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## PART I. COMPETITIVE PREFERENCE PRIORITY #2 – FINANCIAL LITERACY

The Title V *Caminos Project* will create a Culture of Financial Competence that promotes and values financial literacy as an institutional priority to increase the financial knowledge of our students. The essential element of a Culture of Financial Competence is that, at its core, students possess the "cultural capital" to effectively negotiate a range of financial contexts (*Lusardi, A. 2019. Financial Literacy and the Need for Financial Education*).

There is a correlation between financial literacy and socioeconomic status. Anderson and his colleagues pointed to the large gap in financial literacy between children of graduate degree holders and first-generation and underrepresented college student (*Anderson et al. 2018. The State of Financial Knowledge in College: New Evidence from a National Survey*).

One area in which lack of financial knowledge manifests itself through student loan default, which disproportionately impacts Hispanic students. The rate of student loan default among Hispanic students is 35% compared to 28% for all students (*Scott-Clayton, J. What Accounts for Gaps in Student Loan Default, and What Happens After. Brookings Report, June 21, 2018*). The scale of default among Hispanic students underscored the need to prepare Hispanic and low-income students for the financial realities they will face after graduation (*Excelencia in Education. Tackles Issues of Latino College Access, Completion. May, 2018*).

There is evidence that suggests college financial literacy program can make a difference in student outcomes. Students who study financial education have higher graduation rates and lower default rates on their student loan (*Fries, M. Financial Literacy Can Hold Key to College Success. EdSource, April 10, 2018*).

The Project will utilize the following strategies to create a Culture of Financial Competence by increasing the capability of our students to make informed financial decisions.

**1. Provide Financial Education to New Students.** Contra Costa College (CCC) will incorporate financial literacy into orientation for new students and first-year experience courses. Since orientation usually occurs before the start of the semester, financial information can be provided to students to help them make the necessary financial adjustments, reflect upon the amount of loan money they will need before they borrow, and develop their budget before the beginning of the semester. First-Year experience courses would provide more in-depth coverage of money management topics to help students develop financial management skills.

**2. Implement Financial Coaching.** CCC in coordination with the SparkPoint Center at CCC will provide coaching to students on money management, financing college education, student loans repayment, credit card debts, and completing FAFSA. Coaches can help students assess their financial situation and explore options and resources tailored to their unique circumstances. For example, coaching students before they accrue significant debt may enable them to continue their study with more manageable debt levels. College Possible is a non-profit college success coaching program that helps low-income students complete their college degree as quickly and with as little debt as possible. Compared to their low-income peers, College Possible students who received financial coaching during their first year of college were two times more likely to persist to their second year of college and four-time more likely to graduate within six years (*College Possible. 2018. College Possible Coaching Approach and Higher Education Decision-Making*).

**3. Create Personal Finance Courses.** The College will offer a non-credit course on personal financial management. The course will provide information on financing college education and avoid financial pitfalls during college that could become barriers to degree completion. Students will learn about money management skills including setting financial goals,

budgeting, student loans repayment, income-driven repayment plans, calculate interest rates, credit card debt and credit scores, identity theft, and saving strategies. The pre- and post-test of the personal financial management course at Wake Technical College in North Carolina indicated 91% of students passed the financial knowledge post-test compared to 47% in the pre-test (*Federal Reserve Bank of Boston, 2015. Promoting Pathways to Financial Stability: A Resource Handbook on Building Financial Capabilities of Community College Students*).

**4. Provide Online Financial Literacy Course.** For students who are unable to attend the personal financial management course on campus, the project will provide *CashCourse*, an online financial education course that addresses personal finance and helps students make realistic decisions to reach their financial goals. This course includes lessons on Paying for College, Money Management, Financial Basics, World of Work, and Economic Survival Tips.

**5. Develop Online Platforms to Promote Financial Literacy Programs.** CCC will create financial education website and social media platforms on Facebook, YouTube and Twitter to enhance the visibility of the campus financial literacy programs. The goal of the online resource is to raise student awareness about financial literacy and provide students with resources and information about financial topics. The online platform will include links to various campus and national online resources on financial education, such as *CreditSmart Español*, which is designed to help Latinos build and maintain good credit to better prepare for home-ownership and other lifelong financial goals.

**6. Conduct Research on Proposed Financial Literacy Initiative.** The project will conduct a research study to compare student outcomes between students who have completed the financial literacy training and students who did not participate in the training. We will utilize a quasi-experimental design with matched groups consisting of intervention and

comparison groups to estimate the causal effects of participation in interventions compared to non-participation. The research evidence from this study could contribute to the knowledge base on the impact of financial education on student outcomes at Hispanic Serving Institutions.

