



APPENDIX: GOALS, ACTION ITEMS AND ASSOCIATED INITIATIVES

Budget items noted at the initiative level have been identified by the college community as priority areas to resource. If college funds are not available to support these, we commit to finding external funds to support them and will explore other creative means to attain them.

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

Initiative 1.1.1.1. Regular review of 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

Initiative 1.1.5.1. Explore workplace accommodations so the potential of participatory governance is fully realized

Initiative 1.1.5.2. Celebrate individual growth, elevation of work, and professional advancement due to participation in participatory governance.

Initiative 1.1.5.3. Encourage active participation of students in participatory governance, and offer training to support that participation to students, staff and faculty

Initiative 1.1.5.4. Advocate at district for professional development funds to be used to support participation of classified professionals

Initiative 1.1.5.5. Advocate that district create a pool of classified professionals that are able to backfill

Initiative 1.1.5.6. Publicize and actively invite students and community members to events and participatory governance meetings and all other opportunities for engagement and input

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

Initiative 1.2.2.1. Develop enrollment projections by department

Initiative 1.2.2.2. Develop a 5-year budget for each program, based on a comprehensive analysis via program review, with annual review and adjustment as appropriate

Initiative 1.2.2.3. Develop a detailed budgeting template for each department, including, for example, part-time staff and adjunct professor salaries, materials, printing, etc.

Initiative 1.2.2.4. Provide an annual FTEF budget to each department, which would include the aggregate FTEF of full-time faculty and adjunct faculty members

Initiative 1.2.2.5. Establish appropriate committee oversight and timelines

Action Area 1.2.3. Develop strategies to increase external funding sources

Initiative 1.2.3.1. Hire a grant writer to advance the goals of the strategic plan

Initiative 1.2.3.2. Partner and communicate with our nonprofit fundraising arm, the Contra Costa College Foundation, in support of the key goals and needs of students and programs at CCC

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

Initiative 1.3.1.1. Review Admissions and Records processes to enable accurate and timely communications.

Initiative 1.3.1.2. Actively recruit students

Action Area 1.3.2. Institute SEM committee within participatory governance structure

Initiative 1.3.2.1. Specialized training for committee members Campus-wide knowledge of SEM principles and process

Initiative 1.3.2.2. Guided Pathways connection to SEM

Initiative 1.3.2.3. Enrollment projections, data used in SEM work

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

Initiative 1.3.4.1. Implement a Promise Program

Initiative 1.3.4.2. Use Guided Pathways (GP) framework

Action Area 1.3.5. Develop a course schedule that meets our diverse student needs

Action Area 1.3.6. Strengthen the Marketing program

Initiative 1.3.6.1. Increase both internal and external design and marketing support

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

Initiative 1.4.1.1. Establish clear procedures and develop forms that are easily accessed and navigated

Initiative 1.4.1.2. Reduce redundancy in some areas and overwork in others, by making sure that staffing supports the needs of each area

Initiative 1.4.1.3. Create a campus culture that supports a healthy work-life balance

Initiative 1.4.1.4. Reward good performance

Initiative 1.4.1.5. Provide training and opportunities for advancement

Initiative 1.4.1.6. Establish shared understanding of who has which role on campus

Initiative 1.4.1.7. Flip hierarchy for example, "Admin" and "administrators" instead of "Management" and "managers" so that admin is recognized as supporting front-line work

Action Area 1.4.2. Recognize and support colleagues on campus

Initiative 1.4.2.1. Develop a campus environment that motivates excellent performance, including accountability and celebration

Initiative 1.4.2.2. Provide training, mentoring, and opportunities for advancement

Initiative 1.4.2.3. Encourage constructive feedback, engage in respectful collegial discourse and utilize suggestions to improve the campus

Action Area 1.4.3. Embrace cultural humility and equity to create safety, collaboration and wellness spaces

Initiative 1.4.3.1. Provide trainings on identifying and avoiding racist practices including, but not limited to microaggressions, implicit bias, systemic inequalities.

