



Contra Costa College 2019-2022 Student Equity Plan

1. In the chart below the three-year goal for each metric based on data for the college’s overall student population and identify the activities that support goal attainment.

Metric	Current Baseline Data for Overall Student Population	Goals* for Overall Student Population <i>*Goals were set using 5-year trend straight line projections or old statistician’s rule of thumb.</i>	Activities that support the goal
Access: Successful Enrollment	8353	8479 (+ 1.51%)	Contra Costa College Promise Program with Guided Pathways framework <ul style="list-style-type: none"> • <i>Case Management Approach</i> <ul style="list-style-type: none"> – Targeted Outreach <ul style="list-style-type: none"> • Partnerships with Community Based Orgs that Serve Target Populations – Intentional Onboarding – Enrollment Support • Veterans Center Support • Foster Youth Support • ESL Outreach and Assessment • Marketing and Outreach Campaign



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<p>Retention: Fall to Spring</p>	<p>3942</p>	<p>3962 (+0.51%)</p>	<p>Contra Costa College Promise Program with Guided Pathways framework</p> <ul style="list-style-type: none"> • <i>Case Management Approach</i> <ul style="list-style-type: none"> – Warm Hand-Off from Onboarding Team – Milestone and Momentum Check-Ins – Intrusive Guidance – Wrap-Around Support <ul style="list-style-type: none"> • JFK Mental Health • Breakfast Program • Food Pantry • Emergency Transportation • Book Loan and Free Text Book Programs • African American Male Leadership Program • Special Student Support Programs (Dreamers Alliance, Safe Zone, etc.) • Mindful Advising and Mentoring Program (Equity Hour)
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<p>Completion of transfer level math and English</p>	<p style="text-align: center;">59</p>	<p style="text-align: center;">64 (+8.47%)</p>	<ul style="list-style-type: none"> • Support Math, English, and ESL faculty to coordinate campus-wide AB705 implementation <ul style="list-style-type: none"> – Create communities of practice in English and Math to effectively implement co-requisite support models – Support Math Jam to prepare incoming students for college-level math classes – Support ESL in creation of non-credit support classes and “mirrored” classes – Support faculty participation in California Acceleration Project (CAP) trainings – Engage Marketing, Counselors, Student Services, and Instructional Programs to improve AB705 messaging and roll-out • Online/Drop-In Tutoring and PLTL for introductory Math and English courses • Book Loan and Free Text Book Programs • Per Ankh
<p>Transfer to a four-year institution</p>	<p style="text-align: center;">606</p>	<p style="text-align: center;">631 (+4.13%)</p>	<ul style="list-style-type: none"> • Counselor Assisted Transfer Ed Plans • Transfer Exploration • Transfer Day • HBCU Caravan • College Tours • Transfer Application Workshops
<p>Earned credit certificate over 18 units, associate degree, CCC bachelor’s degree</p>	<p style="text-align: center;">594</p>	<p style="text-align: center;">612 (+3.03%)</p>	<ul style="list-style-type: none"> • Counselor Assisted Ed Plans • Major Exploration • Transcript Analysis



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2. In the chart below enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals* for Disproportionately Impacted Student Population <i>*Equity Goals are set to "Full" Equity.</i>	Activities that support the goal
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<p>Access: Successful Enrollment</p> <p>Historic and Vision for Success</p> <p>Target Populations:</p> <p>African American Latinx Pell Grant Recipients</p>	<p>Target Groups:</p> <p>African American (female)= 1055 African American (male) = 756</p> <p>Explore these DI Groups:</p> <p>Disabled (female)= 237 White (female)= 486 Some other race (female)= 34 Am Indian/Alaskan (female)= 19 White (male) = 348 Some other race (male) = 19 Foster Youth (female)= 112 LGBT (female) = 232 LGBT (male) = 116</p>	<p>Target Groups:</p> <p>African American (female) = 1392 (31.94%) African American (male) = 816 (+7.94%)</p> <p>Explore these DI Groups:</p> <p>Disabled (female) = 288 (+21.52) White (female) = 575 (+18.31%) Some other race (female) = 45 (+32.35%) Am Indian/Alaskan = 27 (+42.11%) White (male) = 426 (22.41%) Some other race (male) = 43 (+126.32)% Foster Youth (female) = 151 (+34.82%) LGBT (female) = 261 (+12.5%) LGBT (male) 135 (+16.38%)</p>	<ul style="list-style-type: none"> • Marketing Campaign <ul style="list-style-type: none"> – Promote EOPS, Sparkpoint, Wrap-Around supports, First Time-Full Time-Free Tuition (FT3) program, and Promise Program – Highlight Per Ankh, Puente, African American Male Leadership program, HSI STEM programs, Dreamers Alliance, and HSI and HBCU College initiatives – Translate material into top three languages • Develop partnerships with Community Based Orgs that serve target populations to acquire additional resources and outreach to target populations • Expand early college efforts with WCCUSD to increase enrollment of target groups • Embed culturally relevant practices into case management and onboarding practices • Place target groups into Promise, EOPS, Per Ankh, Puente, and HSI STEM Communities • Veterans Center Support • Foster Youth Support • ESL Outreach and Assessment
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<p>Retention: Fall to Spring</p> <p><u>Historic and Vision for Success Target Populations:</u></p> <p>African American Latinx Pell Grant Recipients</p>	<p>Target Groups:</p> <p>African American (female)= 387 African American (male) = 226</p> <p>Explore these DI Groups:</p> <p>White (female)= 258 More 1 Race (female) =104</p>	<p>Target Groups:</p> <p>African American (female) = 433 (+11.89%) African American (male) = 271 (+19.91%)</p> <p>Explore these DI Groups:</p> <p>White (female) = 300 (+16.28%) More 1 Race (female) = 128 (+23.08%)</p>	<ul style="list-style-type: none"> • Develop intrusive guidance check-ins at milestones and momentum points using high impact practices for Black and Latinx students • Embed wrap around support offerings into Per Ankh, Puente, Promise, EOPS, and HSI STEM communities and into first-year Math, English and intro majors courses <ul style="list-style-type: none"> - JFK Mental Health - Breakfast Program - Food Pantry - Emergency Transportation - Book Loan and OER Zero Text Book Cost Programs • Promote African American Male Leadership Program • Mindful Advising and Mentoring Program (MA'aM) • Promote Safe Zone, Dreamers Alliance and other special population support programs
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<p>Completion of transfer level math and English</p> <p>Historic and Vision for Success</p> <p>Target Populations:</p> <p>African American</p> <p>Latinx</p> <p>Pell Grant Recipients</p>	<p>DI Groups Fewer than 10:</p> <p>Disabled (female)= 0</p> <p>Disabled (male) = 0</p> <p>LGBT (female) = 0</p>	<p>DI Groups Fewer than 10:</p> <p>Disabled (female)= 1 (0.0%)</p> <p>Disabled (male) = 1 (0/0%)</p> <p>LGBT (female) = 2 (+100%)</p>	<ul style="list-style-type: none"> • Develop equity-minded teaching communities of practice • Introduce culturally relevant pedagogy into corequisites and core classes • Embed Math Jam curriculum modules focused on growth mindset, grit, math- and test-taking anxiety reduction skills, and social/ emotional intelligence into corequisite courses • Provide drop in tutoring, online tutoring, Supplemental Instruction, Peer Led Team Learning, and other instructional support • Provide support for African-American and Latinx students through Per Ankh and Puente • Develop Open Educational Resources, Zero Text Book Cost, and Book Loan programs for all first-year Math and English courses
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<p><i>Transfer to a four-year institution</i></p> <p><u>Historic and Vision for Success</u> <u>Target Populations:</u> African American Latinx Pell Grant Recipients</p>	<p>Target Groups: Hispanic/Latino (male) = 54</p> <p>Explore these DI Groups: Disabled (female)= 18 Disabled (male) = 13</p> <p>DI Groups Fewer than 10: Native Hawaiian/PI (female) = 1 Am Indian/Alaskan (female)= 0 Am Indian/Alaskan (male)= 0 Foster Youth (female)= 5 LGBT (male) = 4 LGBT (female) = 7</p>	<p>Target Groups: Hispanic/Latino (male) = 81 (+50%)</p> <p>Explore these DI Groups: Disabled (female)= 39 (+116.67%) Disabled (male) = 21 (+61.54%)</p> <p>DI Groups Fewer than 10: Native Hawaiian/PI (female) = 2 (+100%) Am Indian/Alaskan (female)= 1 (0%) Am Indian/Alaskan (male)= 1 (0%) Foster Youth (female)= 7 (+40%) LGBT (male) = 5 (+25%) LGBT (female) = 9 (+28.57%)</p>	<ul style="list-style-type: none"> • Conduct College tours for HSIs and HBCUs • Highlight four-year institutions with transfer programs designed to support African-American and Latinx students at the annual Transfer Fair • Showcase HSIs and HBCUs at Transfer Fair • Develop a crossfunctional inquiry group to investigate obstacles to transfer for target populations • Form a crossfunctional team to embed culturally relevant and community responsive practices in transfer services and redesign services to improve outcomes for target groups
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<p>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</p> <p>Historic and Vision for Success Target Populations: African American Latinx Pell Grant Recipients</p>	<p>Target Groups: Latino (male) = N/A</p> <p>Explore these DI Groups: White (female)= 32 White (male) = 23</p> <p>DI Groups Fewer than 10: Some other race (female)= 4 Native Hawaiian/PI (male) = 0 Foster Youth (female)= 7 Foster Youth (male)= 5 LGBT (female) = 6 LGBT (male) = 4 Veteran (female) = 1</p>	<p>Target Groups: Latino (male) = 81</p> <p>Explore these DI Groups: White (female)= 49 (+53.13%) White (male) = 29 (+26.09%)</p> <p>DI Groups Fewer than 10: Some other race (female)= 5 (+25%) Native Hawaiian/PI (male) = 1 (0%) Foster Youth (female)= 9 (+28.57%) Foster Youth (male)= 7 (+40%) LGBT (female) = 14 (+133.33%) LGBT (male) = 5 (+50%) Veteran (female) = 2 (+100%)</p>	<ul style="list-style-type: none"> • Develop crossfunctional inquiry groups to determine the obstacles to degree completion for African-American and Latinx students • Develop crossfunctional teams to create high impact career exploration practices for African-American and Latinx students • Explore Guided Pathways models to embed career exploration, degree audit workshops, and ADT preparedness information into majors courses during the first year, second year, and a year from completion. • 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
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3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

