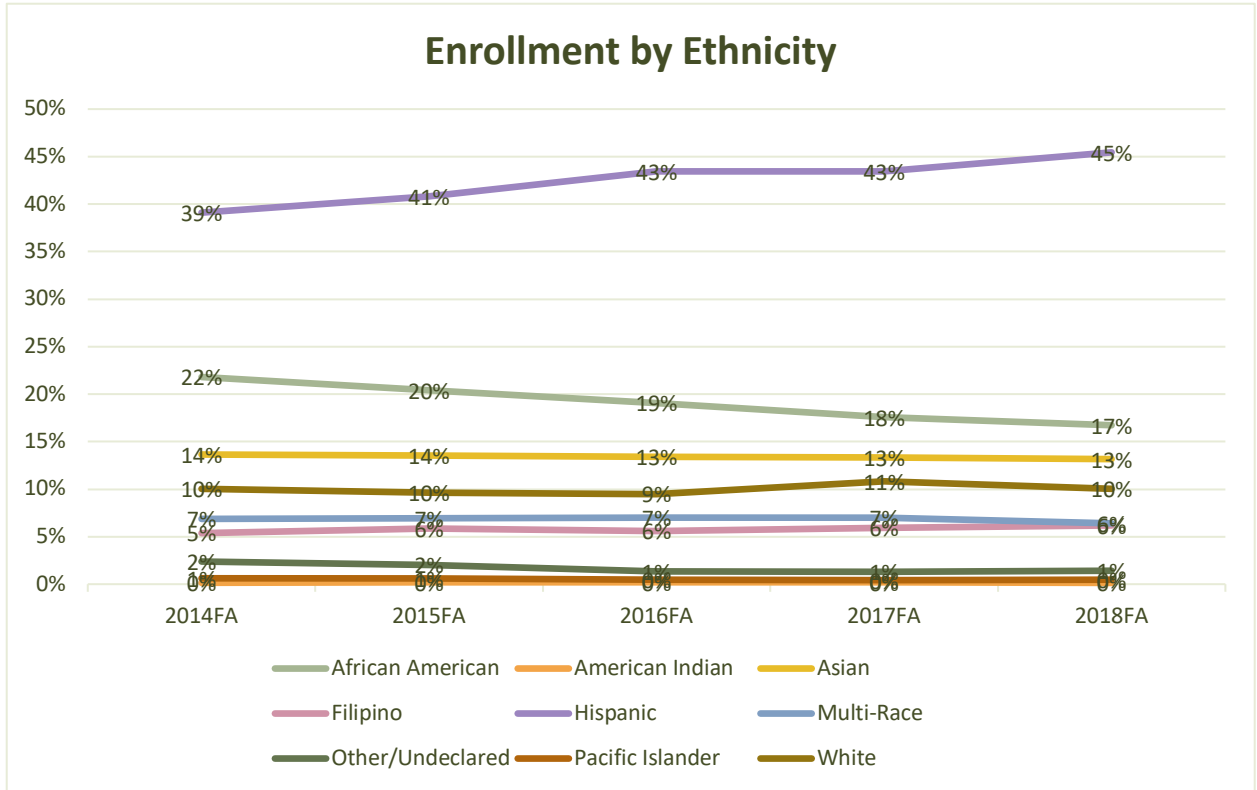
From fall 2014 to fall 2018, Contra Costa College enrollment (headcount) increased 4.8% from 6,925 to 7,263. Our student population is predominantly female at 60%, and predominantly Hispanic at 45%. The age of students ranges fairly equally between those less than 20 years old (33%), 20-24 years old (29%), and 25-49 years old (33%). As of fall 2018, students persist from fall to spring at a rate of about 70%, while our spring to fall rate is much lower at 51%.

Enrollment: Headcount



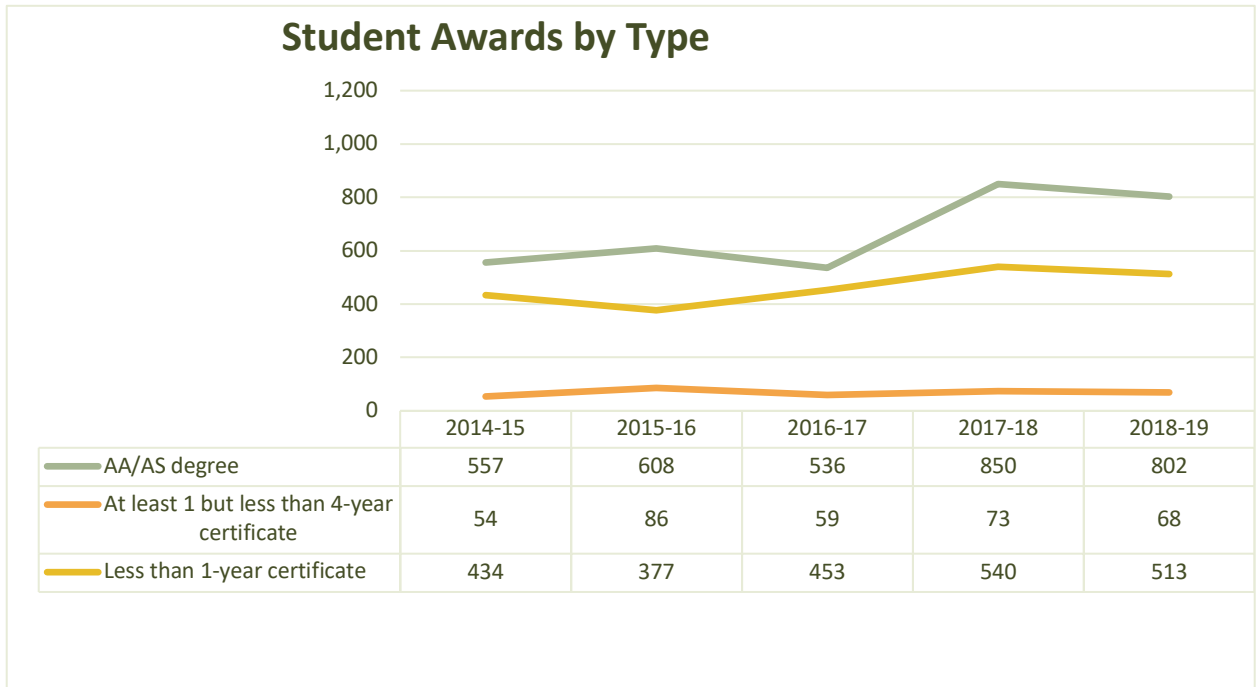
Enrollment by Gender





So, while West County is growing, the growth appears more so in the adult population (20 years and older) than in the high school aged population. These two factors present opportunities for outreach and recruitment in both these populations through strategic enrollment management and expansion of adult programs. Lastly, there are opportunities to increase student success through strategic retention initiatives to address the Hispanic, female, and adult demographics of Contra Costa College.