**PART II. PROJECT NARRATIVE**

**A. COMPREHENSIVE DEVELOPMENT PLAN**

**Introduction:** Contra Costa College (CCC) is a public, two-year, Hispanic Serving Institution located in San Pablo, California. CCC serves West Contra Costa County where 34% of the populations are Hispanic and 49% of recent high school graduates are Hispanic. Hispanic families have the highest poverty rates and lowest median family income in the County (American Community Survey, 2019). Few role models exist in this area to motivate Hispanic children to pursue postsecondary education. Eighty-eight percent of Hispanic residents do not have a bachelor’s degree (American Community Survey, 2019). Unfamiliarity with postsecondary educational opportunities along with inadequate high school preparation deter area Hispanic and low-income students from pursuing higher education.

**Contra Costa College Institutional Profile:** Contra Costa College began modestly in 1949, but has grown into an institution enrolling over 7,000 students each year. Of whom, 46% are Hispanics, 87% are students of color, and 42% are the first in their family to attend college. *CCC’s mission is to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning.* CCC serves a significant proportion of non-traditional, and often more vulnerable, students seeking an educational pathway to improve their employment potential and livelihood.

<b>Contra Costa College Institutional Profile</b>	
<b>Academic Degrees and Certificates</b>	62 Associate Degrees and 63 Certificate Programs

<b>Faculty</b>	87 full-time, 237 part-time 16% <b>Hispanic</b> , 43% White, 13% Asian, 19% African American, and 8% Other 88% Masters, 12% Doctorates
<b>Profile of Hispanic Students</b>	<b><i>Enrollment:</i></b> 7,220 (46% Hispanic), <b><i>Female:</i></b> 61%, <b><i>Full-Time:</i></b> 28%, <b><i>Low-Income and First-Generation Students:</i></b> 49%, <b><i>Fall-to-Fall Persistence Rate:</i></b> 44%, <b><i>Completion Rate:</i></b> 35%, <b><i>Transfer Rate:</i></b> 30%

Sources: Data Mart, California Community Colleges Chancellor’s Office, 2019, IPEDS, 2019

The proposed Title V *Caminos Project*, is a comprehensive initiative to expand the number of Hispanic and low-income students attaining a postsecondary degree by developing the pipeline from secondary education to a four-year degree with a social justice focus, supporting equity-minded pedagogy, expanding student support services, and strengthening institutional infrastructure to improve student outcomes. This project will give CCC the institutional capacity to develop *Academic Pathways* and *Student Success Initiatives* to (a) improve the college readiness of high school students through the Bridge to College Pathway, (b) develop the Guided Pathway model to reduce student time and cost to baccalaureate degree, (c) create Meta-majors to give students the flexibility to move between majors, (d) improve completion rates in transfer-level math and English and core gateway courses, (e) integrate academic support system with case management advising to keep students on track to graduation, (f) implement First-Year Interest Groups for first-year students to improve persistence and complete rates, (g) establish a faculty and advisor equity and social justice minded professional development program focused on the learning needs of Hispanic and low-income students, and (h) develop a Transfer-Going Culture to establish the ethos among our students that transfer and obtainment of the bachelor's degree are expected and attainable.

The proposed project will have measurable outcomes in three areas: (1) Increased numbers of Hispanic and other low-income students enrolled in and succeeding in

postsecondary education, (2) increased efficacy of faculty and staff to improve student outcomes, and (3) increased enrollment, graduation, and transfer rates.

### **1. Comprehensive Analysis: Strengths, Weaknesses & Significant Problems**

**The Planning and Analysis Process** that led to this application began with the synthesis of the Contra Costa Community College District's 2014-2019 Strategic Plan, CCC's 2015-2020 Strategic Plan, and the new 2017-2022 California Community College State Chancellor's Office Vision for Success Plan.

The Vision for Success plan uses a Guided Pathways framework to support the following three goals: 1) increase the number of students attaining a degree, 2) increase the number of students transferring to four-year institutions, and 3) decrease the number of units students accumulate for an associate degree. Furthermore, California passed AB705 legislation requiring community colleges to maximize the opportunity for students to complete college-level coursework in English and math courses within a one-year timeframe.

In response to the state initiatives, the college formed an Integrated Planning Group responsible for developing CCC's Student Equity Plan and to help align college-wide efforts to assure maximum efficiency, impact, and sustainability. The members of this integrated planning group participated in the development of this grant proposal. The Office of Institutional Effectiveness and Equity in collaboration with the District Research Office provided additional support to synthesize all of the plans and data to determine the critical needs and opportunities of the college.