Upon the recommendation and guidance of District Research and Planning (DRP) Leadership, the colleges will continue to develop the strategic components of their Student Equity and Achievement Plans using locally validated data provided by the DRP. The data used in the SEA Plans will conform to the metrics identified by each of the colleges and the student populations that the local data have revealed to be disproportionately impacted. The data will be provided to the colleges through several tools designed to support local monitoring and assessment activities. Data dashboards will provide the colleges with detailed DI data for all student subpopulations, updated every semester. To supplement the dashboard data, the DRP will support research requests from the colleges to enable them to pursue more detailed lines of inquiry. These tools and services will serve as an ongoing resource for annual progress reports and for future goal-setting efforts. The Planning Committee is also discussing the possibility of embedding the Vision for Success and Equity goals into the program review process so that every department can report on their progress towards achieving these goals.

4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

Contra Costa College continues to increase institutional capacity to meet the Vision for Success (VFS) and Student Equity Plan goals. We have expanded from a one to two vice-president structure. The addition of a Student Services Division to complement Academic Affairs has provided an opportunity to further explore where our resources are most needed in line with the support structures and growth needs of the college. An IEPI grant helped us focus on Strategic Enrollment Management, Guided Pathways Implementation, and campus climate and morale. The Guided Pathways Initiative Grant provided resources to develop a tri-chair framework (faculty, classified professional, and manager) for our steering committee and work groups so that stakeholders across the institution inform implementation efforts. We have consolidated our Equity, Basic Skills, and 3SP leads into an Integrated Planning Group. As the principal committee tasked with strategic planning and program review, the Planning Committee works with college constituency groups to provide a collaborative and integrated approach to the accomplishment of college strategic goals. All college units are required to undergo program review and validation by the Planning Committee, and we are developing a process to embed the VFS and Equity goals into this process. The Budget Committee consults with Planning and the Integrated Planning Group to ensure integrated budgetary decisions across the campus. The college president and vice-presidents provide further coordination of campus-wide initiatives through monthly updates in meetings with the deans. The college includes managers overseeing categorical programs such as EOPS and DSPS in integrated planning efforts. We have hired a research analyst to help us develop capacity to use an equity lens informed by data to assess



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and continuously improve our integrated planning efforts. Finally, this coming year we will undergo a retooling of our Student Success and Basic Skills Committees to assure that we use equity principles as we implement campus wide initiatives such as AB705 and Guided Pathways. We have received a second IEPI grant to help us analyze the current governance structure and decision-making processes, with the goals of streamlining the participatory governance structure, improving communication, fully integrating the planning and resource allocation processes, and better integrating learning outcomes and equity assessments into integrated planning.

5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

<https://www.contracosta.edu/about/college-plans/>

6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

Point of Contact:

Name: Mayra Padilla, Ph.D. **Title:** Dean of Institutional Effectiveness & Equity

Email Address: mpadilla@contracosta.edu **Phone:** (510) 215-3880

Alternate Point of Contact:

Name: Dennis Franco **Title:** Dean of Students

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Approval and Signature Page

College: Contra Costa College District: Contra Costa Community College District

Board of Trustees Approval Date: June 26, 2019

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Equity and Achievement program and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community Colleges Chancellor's Office.

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EXECUTIVE SUMMARY

The Chancellor’s Vision for Success states an ambitious goal: reduce racial equity gaps by 40% in five years and totally within ten years. To meet this ambitious goal, CCC’s Student Equity Plan (SEP) outlines how we will achieve this outcome.

The state is asking us to look at cross-sectional data. Because this data may fluctuate from year to year and from initiative to initiative, however, CCC’s equity agenda is grounded in the historical context of the college and nation.

“Racial and ethnic inequalities loom large in American society. People of color face structural barriers when it comes to securing quality housing, healthcare, employment, and education.”¹ Previously defined equity indicators identified the largest disproportionate impacts in CCC’s African-American and Latinx populations. Similarly, African-American and Latinx students showed the largest disproportionate impacts on the Vision for Success (VFS) indicators. Investigation of five years of longitudinal data for all of the previously defined equity indicators revealed the largest disproportionate impacts across all indicators for our African- American students. This plan therefore prioritizes interventions that focus on developing institutional practices to better serve African-American students.