Student Awards Trends



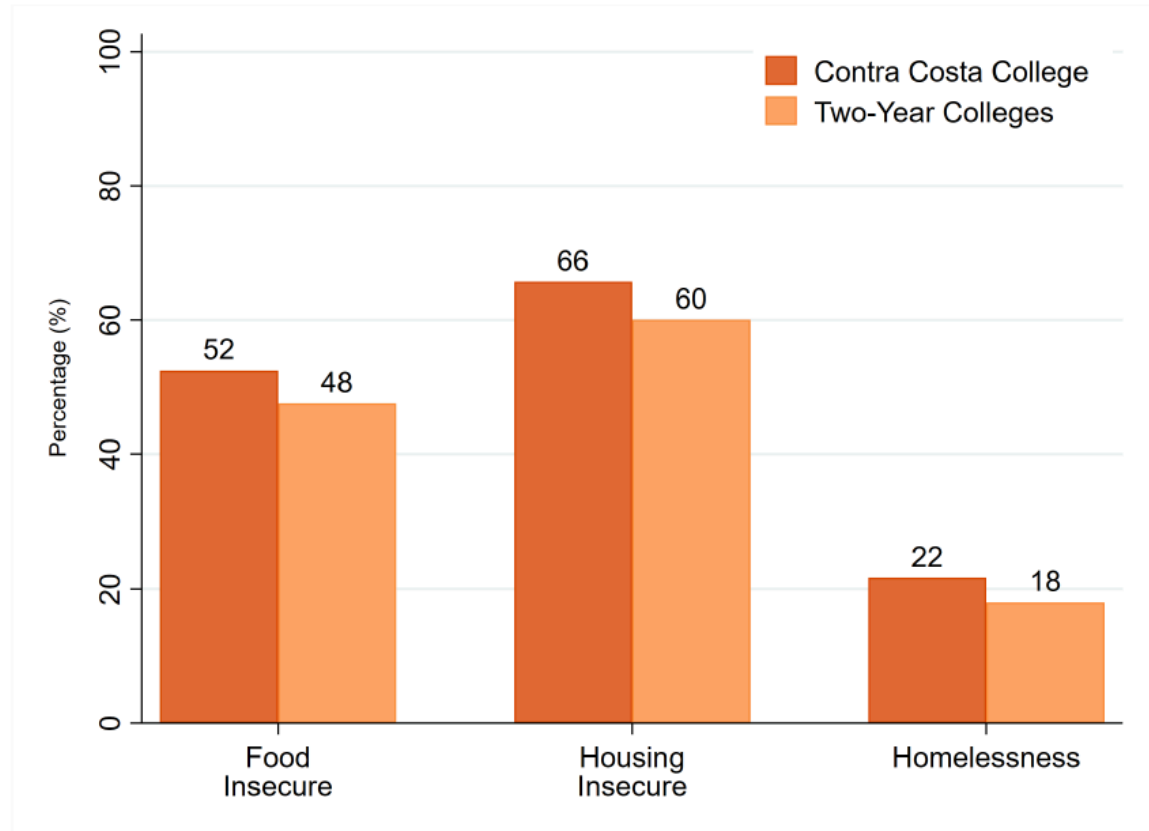
Contra Costa College operates in a challenging educational landscape, with many entering students arriving underprepared for college-level courses. The College puts tremendous effort into reaching out to students before they arrive at CCC through multiple programs including: two on-campus high schools (Middle College and Gateway to College); courses taught at local high schools; and mentoring programs for younger children and their families (METAS). The College has also instituted many student support programs and academic programs to support students, and has been rewarded with increasing student achievements over the past several years despite several leadership changes at the College.

Student Support at Contra Costa College

Many Contra Costa College students face significant personal and academic challenges that they address as they attend college and high school. As shown in a recent #RealCollege

survey, CCC Students have less Basic Needs Security than students at other 2-Year colleges. 52% of students are food insecure, and 66% face difficulty paying for or holding onto housing.

Figure 5. Comparison of Basic Needs Insecurity



Source: 2018 #RealCollege Survey

In addition to challenges with food and housing, student may face mental health challenges, be disabled, be learning the English language, need child care, or need other support to foster their learning. In response, the College has put together a comprehensive set of Student and Academic Support programs, including:

- JFK Mental Health
- Free Breakfast
- Food Pantry
- Campus-Wide Tutoring
- Childcare Center

- Open Educational Resources
- SparkPoint Center
- Welcome Center
- Dual Enrollment Programs
- HSI STEM Tutoring Program
- Puente
- Per Ankh
- Adelante
- METAS
- African American Male Leadership Program
- First Time-Full Time-Free Tuition
- Counselling
- Student Life Office
- Transfer Center
- Richmond Promise
- First Year Experience
- DSPS
- EOPS/CARE/CalWORKs
- Financial Aid
- Veteran's Services
- ESL
- Emergency Transportation

This plan aims to support the efficacy of these programs by ensuring that they are well understood and accessible, and that they have the tools they need to provide excellent support.

The Strategic Educational Master Plan

This Strategic Educational Master Plan is a fundamental document for the functioning of Contra Costa College. The plan serves as an umbrella plan for all of the functions on campus, including administration and instruction. It summarizes the existing conditions, desired direction and detailed actions in key strategic areas in order to guide and inform the overarching policy direction and decision-making of the College, as well as individual faculty and staff member actions and priorities. The plan will be updated in five years.

Contra Costa College has been serving students and its community for more than 70 years. This plan was developed through a collaborative community process and is tailored to the College's current needs and future trajectory, providing direction towards an increasingly efficient, collaborative, and joyful organization that meets students where they are and helps them create the future they dream of for themselves, the community and the world.