Initiative 1.4.3.2. Adopt trauma-informed practices as a way to help the institution shift culture

Initiative 1.4.3.3. Provide opportunities for rest, relaxation and formation of social connections across campus

Initiative 1.4.3.4. Celebrate employees for their contributions

Initiative 1.4.3.5. External facilitators engaged for training and development of capacity to continue these practices

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

Initiative 1.5.1.1. Create spaces across campus to accommodate rotating art displays, including displays of student work

Initiative 1.5.1.2. Partner with local museums and artists to borrow or lease larger public art works for display on campus

Initiative 1.5.1.3. Invite campus community input on places for and types of art to display on campus

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

Initiative 1.5.2.1. Social Justice Center

Initiative 1.5.2.2. Meditation Room

Initiative 1.5.2.3. Space to rest, relax and form social connections

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

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

Initiative 2.1.1.1. Develop broad career-focused categories for academic programs

Initiative 2.1.1.2. Academic programs are well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area

Initiative 2.1.1.3. Courses critical for success in each program and other key progress milestones are clearly identified

Initiative 2.1.1.4. Develop curriculum and Guided Pathway maps for students that are part-time and full-time

Initiative 2.1.1.5. Take into consideration the completion of Math and English foundational courses in Year One, as well as students' life conditions and personal goals

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

Initiative 2.1.2.1. Create a branded onboarding and first year experience that includes career, major, degree and transfer exploration

Initiative 2.1.2.2. Ensure that all incoming students develop a comprehensive educational plan during their first year

Initiative 2.1.2.3. Create A branded "College for Kids" experience that provides students with a visual pathway to college & career success. This would involve

a variety of engagement opportunities from elementary through high school for students to "experience" CCC and the college environment

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

Initiative 2.1.3.1. Contextualize Math and English courses in each broad-based career focus area to reinforce academic and career learning

Initiative 2.1.3.2. Scale support provided through learning communities into all English courses

Initiative 2.1.3.3. Enhance book loan/supply program to support students in gateway courses

Initiative 2.1.3.4. Embed tutoring services in Guided Pathway maps.

Initiative 2.1.3.5. Support faculty and counselor communication to identify students in various pre-requisite stages

Initiative 2.1.3.6. Create pathway map templates and guiding materials for students that are consistent across each major area of study.

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

Initiative 2.1.4.1. Adopt and install an intuitive campus wide CRM to track student progress, interactions and support needs

Initiative 2.1.4.2. Streamline progress reports for all students

Initiative 2.1.4.3. Schedule adjusted to accommodate as many students as possible

Initiative 2.1.4.4. Establish values/policies focused on retention

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

Initiative 2.2.1.1. Ensure that the data collected in Program Review is the data needed for informing the work of the college, and design the Program Review process so that the data will be clear and easily accessed for use in college planning

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

Initiative 2.2.2.1. Provide assistance with analyzing data and preparing program review documents

Initiative 2.2.2.2. Establish benchmarks for each program given its particular coursework and the students it serves

Initiative 2.2.2.3. Minimize long-form narratives that are difficult and time consuming to write and review

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

Initiative 2.2.3.1. Provide broad education in the importance and role of program review

Initiative 2.2.3.2. Gather quantitative and qualitative data from all members of the unit under review, including associated adjunct faculty and staff

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

Initiative 2.2.5.1. Hire an institutional researcher

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

Initiative 2.3.1.1. Embed information on support programs in syllabi

Initiative 2.3.1.2. Invite support program staff to present in class, as relevant

Initiative 2.3.1.3. Provide classroom credit for attaining Educational Plans or visiting support centers as appropriate.

Initiative 2.3.1.4. Develop an online data hub for faculty to review and understand student support offerings

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

Initiative 2.3.3.1. Add a "Student Support" button to all Canvas course shells that links directly to student support service information.

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

Initiative 2.4.1.1. Enable programs to send urgent text alerts to students

Initiative 2.4.1.2. Ensure student forms can be filled out online

Initiative 2.4.1.3. Allow students to complete Financial Aid forms online to reduce trips to the Financial Aid office and increase the number of students receiving financial support

Initiative 2.4.1.4. Create an evaluation process to ensure continuous improvement in our online access to services

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

Initiative 2.4.2.1. Consider implementing a CRM (Customer Relationship Management) system to provide greater visibility into individual students' needs and the coursework and student support activities they participate in

Initiative 2.4.2.2. Provide comprehensive rubric of needs to best assess uses for CRM

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

Initiative 2.4.3.1. Develop prominent access points for student support materials and programs in Insite

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

Initiative 2.4.4.1. Work with the District to bolster its role as convener and supporter