In an effort to build practices that are informed by the student experience, we have taken into consideration the local, college, and national landscapes.

Local History

Contra Costa College (CCC) is the oldest college in Contra Costa County, ancestral home of the Ohlone people, whom we honor, and who lived on this land for thousands of years. Founded in 1949 as a predominantly white



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institution, CCC first offered classes in 1950 in the shuttered Kaiser Shipyard in Richmond, California. In 1957, CCC found its permanent home in San Pablo, California.

During World War II, women, African-Americans, and immigrants looking for work flooded the shipyards in Richmond. Once the war ended, our communities were fiscally divested. African-Americans, Latinx, and Asians were not allowed to purchase property in “their” neighborhoods. The college was founded in one of these neighborhoods – deeds of homes in our community still have this stipulation. The book [“The Color of Law”](#) connects systemic racism in the city of Richmond to the inequality that persists in our neighborhoods and schools today.

Demographic Shift

While the promise of the “American Dream” has drawn immigrant populations to West Contra Costa County, affluent individuals from the tech and finance industries have also moved to West County in search of lower-cost real estate. By contrast, as our cities become gentrified, African-American residents are being displaced at disproportionate rates due to such factors as stagnating wages in the service industries, making housing increasingly unaffordable.

This demographic shift has also resulted in a large influx of immigrants from Central America and South America. Whereas the Latinx community used to be primarily Mexican, now there is a large concentration of people from El Salvador, Nicaragua, Guatemala, Peru, and Colombia. We have also experienced an increase in immigration from South East Asia and the Middle East, primarily Yemen.

Student Profile

Today, Contra Costa College is a predominantly African-American & Hispanic Serving Institution, supporting 16% African-American and 46% Latinx students. A large percentage of our students come from West Contra Costa



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Unified School District. In 2018, 71.5% of West Contra Costa Unified School District (WCCUSD) students were economically disadvantaged and 33.8% were English Learners. On average WCCUSD students performed 78.8 points below math standards and 46.3 points below in English. Therefore, only 34.8% of recent high school graduates from WCCUSD are college ready.² Consequently, CCC has a large population of students that need to develop proficiency in English and math. Furthermore, according to the recent HOPE survey, over 64% of CCC students are food and 58.7% are housing insecure.³ These challenges impact our students in many ways; for example, over 70% of CCC students attend college part-time—many because of the need to work to support themselves or their families—lengthening the time it takes them to complete their educational goals. Contra Costa College students also bring with them a wealth of strengths, cultural capital, assets, and talents. However, our instructors and staff are not fluent in culturally relevant and strength based practices to be able to leverage these strengths.

National Context Impacting Students

National attitudes and events also impact the experience of students of color. The commoditization and victimization of black and brown people has led to the Black Lives Matter movement and immigration reform efforts. Black men are 5 times more likely to be incarcerated than White men.⁴ Most unarmed people killed by police were Black or Latinx. “Black people were more likely to be killed by police, more likely to be unarmed and less likely to be threatening someone when killed”.⁵

Additionally, DREAMers have also faced discriminatory practices at a national level. While at the California state and local levels, financial aid and other regulatory action has occurred to benefit AB540 students, undocumented students that do not qualify for AB540 are not able to obtain federal financial aid, inequity exists in their pursuit of their educational outcomes. Locally, the West County Detention Center was, until recently, receiving \$3 million in annual contract revenue to detain approximately 200 immigrants a day.⁶ Taken together, these and other systemic barriers create an environment where our students of color may struggle to see themselves in a positive light: as college learners rather than as disenfranchised outsiders.



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Employee Demographics

Despite the large numbers of African-American and Latinx students at CCC, our faculty and administrative ranks remain predominantly white. African-American and Latinx faculty are overrepresented in the adjunct ranks while the full-time faculty body is disproportionately white. The ranks of classified professionals reflect a bit more diversity; however, the Latinx professionals are largely hourly (as opposed to permanent) employees. African-American and Latinx administrators are significantly underrepresented in administrative positions. In short, the racial make-up of permanent employees, especially those in administrative positions, continues to be a significant concern.

Equity Imperative

In light of the historic and current conditions that students of color face, and in light of the lack of black and brown representation in staff, Contra Costa College has the moral imperative to develop racial consciousness to be authentically inclusive and achieve social justice.

EQUITY FRAMEWORKS

Exacting Equity by Design

Members of CCC's SEP team attended a two-day workshop at the University of Southern California's Center for Urban Education (CUE) designed to help community colleges address this question. Our team explored how our plan could align with CUE's [Five Principles for Exacting Equity by Design](#), focusing particularly on Principles 3-5, as stated below:



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Principle 1	Clarity in language, goals, and measures is vital to effective equitable practices. Clarity in language means that practitioners must not only notice but also name the specific racial/ethnic groups that are experiencing equity gaps and avoid being race-blind. Terms such as “at-risk” and “underrepresented minorities” defuse the differences in circumstances experienced by black, Latinx, Asian American, and American Indian populations.
Principle 2	‘Equity-mindedness’ should be the guiding paradigm for language and action. Equity minded practitioners recognize and assume responsibility for inequities. They recognize that inequities may have been created by existing institutional practices and policies. They also acknowledge that they have the power to make changes.
Principle 3	Equitable practice and policies are designed to accommodate differences in the contexts of student’s learning-not to treat all students the same. Practitioners must not confuse equity with equality. Equity gaps cannot be eliminated by treating everyone equally. Policies and practices must recognize and accommodate differences for minoritized students in order to level the playing field.
Principle 4	Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.



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	Equity-minded practitioners must be willing to continually disaggregate data and conduct inquiry to learn if interventions are working or not working, and why.
Principle 5	Equity must be enacted as a pervasive institution-and system-wide principle. To successfully close equity gaps, institutions must consider equity as the norm for all aspects of the institution. Administrators, staff, faculty, and trustees must demonstrate equity-mindedness not only through language and reasoning, but also in resource allocation, assessment, and strategic planning at the local and district level.
Source: Bensimon, E.M., Dowd A.C., and Witham, K. (2016). Five Principals for Enacting Equity by Design . <i>Association of College and Universities</i> , 19, 1.	

Principle 3: Equitable practice and policies are designed to accommodate differences in the contexts of students’ learning—not to treat all students the same.

Simply put, equality in outcomes does not mean—in fact, cannot mean—treating all students as though they are the same.

Principle 4: Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.

While disaggregated data are necessary to identify and prioritize problems, disaggregated data alone are insufficient to attain equity-focused change. What matters is how practitioners *interpret* the data and use it to



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solve problems. Do they interpret racialized inequities as a symptom of student deficiencies or as an indication of failed practices? Do they engage in innovative inquiry methods to find the root cause of the disparities in order to implement effective solutions? The interpretive lenses through which practitioners make sense of data and problem solve are far more consequential than the collection of the data itself.

Principle 5: Equity must be enacted as a pervasive institution- and system-wide principle.

Embedding equity into the core of institutional work means reframing inequity as a problem created by color-blind practices, policies, and procedures and by the lack of spaces to talk about race.