This plan was written to succeed the 2015-2020 Strategic Plan, and to incorporate Educational Master Planning and Strategic Planning into one document. This plan will also inform the 2020 Facilities Master Plan (FMP).

While Contra Costa College has been steadily serving its students and community over the past few years, it has also seen significant internal instability. This includes changes in leadership at every level, high levels of staff turnover, and the transition of many staff positions to an hourly status. Changing institutional policies and leadership vacancies have led to confusion on direction and priorities, unclear decision-making processes, inefficiencies, and feelings of disenfranchisement. This is simply the result of turmoil, however, and not CCC's natural state. CCC faculty, staff and administrators are passionate about and dedicated to their students and their work and are laying the groundwork for an efficient and cohesive college organization in the coming months and years.

This plan establishes a framework for work at CCC, illustrated below. It contains three fundamental topic areas around which this plan is structured.

At the base of the pyramid is Organizational Capacity and College Community Cohesion. This is the foundation upon which all successful organizations must be built. Looking at the strength of this base, one asks, "Do we have the tools (resources, systems, software and hardware, facilities, etc.) and strong team relationships that we need to do our work?"

At the center of the pyramid are Academics and Student Support. This represents the work of faculty and staff who provide instruction and support to students. Examining the strength of this area includes examining the capacities of student-facing programs, and policies in place to refine those programs, ensure continuous improvement and reflection, and ensure compliance with State mandates.

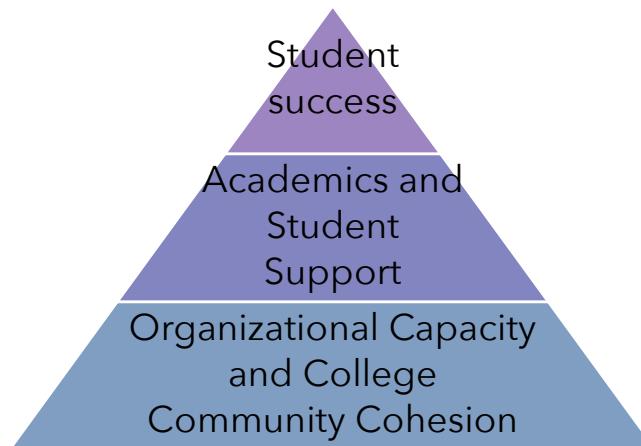
At the top of the pyramid is Student success. Student success in its many forms is the College's reason for being. All tools, buildings, plans, policies, and programs ultimately exist to support student success. This is fundamentally the mission of the College.

Plan Framework

Do we have the TOOLS...

To do the WORK...

To achieve our MISSION?



Because of the College's current need to build up its base of Organizational Capacity and College Community Cohesion, as well as systems for program review and strategic enrollment

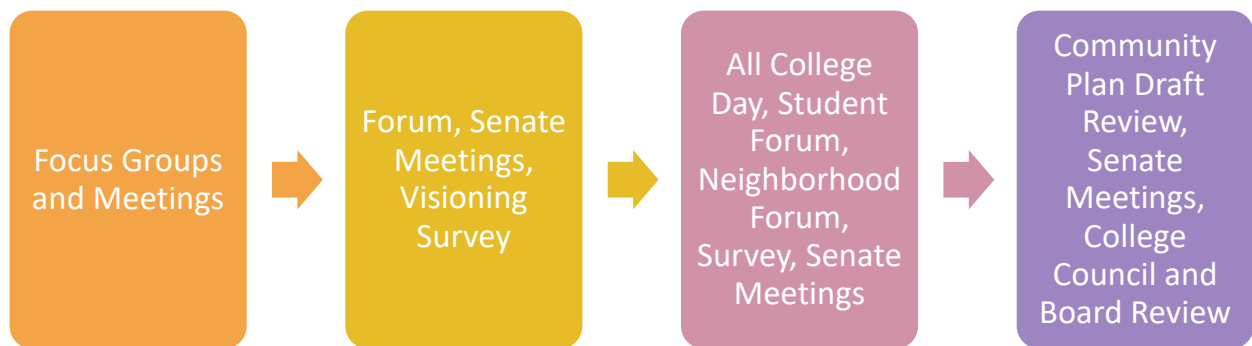
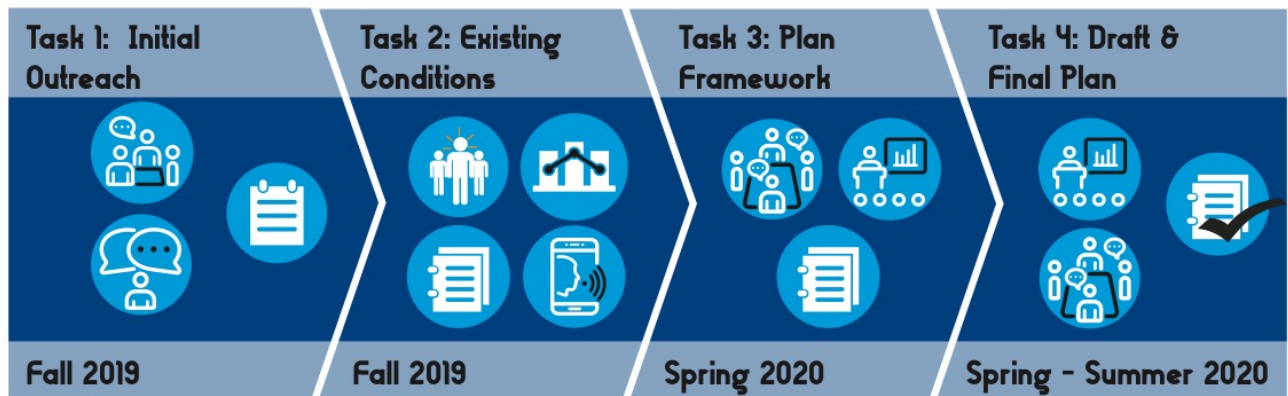
management, that is what this plan focuses on. As the College establishes or re-establishes those systems and structures, the focus of its organizational work will shift to issues that are higher up the pyramid, including innovative instruction, enhancing the experiences of students on campus, detailed enrollment projections, employment-demand-shaped offerings, and plans for particular programs.