Initiative 2.4.4.2. Leverage expertise/experience from sister colleges

Initiative 2.4.4.3. Create an assessment to evaluate if our efforts are improving community outcomes, particularly the lives of students living in the community

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

Initiative 2.4.5.1. Provide professional development to instructional faculty so they can be knowledgeable about activities in Action Areas 2.3.1, 2.3.2, and 2.3.3, and be equipped to reinforce student support and career exploration in the classroom

Initiative 2.4.5.2. Develop an index of services based on student need to increase self-efficacy in addressing problems

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

Initiative 3.1.2.1. Increase the number of African American Women that apply and also enroll (SEAP)

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

Initiative 3.1.3.1. Promote EOPS, Sparkpoint, Wrap-Around supports, First Time - Full Time - Free Tuition (FT3), and the Promise Program (SEAP)

Initiative 3.1.3.2. Support students through the financial aid application process to increase Pell eligible students (SEAP)

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

Initiative 3.1.4.1. Promote and support Learning Communities (SEAP)

Initiative 3.1.4.2. Expand Early College opportunities for WCCUSD students (SEAP)

Initiative 3.1.4.3. Embed culturally relevant practices into outreach case management and onboarding practices (SEAP)

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

Initiative 3.1.5.1. Increase the use of culturally relevant art in our buildings

Initiative 3.1.5.2. Design communal gathering spaces that allow our diversity to shine

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

Initiative 3.1.6.1. Promote student success stories through social media

Initiative 3.1.6.2. Translate all outreach material into top three languages (SEAP)

Initiative 3.1.6.3. Attend and promote CCC at community events and local high schools

Initiative 3.1.6.4. Expand ESL outreach and assessment efforts (SEAP)

Initiative 3.1.6.5. Create partnerships with civic, non-profit, and community-based organizations that serve our ethnic groups that are disproportionately impacted (SEAP) and utilize these partnerships to develop outreach and marketing strategies

Initiative 3.1.6.6. Publicize CCC's role in the community

Initiative 3.1.6.7. Improve recruitment and hiring practices, as well as training, to improve the cultural competency of faculty and staff, especially faculty and staff engaged in outreach and recruitment work

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

Initiative 3.2.1.1. Develop cross functional inquiry groups to determine the obstacles to degree completion and Transfer for African-American and Latinx students (SEAP)

Initiative 3.2.1.2. Develop cross functional inquiry groups to determine the obstacles to degree completion and Transfer for Pell Grant Recipients (SEAP)

Initiative 3.2.1.3. Implement intrusive counseling and case management practices to engage African-American and Latinx students who are fewer than 12 units from completing a local or ADT degree (SEAP)

Initiative 3.2.1.4. Showcase HSIs and HBCUs at Transfer Fair (SEAP)

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

Initiative 3.2.2.1. Embed career exploration, degree audit workshops, and ADT preparedness information into majors courses and gateway courses during the first year, second year, and a year from completion (SEAP)

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

Initiative 3.3.1.1. Develop Equity Minded Communities of Practice for faculty and support staff (SEAP)

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

Initiative 3.3.4.1. Invest in more robust counseling resources to build capacity for counseling faculty to develop more comprehensive Educational Plans for more students

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

Initiative 3.3.6.1. Refine Multiple-Measures and Self-Guided Placement

Initiative 3.3.6.2. Refine curriculum and culturally relevant practices used in corequisite courses.

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

Initiative 3.4.3.1. Support the Breakfast Program and Food Pantry (SEAP).

Initiative 3.4.3.2. Support Emergency Transportation (SEAP).

Initiative 3.4.3.3. Support Book Loan Program, Open Educational Resources, and Zero Text Book Cost Programs (SEAP).

Initiative 3.4.3.4. Provide mental health counseling (SEAP).

Action Area 3.4.4. Promote instructional support

Initiative 3.4.4.1. Support and promote tutoring, PLTL, and success coaches (SEAP)

Initiative 3.4.4.2. Promote the use of office hours and the MAaM program (SEAP)

Initiative 3.4.4.3. Support and promote zero cost texts, book loan, laptop loan, and scientific calculator loan programs (SEAP)

Action Area 3.4.5. Promote career readiness experiences

Initiative 3.4.5.1. Develop partnerships with industry partners that can provide internships and job-shadow experiences

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