In “Taking Equity-Minded Action to Close Equity Gaps,” Lindsey Malcolm-Piqueux and Estela Mara Bensimon further explain: “CUE’s approach frames inequity as a *problem of practice* rather than a *problem with students*, emphasizing the responsibility of higher education institutions, faculty, staff, and leaders to eliminate disparities in educational outcomes and create equity for all students.” In practice, this means implementing activities and inquiry groups that look at both qualitative and quantitative factors that impact successful access, retention, completion, and transfer for disproportionately impacted groups at the college. Equity-minded individuals are willing to take personal and institutional responsibility for the elimination of inequity and frame this as a problem of institutional effectiveness. Further, according to Bensimon, Harris, & Rueda “Equity-minded individuals are more aware of [the] socio-historical context of exclusionary practices and racism in higher education, and the impact of power asymmetries on roles they and their colleagues play and the responsibility they share for helping students succeed” (2007, pp 9-10).

Trauma Informed Practices: Shifting Institutions To Healing

Institutions of higher education, like most systems in our culture, create structural oppression and provoke trauma for everyone impacted by the system. In the current framework our colleges are susceptible to fragmentation,



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reactivity, and depersonalization, which inflict further stress and trauma on staff and students. Contra Costa College is committed to shifting our practices from trauma-inducing to trauma-reducing by engaging in the following trauma informed principles to develop policies and practices that center on healing and building healthy relationships.

Trauma Informed Principles:

Understanding trauma

Without understanding trauma, we are more likely to adopt behaviors and beliefs that are negative and unhealthy. However, when we understand trauma and stress, we can act compassionately and take well-informed steps toward wellness.

1. **Trauma** – We understand that trauma is common, but experienced uniquely due to its many variations in form and impact.
2. **Stress** – We understand that optimal levels of positive stress can be healthy, but that chronic or extreme stress has damaging effects.
3. **Reactions** – We understand that many trauma reactions are adaptive, but that some resulting behaviors and beliefs may impede recovery and wellness.
4. **Recovery** – We understand that trauma can be overcome effectively through accessible treatments, skills, relationships, and personal practices.

Compassion and dependability

Trauma is overwhelming and can leave us feeling isolated or betrayed, which may make it difficult to trust others and receive support. However, when we experience compassionate and dependable relationships, we reestablish



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trusting connections with others that foster mutual wellness.

1. **Compassion** – We strive to act compassionately across our interactions with others through the genuine expression of concern and support.
2. **Relationships** – We value and seek to develop secure and dependable relationships characterized by mutual respect and attunement.
3. **Communication** – We promote dependability and create trust by communicating in ways that are clear, inclusive, and useful to others.

Safety and stability

Trauma unpredictably violates our physical, social, and emotional safety, resulting in a sense of threat and a need to manage risks. Increasing stability in our daily lives and having these core safety needs met can minimize our stress reactions and allow us to focus our resources on wellness.

1. **Stability** – We minimize unnecessary changes and, when changes are necessary, provide sufficient notice and preparation.
2. **Physical** – We create environments that are physically safe, accessible, clean, and comfortable.
3. **Social-Emotional** – We maintain healthy interpersonal boundaries and manage conflict appropriately in our relationships with others.

Collaboration and empowerment

Trauma involves a loss of power and control that makes us feel helpless. However, when we are prepared for and given real opportunities to make choices for ourselves and our care, we feel empowered and can promote our own wellness.



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1. **Empowerment** – We recognize the value of personal agency and understand how it supports recovery and overall wellness.
2. **Preparation** – We proactively provide information and support the development of skills that are necessary for the effective empowerment of others.
3. **Opportunities** – We regularly offer others opportunities to make decisions and choices that have a meaningful impact on their lives.

Cultural humility and equity

We come from diverse social and cultural groups that may experience and react to trauma differently. When we are open to understanding these differences and respond to them sensitively we make each other feel understood, and wellness is enhanced.

1. **Differences** – We demonstrate knowledge of how specific social and cultural groups may experience, react to, and recover from trauma differently.
2. **Humility** – We are proactive in respectfully seeking information and learning about differences between social and cultural groups.
3. **Responsiveness** – We have and can easily access support and resources for sensitively meeting the unique social and cultural needs of others.

Resilience and recovery

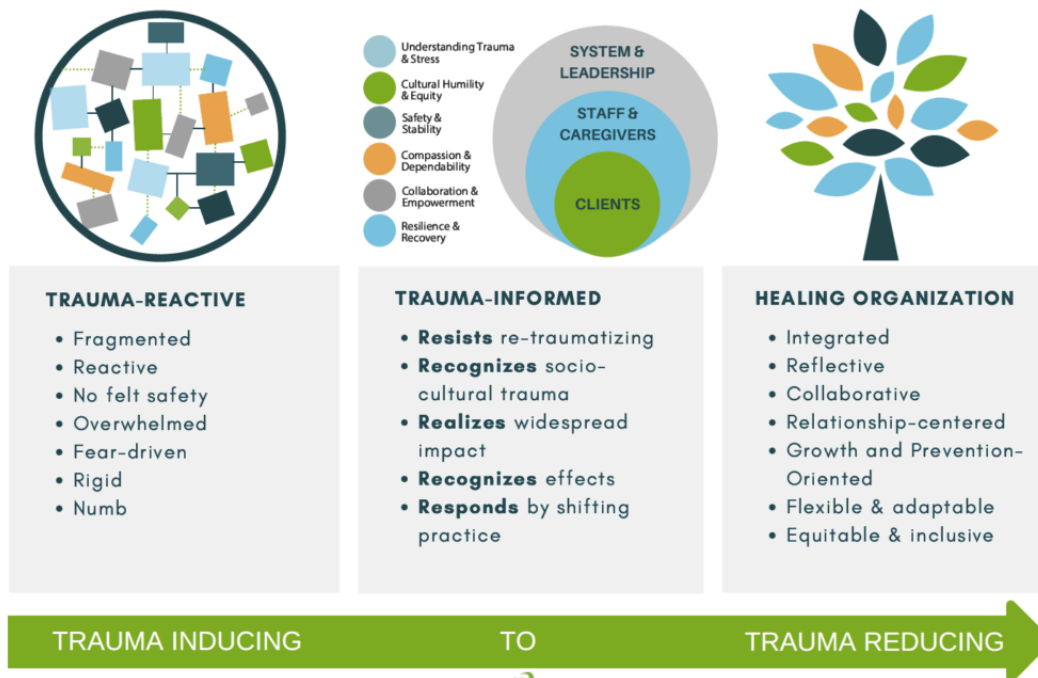
Trauma can have a long-lasting and broad impact on our lives that may create a feeling of hopelessness. Yet, when we focus on our strengths and on clear steps we can take toward wellness we are more likely to be resilient and recover.



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1. **Path** – We recognize the value of instilling hope by seeking to develop a clear path towards wellness that addresses stress and trauma.
2. **Strengths** – We proactively identify and apply strengths to promote wellness and growth, rather than focusing singularly on symptom reduction.
3. **Practices** – We are aware of and have access to effective treatments, skills, and personal practices that support recovery and resiliency.

Model for shifting from trauma inducing to healing centered practices:





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Strength-Based, Culturally Relevant, & Inclusive Pedagogy

Core to student success is the classroom experience and the methodology that faculty employ in the teaching and learning environment is critical to closing the equity gaps.