Other Related Plans

Contra Costa College uses an integrated planning model. In this model, the Strategic Educational Master Plan sets the direction for topic-specific college plans, annual unit plans, program review, and student learning outcomes. College plans are generally developed by sub-committees of College Council, the college's main governance body, which have members from all employee groups and from student government. This plan was developed by the Planning Committee and led by a Strategic Planning Subcommittee of that body. This plan was developed with reference to the following past and current plans:

- i. California Community College State Chancellor's Vision for Success
- ii. 2018 Contra Costa Community College District Strategic Plan
- iii. 2015 Strategic Plan
- iv. Educational Master Plan
- v. Distance Education Strategic Plan
- vi. Technology Strategic Plan
- vii. 2008 Facilities Master Plan
- viii. Accreditation Reports and Narratives
- ix. Equity Plan
- x. Institutional Effectiveness Partnership Initiative Goals

THE PLANNING PROCESS



The process to develop the Contra Costa College began in mid-2019, when the College concluded the process to implement the 2015 Strategic Plan and developed a process to develop

The development of this Strategic Educational Master Plan was a highly collaborative and community-informed process. The process was led by the Planning Committee, which convened a Strategic Planning Subcommittee to further guide the planning process, provide input, and review plan direction. Christina Paul of Cygnus Planning assisted the College

throughout plan development. The planning process followed a four-stage approach, as described below.

1. Initial Outreach

The Planning Committee and Subcommittee met several times to discuss and refine the planning project, and to identify stakeholders to interview during the initial outreach process. The interviews and focus group meetings included small group and individual sessions with over 50 administrators, staff, faculty and students at CCC, as well as visioning and discussion sessions with shared governance senates and leadership groups such as the Management Council and College Council. These sessions allowed people from across CCC to give input into the opportunities and challenges CCC is facing, as well as what they'd like to see in their plan that would forward their work, and the work of the College as a whole. Each of these sessions was graphically recorded in order to create a record of the meeting that also served to clarify points during each conversation.

{Sidebar} Questions for Council, Senates, Committees and Other Shared Governance Groups

1. How do we react to State and District mandates and make them locally relevant?
2. What is the decision making and budgeting processes on campus, and how can we use data/transparency to improve?
3. How do we want to gather and use performance data to inform our continuous improvement of our programs, including academics?
4. How can we prioritize implementing Guided Pathways?
5. How can we improve morale?

6. How can CCC be diverse AND equitable?
7. How can CCC proactively respond to the Student-Centered Funding Formula?
8. And more...

2. Existing Conditions

The Initial Outreach phase informed the development of the Existing Conditions Presentation, a dynamic presentation that captured essential background information for CCC as well as feedback from outreach. The presentation in various customized forms was delivered to Classified, Faculty and Student Senates, an open College Forum, and College Council and featured embedded real-time survey questions via the Poll Everywhere platform, which allowed participants to provide additional input and reactions to the material during each meeting. The College also issued two surveys, one for faculty and one for staff. These surveys allowed people who could not otherwise participate to provide input, and also allowed for more detailed input on key topics. Over 100 people participated in each survey.

The purpose of the Existing Conditions presentations was to develop a shared vision of the desired future of CCC.

3. Plan Framework


Following the Existing Conditions analysis and visioning sessions, the College developed a Plan Framework, outlining the overarching structure of the plan, and detailing the preliminary goals, action items and initiatives of the plan. This framework was presented to the community at All College Day, where all participants were invited to:

- Review survey feedback;
- Vote on their preferred goals and action items;
- Review Foundational Priorities

- Provide input on the vision, mission and values statements; and
- Comment on draft goals and action areas.

The College held a Community and Neighbors forum and welcomed community members onto campus to review plan progress and give input into what the community needs and would like to see at CCC.

The College also held a Student Forum, where students were invited to comment on preliminary plan direction and participate in the survey if they had not already done so.

 **CONTRA COSTA COLLEGE**
**STAND UP AND
BE COUNTED**
Help Steer the Future of Our College
Complete the CCC Strategic Planning
Survey by clicking on the link below:
surveymonkey.com/r/FJB23XB



Those who complete the survey will be entered in a drawing to win one of five \$25 Starbucks Gift Cards!

4. Draft and Final Plan

The Draft Plan was the result of all previous work to date, combining contextual Existing Conditions data with goals, action items and initiatives. Due to the need to Shelter in Place, the community gave feedback at virtual meetings and via a college-wide survey. The Final Plan was

reviewed by College Council and forwarded to the Contra Costa Community College District Governing Board for approval in the summer of 2020.

Plan Structure

This plan is made up of five primary sections. It first outlines foundational priorities for the next year. These programs and process-updates will significantly strengthen CCC's Organizational Capacity and College Community Cohesion, set direction for continuous improvement in programs, and ultimately promote student success. This serves as a summary of CCC's immediate next steps as an institution. Each of these priorities are also nested in a plan Topic Area, which provide additional direction on implementation.

The Vision, Mission and Values section includes these foundational elements in service of which CCC's work is performed.

The final three sections each correspond to the three topic areas: Student success; Academics and Student Support; and Organizational Capacity and College Community Cohesion. These sections include narratives describing the current state and direction for the topic area, followed by goals and action areas for each topic area. Goals provide overarching direction. Action areas describe general areas of work that further those goals. The planning team also drafted initiatives that accompany the goals and action items, and initiatives provide specific direction on implementation. The initiatives are provided in the appendix and will be refined in Year One of implementation.

Implementation

The strategic plan implementation process will use a Collective Impact-informed approach. While student affairs and academic affairs units within the college are engaged in multiple efforts focused on student learning and promoting student success, devoting greater attention to capacity building for meaningful partnerships across these units will streamline

efforts towards achieving our overarching mission as an institution. Collective Impact is a framework for engaging in strategic, cross-sector collaboration grounded in five conditions for collective success: common agenda, shared measurement system, mutually reinforcing activities, continuous communication, and backbone support (Kania & Kramer, 2011). *StriveTogether* Theory of Action (2019) - a network of partnerships grounded in collective impact - outlines four principles demonstrated by partnerships that implement the theory of action effectively: engage the community, advance equity, develop a culture of continuous improvement, and leveraging existing resources. Adopting the tenants of collective impact coupled with the principles of the *StriveTogether* Theory of Action serves as the underlying framework for the approach asserted by Contra Costa College for intentional integration of work and coordination of strategies across silos in a manner that fosters collaboration across departments and divisions within both student affairs and academic affairs.