Naturally, the emerging imperatives provided the framework to develop the Title V application. To assure stakeholder buy in administrators, faculty, staff, and student representatives met to develop both the content of this application and the collaborative

relationships among the stakeholders to implement and assess the project in the future and beyond the grant period.

Planning Process for Title V Project	
Discussion Content	Key Participants
Analysis of institutional, academic, management, and fiscal strengths and weaknesses	* President, Vice President of Academic Affairs, Vice President of Student Services
Identification of goals and objectives for addressing problems selected	* Senior Dean of Instruction * Dean of Institutional Effectiveness and Equity
Research findings on strategies and best practices to overcome identified problems and challenges	* Dean of Student Services * Dean of Enrollment Services
Selection of proposed practices and strategies to overcome problems identified	* Academic Department Chairs, * Student Government
Selection of proposal development team and refinement of implementation strategies	* Faculty Senate, Faculty and Staff * Admissions, Counseling, Financial Aid, Extended Opportunity Program and Services, and Disabled Students Programs and Services
Draft proposal reviewed, edited, and submitted	* K-12 School District

### Academic, Management, and Fiscal Strengths

#### Academic Program Strengths

- **Quality of Academic Programs**—CCC is well known for its associate degree programs in Liberal Arts Social and Behavioral Sciences, STEM, Nursing, and Allied Health.
- **Affordable Tuition for Students**—CCC has a long tradition of offering their programs at low tuition rates and have made extraordinary efforts to keep prices low despite fluctuation of state budget. The annual full-time tuition rate at CCC is far below the nearby campus--\$1,288 at CCC compared to \$6,984 at California State University-East Bay.
- **Faculty and Staff Committed** to solve the “persistence and completion challenges” with students entering college academically underprepared.



- ***Commitment to Improving Access*** to educational opportunity for Hispanic, low income, first-generation college students, and underrepresented students.

- ***Continues to Strengthen Services to Students*** with the Metas and High School STEM Connection Programs, in particular, have excelled at increasing course retention and success of Hispanic and low-income students.

- **Math Jam** supports students to successfully complete their transfer-level math courses within their first year of college.

- The **Center for Science Excellence** provides academic support and transfer preparation to students in STEM disciplines.

### Institutional Management Strengths

- ***Strong, Effective and Cohesive Leadership***--CCC has a committed and visionary leadership from its President, senior administrators, faculty and staff to the success and institutionalization of the initiatives proposed for this project. CCC placed emphasis on student learning outcomes, broad-based planning, research, and outreach to community residents.

- ***Success with Previous Title V and Title III Part F Projects***. CCC has a long and successful experience managing Title V and other Federally funded projects. Most recently, it has institutionalized the personnel and initiatives of previous HSI STEM grants.

- ***Commitment to Faculty Development*** to provide faculty with the pedagogical tools to teach effectively to Hispanic and low-income students in their classrooms.

- ***Commitment to Build a Culture of Evidence*** by establishing a comprehensive strategic planning process that identifies college-wide strategic goals and key performance indicators, and aligns planning to program review and institutional priorities.

### Fiscal Stability Strengths

- ***History of Fiscal Stability*** by strictly adhering to a balanced budget policy that restricts expenditures from exceeding income. Net budget balanced annually with audit results for three consecutive years and has maintained the college's credit rating.
- ***Comprehensive Budgeting and Planning Process*** in which every department's annual goals are reviewed and evaluated prior to budget allocation.
- ***Cash Reserves*** maintained at levels as required by the State of California.

### **Academic, Management, and Fiscal Weaknesses**

#### **Academic Weaknesses**

**1. Academic Under-Preparedness** - Academic under-preparedness is the single most salient characteristic of students enrolled at CCC. In 2017-18, 64% of first-time students placed into developmental math and 49% required remediation in English. For Hispanic students, 81% placed into developmental math and 65% required remediation in English (*Data Mart, California Community Colleges Chancellor's Office, 2019*).

**2. Poor Math and English Progression** – The consequence of academic unpreparedness is low first-year completion rates in transfer-level English and math courses which is a significant barrier to degree completion for our students. In 2017-18, only 9% and 13% of our students respectively completed the transfer-level math and English courses in their first year of college. For Hispanic students, just 9% and 15% respectively completed the transfer-level math and English courses in their first year of college (*LaunchBoard, California Community Colleges Chancellor's Office, 2019*).

The major reason for the low first-year completion rates in transfer-level math and English courses is a substantial number of our students are placed into developmental courses, and unfortunately, most of them never persisted to the transfer-level math and English courses.