Strength Based Education

“Strengths perspective assumes that every individual has resources that can be mobilized toward success in many areas of life (Anderson, 2000; Saleebey, 2001) and is characterized by “efforts to label what is right” within people and organizations (Buckingham, 2007, p. 6). The strengths philosophy explores ways to empower individuals to flourish rather than simply survive (Liesveld & Miller, 2005) and presupposes that capitalizing on one’s best qualities is likely to lead to greater success than would be possible by making a comparable investment of effort into overcoming personal weaknesses or deficiencies (Clifton & Harter, 2003; Clifton & Nelson, 1992). [Strengths-based education](#) therefore is built upon these assumptions.”

Culturally Relevant Pedagogy

In our Equity-Minded Pedagogy Community of Practice faculty will explore the following frameworks:

Dr. Luke Wood and Dr. Frank Harris – [Teaching Men of Color](#)

Dr. Shaun Harper – [Black Male Student Success in Higher Education](#)

Dr. Laura Rendon – [Validation Theory](#)

Dr. Laura Rendon – [Sentipensante \(Sensing and Thinking\) Pedagogy](#)



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Inclusive Pedagogy

“[Inclusive pedagogy](#) is a student-centered approach to teaching that pays attention to the varied background, learning styles, and abilities of all the learners in front of you. It is a method of teaching in which instructors and students work together to create a supportive and open environment that fosters social justice and allows each individual to be fully present and feel equally valued.”

At our annual Equity Speaker Series and Social Justice Pedagogy Conference faculty and staff will be exposed to speakers from diverse backgrounds to build understanding of varied student experiences and needs. Tools, techniques, practices, and frameworks will also be shared to help our faculty and staff build dynamic curriculum, inclusive teaching environments, and learning assessments that [honor different ways of knowing](#) so that all of our students excel academically.

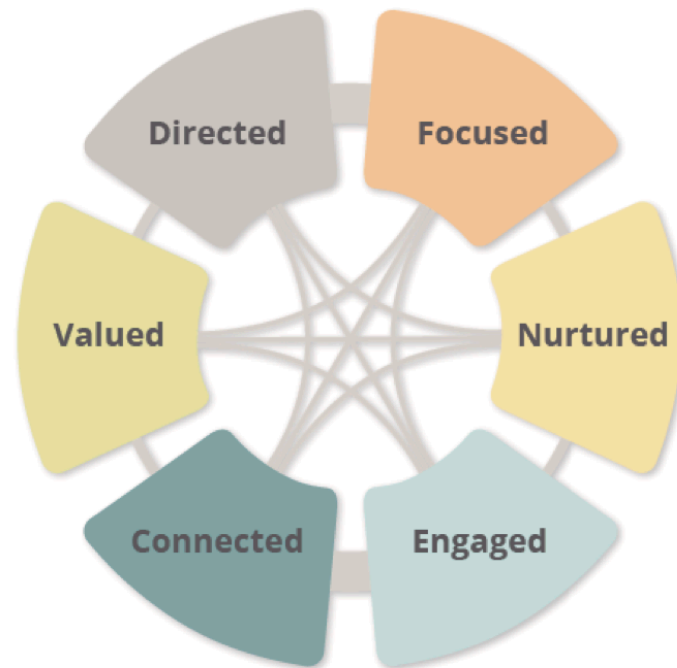
Student Support (Re)Defined Six Success Factors

The Research and Planning Group for California Community Colleges (RP Group) developed the six success factors framework as part of the [Student Support \(Re\)defined](#) study, which indicated that “student support must be (1) integrated into students’ daily experience, and (2) included in the overall curriculum. This research also demonstrates that students are more likely to succeed when they are directed, focused, nurtured, engaged, connected, and valued. In the state survey, CCC students most valued being **Nurtured** and **Directed**. To transform CCC into an institution where everyone feels a sense of belonging, it seems appropriate to engage both our **students** and our **employees** using this framework.



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- ▶ **Directed** — students have a goal and know how to achieve it
- ▶ **Focused** — students stay on track, keeping their eyes on the prize
- ▶ **Nurtured** — students feel somebody wants and helps them to succeed
- ▶ **Engaged** — students actively participate in class and extracurriculars
- ▶ **Connected** — students feel like they are part of the college community
- ▶ **Valued** — students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus, and feel their contributions are appreciated



Six Success FactorsSM
theRPgroup



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STUDENT EQUITY PLAN GOALS

Access

Goal 1A: Increase the number of students who enroll after application.

Goal 1B: Increase the number of students who apply for financial aid (completing the steps of the First Time, Full Time, Free Tuition [FT3] program) and declare intent to earn a degree, certificate, or to transfer.

Retention: Fall to Spring

Goal 2: Increase the number of students who are retained from fall to spring.

Completion of Transfer Level Math and English

Goal 3A: Increase the percentage of students who successfully complete a transfer-level math class within their first academic year.

Goal 3B: Increase the percentage of students who successfully complete a transfer-level English class within their first academic year.

Transfer to four-year Institution

Goal 4: Increase the number of students who transfer to four-year institutions.

Earned credit certificate over 18 units, associate degree, CCC bachelor's degree

Goal 5: Improve success rates in degree attainment, certificate attainment, and transfer.



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DATA CONCERNS & TARGET GROUPS

While the Vision for Success (VFS) aspires for colleges to align their metrics across all state initiatives, there have been many concerns voiced about the differing methodologies and data definitions used across these initiatives. In addition, colleges have not been able to replicate the Student Success Metrics or the Student Equity Plan data. The [RP group](#) has been most vocal on this issue.

In our previous Equity & Integrated Plans, when investigating racial equity, we identified disproportionate impacts in our African American and Latinx students. Other non-race based groups that were disproportionately impacted were Veterans, Foster Youth, Disabled students, and ESL learners. African-American and Latinx students showed the largest disproportionate impacts on the current VFS indicators, as did Pell Grant Recipients. ***We will therefore continue to focus our racial equity efforts on African American and Latinx students and continue to invest in previously funded initiatives that support Veterans, Foster Youth, Disabled students, and ESL learners.***

Cross-sectional data may fluctuate from year to year and from initiative to initiative. Consequently, CCC examined five years of longitudinal data using previously defined equity indicators. These data revealed that the largest disproportionate impacts across all indicators were observed for African-American students—a finding that is in line with the historical outcomes of systemic racism. ***Therefore this plan prioritizes building additional capacity to better engage African-American students and accelerate their outcomes.***

Cross-functional inquiry groups will spend the 2019-2020 year building competence to better interrogate the data that the state has provided us in order to develop confidence in this data. These groups will also explore how we might build capacity and resources to serve other groups that may be disproportionately impacted.