Contra Costa College's first pillar of collective impact centers on building a shared understanding of the issues through inquiry groups. Data inquiry and focus groups inform the initial process for building comfort and consensus towards shared metrics and the development of an action plan. The data inquiry process is approached via a humanizing lens where students are viewed as more than just a number or mere data point; this perspective serves as the focal point for contextualizing our institutional data. This approach necessitates reframing the discourse around data that shifts away from high-level metrics that serve as requirements for reporting or institutional set standards to an understanding of how these metrics are interrelated, what these metrics mean in daily practice, and most importantly, what these metrics mean for the students we serve. Inquiry groups are able to reconceptualize shared measurement systems that utilize data to describe who the college is serving, what outcomes students want to achieve by attending our college, and how to support students and gauge if students are "on track" to meeting their educational goal. This approach fosters the development of meaningful connections to and a deeper understanding of our institutional

data in manner that connects targeted interventions to milestone metrics and overarching goals in order to inform intentional data-driven practices.

This plan is a five-year plan. Because of its identification of immediate priorities and the need to further develop initiatives during Year One, the plan and its implementation framework will likely be refocused even before five years have passed. The College's focus in Years One and Two of implementation will be on the foundational priorities, and on refining and adding initiatives to the work under each topic area. Years Three through Five will see the College functioning with significantly improved systems focusing on evaluating and optimizing individual programs.

Fall 2020 Implementation Steps

The College will follow these five steps in the immediate future: the first semester of strategic plan implementation. This process will be led by the President in collaboration with College Council and the Planning Committee. The Planning Committee will support the President in reminding the campus of the goals and implementation schedule, and gathering evidence that we are making progress towards our goals. This work is focused on shaping a more detailed implementation plan for strategic plan goals and action areas.

A full draft Implementation Framework is provided as an appendix, and includes each of the goals and action items in the plan, its timeframe for implementation, primary responsible group, and supporting group, if any.



Spring 2021 Implementation Plan Elements

In the second semester of strategic plan implementation, the College will begin a more intensive and direct process of implementing the strategic plan. The essential steps are as follows:



FOUNDATIONAL PRIORITIES

The following priority efforts represent significant, college-wide efforts that will have positive, transformative effects on the institution, its work and its effectiveness. These priorities were articulated in many interview sessions, as well as working meetings and presentations. They were reviewed by the community via survey and in-person meetings and have broad support. This is the College's immediate work. Each of these priorities are nested in a plan Topic Area, which provides additional direction on implementation. Their locations are noted below.

1. Update, publicize, and train the campus community on **decision-making process** and participatory governance structure (Action Area 1.1.1)
2. Develop a **comprehensive and transparent budget** setting and projecting process (Action Area 1.2.1)
3. Develop a **Strategic Enrollment Management** (SEM) Strategy (Goal 1.3)
4. Increase faculty, staff, and student morale, and build a strong sense of community cohesion so that the CCC community works well together (Goal 1.4)
5. Implement **Guided Pathways** in order to ensure student-focused academic programs (Goal 2.1)
6. Develop a **data-based program review** process, with benchmarking for each program, that allows an annual high-level assessment of progress toward goals for all programs (Action Area 2.2.2)

MISSION, VISION AND VALUES

Contra Costa College's vision, mission and values statements, as composed in 2015, were comprehensive and indicative of many of the College's enduring values. However, the Strategic Planning Committee elected to modify them for this plan based on community input towards increased clarity, as well as recommendations from accreditors.

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. The College fosters transformational educational experiences and responsive services that ensure effective student learning and institutional effectiveness by committing its resources using equitable, inclusive and integrated decision-making processes. Contra Costa College offers associates degrees, certificates, transfer preparation, lifelong learning, and career educational opportunities aimed at helping students achieve their economic and educational goals, as well as courses designed to support lifelong learning.

Vision: Contra Costa College strives to provide a high-quality education that transforms student lives in an atmosphere that celebrates academic achievement, diversity, community, and innovation.

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

- **GROWTH** to help students learn and to improve the economic and social vitality of communities through education;
- **INCLUSION** of diverse opinions, ideas, peoples, and traditions;
- **FREEDOM** to pursue and fulfill educational goals in an environment that is safe and respectful for all students, all faculty, all classified professionals, and all managers alike; and
- **INTEGRITY** in all facets of our college interactions and operations.

TOPIC AREA 1: INSTITUTIONAL CAPACITY AND COLLEGE COMMUNITY COHESION

The basis of institutional or organizational success is ensuring that the people working inside the organization have the tools they need to do their work efficiently, and that they communicate clearly with one another in order to collaborate efficiently. Beyond these basic logistical requirements are human needs for a sense of security in the workplace, for understanding one's responsibilities, a sense of being valued, and the understanding that one's co-workers will do their work reliably and well. Without any of these elements, institutions and teams will be less successful.

At Contra Costa College a variety of factors have led to decreased institutional capacity, the ability to get work done well and quickly, and decreased community cohesion, or a feeling of collective belonging and purpose. These factors include:

- Frequent leadership changes
- Leadership vacancies
- Staff turnover
- Overwork and burnout
- Unclear decision-making processes (due partly to leadership changes)
- Unclear budgeting processes
- Lack of general transparency
- Lack of data-based decision-making norms
- Lack of clear ownership or leadership buy-in for major initiatives
- Too many new initiatives with little follow-through
- An overwhelming number of meetings

When this type of dynamic develops in an organization, administrators, staff and faculty members tend to turn inwards if possible and focus on their daily work and the small teams of which they are a part . If there are few connections between teams or individuals, people can begin to feel or act isolated : protective of themselves or their team and their resources, and suspicious of others.

The people who work and teach at CCC are intelligent, dedicated and knowledgeable. There is no specific group or person at CCC who have been making unhelpful dynamics arise. These dynamics are the result of unfortunate circumstances and strained resources.

Participants in strategic planning interviews often spoke eloquently and at length about the need to update CCC's tools, processes and culture. While everyone was focused on their work, there were many varied examples of how particular systems were not supporting that work. There were also many examples of groups and individuals feeling and being unsupported, unseen, and not treated equitably.

Fortunately, there was widespread agreement that changing this overall dynamic should be that first priority of the strategic plan, in order that a strong institutional base may support the work and mission of the College. By clarifying and adjusting decision-making and operational processes, the College will create a thoughtful resourcing and planning system that is informed by measurable outcomes related to student success and responsive to the unique aspects of our many functional units while utilizing resources effectively. Unit leaders will be able to rely on this solid foundation as they plan and execute innovations that improve our ability to serve students. An improved ability to make plans and day-to-day decisions will improve productivity and more importantly, decrease stress and increase morale. A feedback loop of positive messaging and positive experiences at the College will build engagement and pride in the workplace.

There are multiple efforts already underway on campus to improve institutional capacity and community cohesion. These include:

- A clarified illustration of the current decision-making process is being developed in College Council
- Leadership is holding listening sessions
- There is broad constituent support in promoting diversity and equity education and training
- There is broad constituent work towards a more transparent budgeting process with forward-looking projections
- ...and other examples at all levels of staff, faculty and administration

The Deans at CCC recently held listening sessions, as did the Equity Task Force and Interim President Damon Bell. The following themes emerged as important areas of focus in each of these sessions.

Listening Session Themes



The following goals and priorities articulate overarching direction and action areas to build on this work.

Topic Area 1. Institutional Capacity and College Community Cohesion

Goal 1.1. Strengthen connection and representation of college community in decision-making process and participatory governance

Action Area 1.1.1. Update decision-making process and participatory governance structure

Action Area 1.1.2. Develop a centralized, easily accessible location illustrating decision-making process and participatory governance structure

Action Area 1.1.3. Ensure that participatory governance records are easy to access and reference

Action Area 1.1.4. Ensure regular training for all employees on decision-making and participatory governance processes

Action Area 1.1.5. Foster a culture in which participatory governance involvement is encouraged and admired

Goal 1.2. Steward College Resources in alignment with Strategic Plan utilizing a Clear, Transparent, Data-Based Decision-making processes for the College Budget

Action Area 1.2.1. Conduct a comprehensive review of programs and services, resulting in a prioritization that is widely communicated

Action Area 1.2.2. Develop a comprehensive and transparent budget setting and projecting process aligned with the Strategic Plan

Action Area 1.2.3. Develop strategies to increase external funding sources

Action Area 1.2.4. Understand the impacts of the Student-Centered Funding Formula at CCC, and respond accordingly

Action Area 1.2.5. Develop and implement a comprehensive process to holistically evaluate the program review process and the College's programs and services

Goal 1.3. Develop a Strategic Enrollment Management (SEM) Strategy

- Action Area 1.3.1. Actively manage and track enrollment
- Action Area 1.3.2. Institute SEM committee within participatory governance structure
- Action Area 1.3.3. Develop trainings to assure shared understanding of the comprehensive definition of SEM, which includes efforts to identify, recruit, enroll, retain, and graduate students in alignment with our mission and strategic goals while maintaining fiscal sustainability
- Action Area 1.3.4. Develop a strong recruitment and retention program
- Action Area 1.3.5. Develop a course schedule that meets our diverse student needs
- Action Area 1.3.6. Strengthen the Marketing program
- Action Area 1.3.7. Redevelop and strengthen the integrated support structure required to improve student retention, progress to degree, and graduation

Goal 1.4. Increase faculty, staff, and student morale, and build a strong sense of community cohesion so that the CCC community works well together

- Action Area 1.4.1. Clarify expectations for each role on campus, and the connection between daily work and the mission of the college
- Action Area 1.4.2. Recognize and support colleagues on campus
- Action Area 1.4.3. Embrace cultural humility and equity to create safety, collaboration and wellness spaces
- Action Area 1.4.4. Ensure that students are pro-actively included in assessment and development of our campus culture so that it is student-centered
- Action Area 1.4.5. Develop, implement, and assess a program of activities and events that bring us together, developing and growing community within and across communities, as well as within and across administrative boundaries
- Action Area 1.4.6. Identify and employ strategies towards having the demographics of the employee base mirror that of students
- Action Area 1.4.7. Work to support holistic health amongst CCC students, faculty and staff

Goal 1.5. Provide a campus that furthers and celebrates learning and the rich culture of our community.

Action Area 1.5.1. Art on campus to celebrate diversity

Action Area 1.5.2. Provide inclusive spaces for students to celebrate and be supported in their uniqueness

Action Area 1.5.3. Develop professional development opportunities that support the college in implementing culturally relevant practices across all work

TOPIC AREA 2. ACADEMICS AND STUDENT SUPPORT

As is often true of higher education institutions, at Contra Costa College, academics and student support have functioned as separate entities, with each side often having at best a limited understanding of the function of the other. Despite the best of intentions and a shared commitment to meeting the needs of students, academic and student-support programs and personnel have generally remained siloed.

As Contra Costa College continues its implementation of the Guided Pathways framework, the close coordination of the Academic and Student Services sides of the college will be ever more important. The “four pillars” of Guided Pathways call for seamless integration of academic course offerings and student support pathways. While academic programs develop clear sequences of course offerings leading to gainful employment and/or further education, student services programs ensure that students will have the appropriate support resources (financial aid, academic counseling, tutoring, career counseling and preparation, etc.) to keep them on their academic and career paths and ultimately complete their educational journey through Contra Costa College. At our All-College Day meeting, there was a great deal of support for the idea of “Implementing Guided Pathways in order to provide an even more student-focused academic program” (Goal 2.2) and for “Improving the effectiveness of campus-wide instructional support” (Goal 2.3), and the campus community further seems to agree that the college should “Tie student support programs more directly to classroom programs” (Action Area 2.3.1).

The program-review process has undergone numerous changes over the last several years. Where academic and administrative programs used to take a more individualized approach to developing program review self-studies, Contra Costa College now makes use of the Web-Enabled Program Review (WEPR) tool developed by Diablo Valley College. This has led to a more standardized reporting format and, indeed, has generally simplified the

program-review process. CCC, through its planning committee, is now working on the next iteration of program review: a more formalized, data-informed process. One of the advantages of the WEPR system is that departments have instant access to program-review data and can use this data in developing their self-studies. We have yet to develop, however, a systematic and standard way of evaluating data and using it to make informed decisions about unit goals. As a result, program-review teams are left to their own devices in interpreting data, with little guidance about what to look for and how to evaluate program performance. The CCC Planning Committee will be leading the effort to standardize and educate the larger CCC community about data evaluation (Action Area 2.1.4; Initiative 2.1.3.1). We expect to complete a migration from WEPR to eLumen within the next 2-3 years, and we will take this opportunity to improve data-collection and analysis practices. We expect this will also have the desired impact of “Ensuring that program review is strongly beneficial to each program and is not considered an administrative burden” (Action Area 2.1.3).