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ACTIVITIES

Access: Successful Enrollment

CCC will increase the number of students who successfully enroll by implementing a Promise Program with a Guided Pathways (GP) framework. We will leverage the FT3 program, which promotes completion of the matriculation process and engagement in support services for first-time students by offering them free tuition for their first year of college. Develop an improved culturally relevant orientation process. As part of the GP implementation plan we will work with FA to determine where gaps in financial aid support services exist and work to reduce the barriers that students face in completing the financial aid process. Multiple measures and guided self-placement efforts will be fully scaled in order to maximize the number of students completing transfer-level math and English courses within their first year. We will explore models to embed career exploration and major selection into our onboarding process. Intentional and targeted counseling support will ensure that students complete an educational plan for their major pathway. A case management approach will be used to monitor the impact of targeted outreach, intentional onboarding, and enrollment support. We will provide targeted outreach and enrollment support for ESL students. Students will be case-managed from initial outreach point of contact to registration in courses. Intrusive interventions will ensure that students have assistance removing barriers to establishing residency, receiving financial aid, and registering for classes. Student Ambassadors will further strengthen support services. CCC will build partnerships with community based organizations that serve target populations. We will also strengthen our partnership with WCCUSD partners in these efforts. The Veterans Center will provide similar support for our veterans. We will explore models to build infrastructure to better serve Foster Youth. CCC will engage students in the design and implementation of these efforts. Professional development will be provided for staff leading and implementing these activities, including equity-minded and culturally relevant practices that also incorporate success factors. Promise Program will be scaled by integrating processes and practices from distinct college learning



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communities and categorical programs. Using the Exacting Equity by Design framework, we will develop a research and evaluation plan for these areas to assure effective implementation and continuous improvement.

Retention: Fall to Spring

CCC will increase the number of students that are successfully retained from fall to spring by expanding the Promise First Year Experience. A warm hand-off between the onboarding team and the retention team will assure that students do not fall through the cracks. The case management system will involve milestone and momentum point check-ins leading to intrusive guidance. Wrap-around supports will be provided, especially for housing- and food-insecure students. These supports include mental health services from JFK University, Breakfast Program, Food Pantry, Emergency Transportation Grants, and Book Loan and Zero Cost Textbook programs. Counselors will provide educational planning support to clarify the trajectory of the major pathway. We will explore Foster Youth Service models and develop capacity to expand services to this population. Intrusive guidance will be provided to troubleshoot personal, financial aid, and enrollment roadblocks. We will implement a restorative justice lens in probation and dismissal support services, as well as grievance processes. Our African-American male students will solidify their sense of belonging on our campus through the mentorship they will receive with the African-American Male Leadership Program. New faculty will participate in the Teaching Men of Color training as part of their Nexus responsibilities. We will enhance the Annual Equity-Minded Pedagogy Conference and establish a Community of Practice to encourage faculty to update their curriculum and pedagogy with culturally relevant, strength-based, and inclusive pedagogy. Faculty participating in the Mindful Advising and Mentoring Program (the “Equity Hour” for adjunct faculty) will receive training in equity-focused practices to help create strategies to better engage students outside of the classroom. We will continue to support our DREAMers Alliance and Safe Zone Committee as well as provide support for events such as the International Women’s Day Celebration and the Equity Speaker Series. Tutoring and supplemental instruction will also increase student retention. CCC will develop an early warning system to ensure that



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students in jeopardy of failing or dropping receive just-in-time support. A team of faculty, classified professionals, students, and managers will attend the National Conference on Race and Equity to inform our professional development events. A research and evaluation plan will enhance implementation and continuous improvement efforts.

Completion of transfer level math and English

CCC will increase the number of students completing transfer level math and English by implementing AB705 compliant multiple-measures and self-guided placement, instituting co-requisite support courses, and developing support mechanisms to guide students to enroll in the appropriate classes for their intended major. English, math, and ESL faculty, in conjunction with counselors, student services heads, and instructional leaders will help coordinate campus-wide implementation of AB705 to improve messaging and rollout efforts. Math and English faculty will create communities of practice focused on pedagogy and curriculum development to effectively implement the co-requisite models. ESL will create non-credit support and “mirrored” classes. ESL students will also have access to DigiTools. Math Jam and English Bootcamp will provide additional academic support for students during the intersessions, and/or this curriculum will be embedded into the co-requisite courses. To increase the number of students that are transfer-level ready in math and English by high school graduation, we will host an annual Math & English Summit with our partners at WCCUSD. Faculty implementing AB705 initiatives and teaching co-requisite support courses will attend California Acceleration Project conferences and trainings on equity-minded teaching, and culturally responsive, strength-based, and inclusive pedagogy. We will also begin exploring how to best support faculty in applying Universal Design for Learning techniques to shape their curriculum. Students will have access to book loan programs or, through our Open Educational Resources Initiative, enroll in classes with Zero Cost Textbooks. Online and drop-in tutoring and PLTL will be provided for introductory Math and English courses. African-American students will receive support



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in English completion through our Per Ankh program. We will also develop an evaluation plan to assess the effectiveness of these practices and inform continuous improvement efforts.

Transfer to a four-year institution

CCC will increase the number of students transferring to four-year institutions by providing students with intentional access to counselor-assisted Transfer Educational Planning. To increase student engagement, we will support transfer exploration opportunities, college tours, the HBCU Caravan, transfer application workshops, and an enhanced Transfer Day.

To improve our transfer services, CCC will develop cross-functional inquiry teams trained in Equity by Design to assess our institutional gaps and identify barriers that students face in transfer. Staff engaged in leading transfer efforts and providing transfer services will engage in professional development comprised of trauma informed and culturally relevant practices with embedded factors of success.

Earned credit certificate over 18 units, associate degree, CCC bachelor's degree

CCC will increase the number of students earning credit certificates and associate degrees by providing students intentional access to counselor-assisted educational planning, major exploration opportunities, and transcript analysis.

Cross-functional inquiry teams will be trained in Equity by Design to assess our institutional gaps and identify barriers that students face to degree attainment and to improve our completion support services. Staff engaged



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in leading these efforts and providing support services will engage in professional development including trauma informed and culturally relevant practices with embedded factors of success.

INSTITUTIONALIZING EQUITY

In order to assure that CCC meets the Vision for Success goals of closing all equity gaps by 40% in five years and closing them completely in 10 years, we set our goals for our disproportionately impacted groups in this equity plan to **full-equity**. That means that when we reach our goal, we will have fully closed all equity gaps.

Clearly this aspirational goal will require engaging the entire campus. CCC is already engaged in campus-wide integrated planning efforts to assure that equity will be a central focus for all of our work.

The first step involves weaving the CCC Student Equity Plan Frameworks and Principles into our Education Master Strategic Plan, which will be updated during this coming year (2019-2020).

We are further committed to embedding equity into our operating processes in the following ways:

1. Align institutional goals with **Vision for Success** equity goals
2. Align **Guided Pathways Work Plan Outcomes** with equity goals
3. Embed equity goals in **program review process**
4. Align **resource allocation process** with equity goals
5. Create **evaluation process** to measure, monitor, and assess the effectiveness of equity efforts
6. Embed equity principles into **pedagogy, service provision, and hiring processes**
7. Use equity principles to inform **enrollment management** processes



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We have also received a second IEPI grant to help us analyze the current Governance Structure and Decision Making processes with the goals of streamlining the participatory governance structure, improving communication, fully integrating planning and resource allocation processes, and improving how we integrate learning outcomes and equity assessments into our institutional initiatives.

As continuous improvement is crucial to all success, we are also committed to developing ongoing assessment of our equity efforts using the Exacting Equity by Design Principles and the following mode of collaborative dialogue:



It is our belief that, taken together, these efforts will result in increased institutional effectiveness and racial equity so that all of our students are able to meet their academic and personal goals.



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2015-2018 STUDENT EQUITY PROGRESS ASSESSMENT

Below is an overview of the outcomes CCC achieved from 2015-2018. The metrics, data definitions, and disproportionate impact methodology come from the 2015-2017 Student Equity Plan and the 2017-2019 Integrated Plan. The data presented is disaggregated by race and gender. Veterans, Foster Youth, Disabled, ESL, and Low Income categories are also included. Green and red arrows represent trends in the data; green arrows represent improved outcomes while red arrows represent decreased outcomes.

Access: The first table calculates the access rate of students under 20 while the second table looks at the rate using the traditional definition. We saw increased enrollment in our Latinx students under 20 years of age and in our Veteran population. However, there is a downward trend in access for African-American students and Latinx Males.

CCC invested in a Social Media Campaign focused on Latinx, Veterans, and ESL communities. Outreach Services were expanded to include a manager, assistants, and counselors. Outreach materials were translated to Spanish. An ESL outreach assistant and Veteran's Center assistant supported these efforts as well. Outreach and onboarding efforts focused at the high schools and at special community events dedicated to serving target populations.

Future efforts will include culturally relevant material for our African American and Latinx male students. In addition, we will expand outreach and onboarding efforts into community based organizations and churches that serve adults in these target populations.



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Successful Course Completion: Increased outcomes were observed for Latinx, American Indian, and Foster Youth. Nonetheless, we continue to see a disproportionate impact in our African-American and Low Income student populations.

CCC supported various forms of tutoring including online, drop-in, and Peer Led Team Learning. A book loan program was piloted in order to encourage target populations to engage in tutoring efforts. Adjunct faculty who participated in the Mindful Advising and Mentoring (MA'aM) program engaged target populations in additional out of class support.

We will explore the possibility of having our tutors and MA'aM faculty participate in the Teaching Men of Color training to develop practices that might better engage and serve African American students.

ESL Completion: We continue to experience a decline in Latinx Male ESL completion.

ESL efforts focused on increasing access through targeted outreach. ESL faculty also began developing a placement tool that aligns with AB705.

Moving forward the ESL department will design non-credit and mirrored courses to improve ESL completion outcomes. We will also explore culturally relevant pedagogy focused on serving Latinx males to accelerate their success.

Basic Skills English Completion: African-American students had a gain in Basic Skills English completion. However, disabled students now show a disproportionate impact.

English faculty focused past efforts on developing accelerated curriculum, multiple measures assessments, and



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co-requisite course content to provide students just-in-time remediation. Our Per Ankh program specifically supported improved English completion for African American students by providing them with culturally relevant programming and support.

We will explore the obstacles that disabled students face in successfully completing English courses in order to develop a strategy to better support them.

Basic Skills Math Completion: African-American Males and Disabled students demonstrated improvement in Basic Skills Math Completion while African American Females showed a decline.

Previous efforts included developing new multiple measures assessment, designing co-requisite courses, and revamping acceleration math curriculum. Math Jam supported students by providing culturally relevant, socio-emotional skills development, and study skills to increase successful math course completion. We also implemented a pilot support effort for faculty serving disabled students taking math courses. To improve college math readiness, we engaged WCCUSD in alignment efforts.

Future efforts will explore how to better serve African American females.

Completion of Degrees, Certificates and Transfer: African American Males demonstrated improvement while African American Females showed a decline.

We increased our retention efforts by providing students direct support including wellness counseling, breakfast program, emergency transportation grants, and book loan programs. Faculty participated in Teaching Men of Color, Equity Minded Pedagogy Conference, Equity Speaker Series, Center for Urban Education Equity trainings and other inclusive pedagogy trainings to better support target populations. The African American Male Leadership program successfully encouraged students to complete their educational goals. We supported the



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HBCU Caravan and College Tours.

We will engage in inquiry efforts to assess what obstacles African American females experience toward their goal completion.

CCC Integrated Plan Outcomes-DI Populations (Legacy metrics)					
Metric	DI Group	2015-2016	2016-2017	2017-2018	Trend
Access Rate Shows percentage of students by gender under 20 years of age (Source: CCCCO Data Mart)	Latinx Males	49.4%	52.1%	49.9%	↑
	Latinx Females	52.2%	54.6%	54.8%	↑
	African American Males	17.2%	16.6%	14.9%	↓
	African American Females	15.9%	15.3%	14.6%	↓



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CCC Integrated Plan Outcomes-DI Populations (Legacy metrics)					
Metric	DI Group	2015-2016	2016-2017	2017-2018	Trend
Access Rate Shows percentage of student headcount (Source: CCCCO Data Mart) *4CD Internal query	Latinx Males	39.8%	40.8%	39.0%	↓
	Latinx Females	41.2%	43.2%	44.5%	↑
	African American Males	19.0%	18.5%	16.3%	↓
	African American Females	20.1%	18.6%	17.6%	↓
	Veterans*	1.3%	1.5%	1.4%	↑
Successful Course Completion (Source: 4CD Internal query)	African American Males	66.4%	61.8%	61.8%	↓
	African American Females	64.7%	64.2%	63.6%	↓
	Latinx Males	67.0%	67.1%	68.7%	↑
	Latinx Females	74.0%	71.2%	72.2%	↑
	American Indian	69.9%	53.1%	67.5%	↑
	Foster Youth	61.0%	59.4%	61.1%	↑
Low Income	69.6%	68.2%	69.4%	↓	
Basic Skills ESL Completion (Source: CCCCO Scorecard. Based on 6-year cohorts, 2014/15-2016/17)	Latinx Males	21.3%	13.6%	19.3%	↓
Basic Skills English Completion (Source: CCCCO Scorecard. Based on 6-year cohorts ending with 2014/15, 2015/16 and 2016/17)	African American Males	10.5%	20.7%	23.9%	↑
	African American Females	23.8%	21.8%	26.6%	↑
	Disabled Students	30.6%	30.4%	28.2%	↓
	Foster Youth (not available)				
Basic Skills Math Completion (Source: CCCCO Scorecard. Based on 6-year cohorts ending with 2014/15, 2015/16 and 2016/17)	African American Males	18.0%	18.5%	24.6%	↑
	African American Females	22.7%	18.9%	21.9%	↓
	Disabled Students	24.7%	24.1%	31.1%	↑
	Foster Youth (not available)				
Completion of Degrees, Certificates and Transfer (Source: CCCCO Scorecard, SPAR. Based on 6-year cohorts ending with 2014/15, 2015/16 and 2016/17)	African American Males	36.3%	35.2%	44.1%	↑
	African American Females	41.1%	24.8%	34.0%	↓



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Below is an overview of the outcomes CCC achieved from 2015-2018 based on the new Student Equity Plan metrics, data definitions, and disproportionate impact methodology. The data are disaggregated by race and gender. Veterans, Foster Youth, and LGBT categories are also included. Demographic groups with fewer than 10 individuals are not included. Green and red arrows represent trends in the data; green arrows represent improved outcomes while red arrows represent decreased outcomes. Because there have been statewide concerns articulated about the methodology and data definitions, we are not using this data to track our progress. We simply include the table to make the point that the new methodology returns different results than the methodology used in previous equity and integrated plans.