Ultimately, systematic, data-based practices combined with qualitative input from focus groups will enable college personnel to make strategic decisions about how best to support student success (Goal 2.1; Action Area 2.1.1; Action Area 2.1.2). Data will allow college programs to identify areas of strength and weakness, and to make determinations about where and how to intervene to close achievement gaps.

For the last two years, CCC has been exploring the best strategies to address strategic enrollment. Changes in college leadership have hampered our ability to develop a comprehensive Strategic Enrollment Management (SEM) plan. However, as mentioned above, a greater focus on data-driven program review, combined with the implementation of Guided Pathways, will ultimately form the basis of a comprehensive SEM plan. Through the use of a data-informed process, we will also be able to make well-informed decisions about which programs are growing and/or need to grow, as well as to identify potential programs that need help and/or that may need to be sunsetted.

With the advent of AB705 in particular, clear data will also be needed to identify areas where students may need additional support services in order to be successful. Already, in English and math classes, we have seen both greater achievement (in terms of absolute numbers of students completing college-level classes) and greater need for support. By reviewing student achievement data in these classes, we will be able to target support services to those students most in need. Already, there is great community support for the idea of “Improving the effectiveness of campus-wide instructional support” (Goal 2.3) and, as noted above, “Tying student support programs more directly to classroom programs” (Action Area 2.3.1).

Topic Area 2. Academics and Student Support

Goal 1.1. Implement Guided Pathways in order to ensure student-focused academic programs

Action Area 2.1.1. Map Pathways to Student End Goals

Action Area 2.1.2. Ensure students make informed decisions when choosing a pathway through the development of an educational plan

Action Area 2.1.3. Provide intentional and strategic student focused pathways supports that are responsive to student needs

Action Area 2.1.4. Provide comprehensive pathway data to ensure learning and student goal attainment

Action Area 2.1.5. Provide faculty and staff with training and support as the College transitions to a Guided Pathways model

Goal 2.2. Ensure that program review is strongly beneficial to each program by tying program review more explicitly to the everyday work of the college

Action Area 2.2.1. Research best data-gathering practices for Community College Program Review and engage in program-level data-review each semester

Action Area 2.2.2. Develop a data-based program review process, with benchmarking for each program, that allows an annual high-level assessment of progress toward goals for all programs

Action Area 2.2.3. Ensure that the program review process is inclusive of adjunct faculty, support staff, etc., and ensure that results are shared widely

Action Area 2.2.4. Establish clear actions and review strategies for programs that are performing below established standards

Action Area 2.2.5. Gather quantitative and qualitative data to help us understand student needs and the elements that lead to program success

Goal 2.3. Improve the effectiveness of campus-wide instructional and student support

Action Area 2.3.1. Tie student support programs directly to classroom programs

Action Area 2.3.2. Embed information on student support services in all student orientation activities and Canvas shells.

Action Area 2.3.3. Develop an online advisory tool to help students explore careers and understand which support programs might benefit them, and how to access them

Goal 2.4. Increase institutional efficiency of student support through technology, communication and professional development

Action Area 2.4.1. Ensure all programs consistently have adequate technological tools to execute efficient and effective work, and that users are trained in the use of the tools

Action Area 2.4.2. Develop a case management system to monitor individual student needs and success

Action Area 2.4.3. Develop a central database for student support programs that describes the services and how to access them to facilitate faculty connecting students with the appropriate services

Action Area 2.4.4. Collaborate with District, sister colleges and the broader community to improve overall operations

Action Area 2.4.5. Advance programs towards success by ensuring faculty and staff receive professional development targeted to the needs of their students and subjects

TOPIC AREA 3. STUDENT SUCCESS

Contra Costa College's role is ultimately to help each student achieve success by building a better life for themselves and their community. Each student's goals are different, and they will therefore have different definitions of success and follow different paths of study. Student success, broadly considered, is defined by students meeting their own educational goals. With that in mind, our primary goals include improving career advancement through specific skill and knowledge building, Career Technical Education (CTE) program completion, degree and certificate completion, and transfer to four-year colleges and universities. Our current educational priorities for student success can be measured by these objective outcomes:

- The number of number of Pell Grant recipients;
- The number of students completing college-level math and English within the first year;
- The number of part-time students enrolled in 15 units per year;
- The number of full-time students enrolled in 24 units per year;
- The number of students achieving CTE job attainment;
- The number of certificates and degrees conferred;
- And the number of students transferring to four-year institutions.

Additionally, Contra Costa College seeks to improve college preparedness and reduction of achievement gaps through equity-focused strategies, which we believe will lead to improvement in the measurable student success outcomes noted above. Contra Costa College must, in order to achieve these outcomes that we define as student success, provide the necessary resources such as:

- Comprehensive educational plans;

- Student engagement through participation in counseling courses or learning communities;
- Program pathway maps that lead students to career goals;
- Expanded early college credit programs, including dual enrollment, high school articulation, concurrent enrollment, summer bridge programs;
- And an expanded First-Year Experience program.

Student success is the center of Contra Costa College’s mission, vision, and values, and we are committed to transforming the lives of our students through the educational experience and responsive student services, helping students learn in order to improve the economic and social vitality of our community, and implementing strategic enrollment management practices to bolster student success through the entire student cycle, from entry to graduation. According to surveyed students, an attitude of positivity, support, and openness is one of the most important things we can do as a college to support student success, so it is important that those attributes are present in our mission, vision, and values.

The vitality of our local economy is driven by the student-success outcomes of Contra Costa College. Contra Costa College is directly responsible to our community and must respond to its needs because the economic health and success of our students will feed back into the local economy. Students surveyed indicated that goal-focused curriculum was the second most important thing that Contra Costa College could do to support and teach students. When the college prioritizes data-informed decisions to build new programs or modify existing programs, we ensure that the college’s academic offerings align directly with the skills, certificates, and/or degrees that our local community members need to obtain employment in upcoming and high-demand fields that are relevant to our community. This approach is necessary to meet the future workforce demand of our regional economy and employers.