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Metric	Demographic	Gender	2015-16	2016-17	2017-18	Trend	
Transferred to a Four-Year Institution <small>(3-year trend is for 2014/15, 2015/16 and 2016/17. 2017/18 info not available.)</small>	Disabled	Female	7.7%	5.9%	4.0%	↓	
	Disabled	Male	5.9%	4.4%	5.4%	↓	
	Hispanic or Latino	Male	8.1%	8.5%	5.8%	↓	
Enrolled in the Same Community College	Disabled	Female	45.3%	41.3%	39.6%	↓	
	Black or African American	Female	39.0%	38.5%	37.7%	↓	
	White	Female	41.9%	43.1%	40.8%	↓	
	Some other race	Female	38.9%	41.9%	35.8%	↓	
	American Indian or Alaskan Native	Female	38.4%	34.9%	33.9%	↓	
	Black or African American	Male	47.0%	47.4%	44.6%	↓	
	White	Male	47.0%	44.0%	39.4%	↓	
	Some other race	Male	46.3%	51.0%	21.3%	↓	
	Foster Youth	Female	39.1%	33.9%	35.7%	↓	
	LGBT	Female	49.8%	47.5%	42.6%	↓	
	LGBT	Male	53.9%	43.5%	41.3%	↓	
	Retained from Fall to Spring at the Same College	Black or African American	Female	59.4%	61.8%	55.0%	↓
		White	Female	62.0%	64.8%	52.9%	↓
More than one race		Female	53.8%	61.2%	49.8%	↓	
Black or African American		Male	60.1%	57.6%	51.4%	↓	
Attained the Vision Goal Completion Definition	White	Male	3.1%	2.1%	3.3%	↑	



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2015-2018 STUDENT EQUITY BUDGET ALLOCATIONS

Below is an accounting of expended Student Equity funds for 2015-2016, 2016-2017, and 2017-2018.

2015-2016										
Object Code	Classification	Outreach	Student Services & Categoricals	Research and Evaluation	Student Equity Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries: Position Title(s)	\$ -	\$ -	\$ 19,166	\$ 39,306	\$ 5,152	\$ 5,398	\$ 14,514	\$ -	\$ 83,536
2000	Classified and Other Nonacademic Salaries: Position Title(s)	\$ 63,582	\$ -	\$ -	\$ 3,002	\$ -	\$ 462	\$ 337,950	\$ -	\$ 404,996
3000	Employee Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 71,918
4000	Supplies & Materials	\$ 1,468	\$ -	\$ -	\$ -	\$ -	\$ 1,510	\$ 4,032	\$ 30,049	\$ 37,059
5000	Other Operating Expenses and Services	\$ 672	\$ -	\$ 7,600	\$ -	\$ -	\$ 34,489	\$ 3,447	\$ 53,485	\$ 99,693
6000	Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,259	\$ 3,259
7000	Other Outgo	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,400	\$ 15,400
	TOTAL	\$ 65,722	\$ -	\$ 26,766	\$ 42,308	\$ 5,152	\$ 41,859	\$ 359,943	\$ 102,193	\$ 715,861



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2016-2017										
Object Code	Classification	Outreach	Student Services & Categoricals	Research and Evaluation	Student Equity Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries: Position Title(s)	\$ -	\$ -	\$ 26,025	\$ 38,815	\$ 14,698	\$ 959	\$ 45,225	\$ 1,210	\$ 126,932
2000	Classified and Other Nonacademic Salaries: Position Title(s)	\$ 30,800	\$ -	\$ -	\$ 9,683	\$ -	\$ -	\$ 156,401	\$ 772	\$ 197,656
3000	Employee Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 61,390
4000	Supplies & Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 641	\$ 9,704	\$ 38,267	\$ 50,928
5000	Other Operating Expenses and Services	\$ 8,456	\$ -	\$ -	\$ -	\$ -	\$ 41,586	\$ -	\$ 23,231	\$ 73,273
6000	Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ 20,000
	TOTAL	\$ 39,256	\$ -	\$ 26,025	\$ 48,498	\$ 14,698	\$ 43,186	\$ 211,330	\$ 83,480	\$ 530,179

2017-2018										
Object Code	Classification	Outreach	Student Services & Categoricals	Research and Evaluation	Student Equity Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries: Position Title(s)	\$ -	\$ -	\$ 20,000	\$ 32,000	\$ -	\$ 30,000	\$ 65,000	\$ -	\$ 147,000
2000	Classified and Other Nonacademic Salaries: Position Title(s)	\$ 154,400	\$ -	\$ 14,000	\$ 41,500	\$ -	\$ -	\$ -	\$ -	\$ 209,900
3000	Employee Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 53,100
4000	Supplies & Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 17,000	\$ 12,000	\$ 29,000
5000	Other Operating Expenses and Services	\$ 9,000	\$ -	\$ -	\$ 2,500	\$ -	\$ 22,500	\$ 20,000	\$ 37,000	\$ 91,000
6000	Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	TOTAL	\$ 163,400	\$ -	\$ 34,000	\$ 76,000	\$ -	\$ 52,500	\$ 102,000	\$ 49,000	\$ 530,000



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STUDENT EQUITY PLAN GOVERNANCE PROCESS

The Contra Costa College Student Equity Plan provided an opportunity to improve our integrated planning efforts and to further embed equity into our institutional fabric.

Student Equity Plan Process Lead & Main Point of Contact

Mayra Padilla, Ph.D.
Dean of Institutional Effectiveness and Equity

Alternate Point of Contact

Dennis Franco
Dean of Students

Student Equity Plan & Integrated Planning Team

Jason Berner
Dean of Liberal Arts Division

Anooshi Borhan
Basic Skills Coordinator & ESL Faculty

Dennis Franco
Dean of Students



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Kelly Schelin
Dean of Workforce & Economic Development

Mayra Padilla, Ph.D.
Dean of Institutional Effectiveness and Equity

The individuals listed below participated in professional development offerings meant to support the integration of equity frameworks into our planning efforts and to inform the development of Student Equity Plan.

Attended Center for Urban Education Student Equity Planning Institute

Demetria Lawrence
Guided Pathways Classified Steering Committee Chair and
Adult & Alternative Education Transition Specialist

Katie Krowlikowski
Guided Pathways Faculty Steering Committee Chair and
Biotechnology Faculty

George Mills
Academic-Student Services Manager, EOPS/CARE & CalWORKs

Dennis Franco



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Dean of Students

Kelly Schelin

Guided Pathways Management Steering Committee Chair and
Dean of Workforce & Economic Development

Mayra Padilla, Ph.D.

Dean of Institutional Effectiveness and Equity

Attended Connecting the Dots

Tish Young, Ph.D.

Senior Dean of Instruction

Demetria Lawrence

Guided Pathways Classified Steering Committee Chair and
Adult & Alternative Education Transition Specialist

Katie Krowlikowski

Guided Pathways Faculty Steering Committee Chair and
Biotechnology Faculty

George Mills

Academic-Student Services Manager, EOPS/CARE & CalWORKs

Jason Berner



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Dean of Liberal Arts Division

Dennis Franco
Dean of Students

Kelly Schelin
Guided Pathways Management Steering Committee Chair and
Dean of Workforce & Economic Development

Mayra Padilla, Ph.D.
Dean of Institutional Effectiveness and Equity

The Student Equity Plan was shared with the following governance and constituency groups:

- College Council
- Academic Senate
- Classified Senate
- Associated Student Union
- Planning Committee
- Counseling Department
- Student Services
- Guided Pathways Steering Committee
- Guided Pathways Workgroups
- Basic Skill Committee



Contra Costa College 2019-2022 Student Equity Plan

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