The new Student-Centered Funding Formula (SCFF) has an allocation specifically tied to outcomes that include:

- The number of students earning associate degrees and credit certificates;
- The number of students transferring to four-year colleges and universities;
- The number of students who complete transfer-level math and English within their first year;
- The number of students who complete nine or more career education units;
- And the number of students who have attained the regional living wage.

Additionally, the State Chancellor's Office Vision for Success outlines student success measures and goals for the entire California Community College system.

In order to achieve student success, it is imperative that the college understands who its community is:

- The over-65 population is growing while there has been a decrease in residents under 20;
- West County is predominantly Hispanic;
- The Hispanic and Asian/Pacific Islander population is growing while the African American population is declining.

We must also understand enrollment trends:

- 2014 to 2018, enrollment increased by 4.8%;
- Students are predominantly female and predominantly Hispanic;
- Student age ranges fairly equally between age groups;
- Students persist from fall to spring at a rate of about 70%, while our fall to fall rate is much lower at 51%;

- African American females are most likely to apply to Contra Costa College, but never enroll;
- MAYRA: Perhaps add the other SEAP info for degree completion and transfer.

So, while West Contra Costa County is growing, the growth appears more so in the adult population (20 years and older) than in the high school population. Additionally, there is significant growth in the Asian/Pacific Islander population, but a loss of potential growth in the African American female population. These factors present opportunities for outreach, recruitment, program development, and strategic enrollment management that can impact these populations. Additionally, strategic initiatives to address the Latinx, female, and adult demographics of Contra Costa College could produce lasting positive impacts on the overall student success outcomes at our college.

Topic Area 3. Student Success

Goal 3.1. Increase the number of community members who see Contra Costa College as their top choice for higher education

Action Area 3.1.1. Develop program offerings that respond to student populations with diverse educational goals such as re-entry, early-college, non-credit, life-long learners, skills-builders, adult learners, and degree and transfer seeking students.

Action Area 3.1.2. Assure that students that apply also enroll

Action Area 3.1.3. Build strategies to support students with financial needs

Action Area 3.1.4. Build support for first-time college students and for groups that are disproportionately impacted

Action Area 3.1.5. Create a sense of belonging and pride in our cultural diversity within the community on campus

Action Area 3.1.6. Develop an equity focused outreach and marketing strategy

Goal 3.2. Increase the number of students annually who complete their educational and career goals in a timely way

Action Area 3.2.1. Assure that student services, instructional support, and curriculum respond to the changing needs of students with diverse educational goals such as re-entry, early-college, non-credit, life-long learners, skills-builders, adult learners, and degree and transfer seeking students

Action Area 3.2.2. Develop strategies to increase the number of students annually who achieve living wage jobs or advance in their careers

Action Area 3.2.3. Build a culture of collaboration and integration between Student Services and Instruction to increase impact

Action Area 3.2.4. Utilize GPs and SEM Strategies to support student goals

Goal 3.3. Improve the educational experience for students with particular emphasis on activities proven to support completion goals

Action Area 3.3.1. Support and celebrate the continuous improvement of equity minded teaching practices

Action Area 3.3.2. Support and celebrate the continuous improvement of multicultural and equity-minded pedagogy

Action Area 3.3.3. Encourage and expand mentoring and career development practices

Action Area 3.3.4. Encourage students to meet with counseling faculty to develop and follow a comprehensive Educational Plan

Action Area 3.3.5. Encourage students to take the appropriate unit load for their life circumstances and provide direct student support to enable them to participate more fully in their education, reduce their time to completion, and achieve success

Action Area 3.3.6. Support strategies for students to complete Math and English their first year

Action Area 3.3.7. Utilize milestone data to analyze effectiveness of our strategies including Unit Load, Units Toward Degree, Course Success, Retention, & Persistence

Goal 3.4. Respond equitably to the unique needs of our diverse students in order to provide the support they need to achieve their full academic and career potential

Action Area 3.4.1. Embed wrap around supports in Learning Communities

Action Area 3.4.2. Engage in proactive, inclusive and culturally-relevant student support and case management

Action Area 3.4.3. Promote direct student support for students' basic needs

Action Area 3.4.4. Promote instructional support

Action Area 3.4.5. Promote career readiness experiences

Action Area 3.4.6. Promote Safe Zone, Dreamers Alliance, and other special population support programs

ACKNOWLEDGEMENTS

(This section will go up front in the final plan)

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2. Planning Committee
 - a. Alfredo Angulo
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4. Consultant
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5. Senates, Committees, Interviewees
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 - b. **Management Council**
 - c. **Planning Committee**
 - d. **Strategic Planning Subcommittee**
 - e. **Faculty Senate**
 - f. **Classified Senate**
 - g. **Student Senate**
 - h. **Campus-Wide Forum**
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 - l. Ameer Thompson (Dean, Natural, Social & Applied Sciences)
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 - p. Brandy Gibson (Tutoring Center, Classified Senate Chair, College Council Chair)
 - q. Preston Akubo (Student Senate President)
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- x. Vanessa Mercado (HSI STEM)
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- z. Lorena Gonzalez (Faculty, HSI STEM Counsellor, Dreamer's Alliance)
- aa. Kelly Schelin (District)
- bb. Kate Weinstein (Counseling)
- cc. Thomas Holt (Police Services)
- dd. TJ Dunnivant (Veteran's Services)
- ee. Anoosheh Borhan (Faculty, ESL)
- ff. Laura Salas (Faculty)
- gg. Manu Ampim (Faculty)
- hh. Mark Wong (Faculty)
- ii. Nader Sharkes (Faculty)
- jj. Nikki Ferguson (Faculty)
- kk. Stephanie Austin (Faculty)
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- mm. Carlos Chavarria (Faculty)
- nn. Erica Watson (Faculty)
- oo. Maritez Apigo (Faculty)
- pp. John Wade (Athletics, African American Male Leadership)
- qq. Catherine Frost (A&R)

- rr. Sarah Boland (Counseling)
- ss. Karl Debro (Gateway to College)
- tt. Finy Prak (Middle College)
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- xx. Elaine Gerber (DSPS)
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- zz. Richard Stollings (DSPS)
- aaa. Lucile Beatty (Faculty, Career Technical)
- bbb. Beth Goehring (Faculty, past Senate Chair)