In 2017-18, only 10% of Hispanic students in developmental math completed the transfer-level math course in their first year of college compared to 10% for all students. In English, 28% of Hispanic students required remediation in English completed the transfer-level English course compared to 28% for all students (*Data Mart, California Community Colleges Chancellor's Office, 2019*).

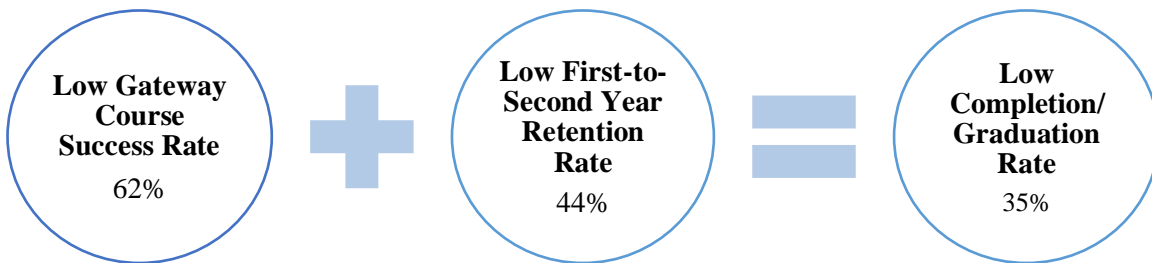
**(3). Low Success Rates in Core Gateway Courses** – The problem of academic under-preparedness has led to significant issues with success rates in core gateway courses for Hispanic students. The following chart depicts the gateway courses that are most frequently selected to meet the requirements for graduation and transfer to four-year institutions. Overall, the success for all gateway courses is low, despite Hispanic students performing at the mean.

<b>Success Rates in Core Gateway Courses</b>		
	<b>All Students</b>	<b>Hispanic Students</b>
Biological Science 110 – Introductory to Biological Science	62%	57%
Math 171 – Pre-Calculus	54%	59%
Math 164 – Statistics	62%	63%
Chemistry 119 – Introductory Chemistry	70%	72%
Physics 120 – General College Physics	61%	58%
English 1 A – Composition and Reading	63%	64%
Psychology 220 – General Psychology	59%	63%

Sources: Contra Costa Community College District Research and Planning, 2019

**(4). Low First-Year Momentum** - The combination of low first-year student outcomes in transfer-level English, math, and gateway courses significantly impedes student first-year momentum to on-time graduation and transfer. In 2017-18, only 3% of Hispanic students earned both ‘15 or more’ credits in their first term of college or ‘30+’ credit in their first year (*LaunchBoard, California Community Colleges Chancellor's Office, 2019*).

**(5). Low Retention and Graduation Rates** – Retention and graduation rates reflect the challenges of academic under-preparedness and low success rates in core gateway courses. Sadly, the chart below indicates academic continuum for Hispanic students is more of a sieve than a pipeline (Contra Costa Community College District Research and Planning, 2019).



**(6). Low Transfer Rate to Four-Year Institutions**--The six-year transfer rate for Hispanic students is only 30% compared to 35% for all CCC students. The three-year transfer rate for Hispanic students is just 4% compared to 7% for all CCC students. (Data Mart, California Community Colleges Chancellor’s Office, 2019).

**Institutional Management Weaknesses**

**(1). Lack of Guided Pathways to Degree Completion** - Currently, educational planning for students at CCC is confusing and does not lend itself to expedited movement through degree completion and transfer to four-year institutions. With too many choices, no roadmap or anyone monitoring their progress, many of our students are confused and often make costly mistakes in course selection. In fact, CCC students in 2016-2017 graduated with a local degree having accumulated an average of 91 units. A Guided Pathway with a clearly defined sequence of courses and schedules would improve the chances of our students to complete an associate degree, transfer to a baccalaureate program, and realize their career aspirations.

**(2) Lack of Integration of student Support Services and Academic Interventions** - At CCC, instructional programs and student services to support student success are "siloeed" into stand-

alone entities. Historically, there is little integration of student support services and academic interventions to create the learner-centered environment that research literature indicate is most effective in enabling student success. What is needed is an Integrated Academic Support System with case management advising and high-impact practices to provide students with seamless support from matriculation to graduation and transfer. We are currently doing this for STEM program students and have seen increased success; the *Caminos Project* gives the College the opportunity to expand and deepen these efforts into the Social Sciences areas.

**(3). Lack of Professional Development for Faculty and Advisors** - Providing professional development to improve the effectiveness of our faculty and advisors is a critical part of our strategy to increase student retention, graduation, and transfer to baccalaureate programs. The vast number of our students have developmental skills deficiencies in English and mathematics which diminish performance across the disciplines. Unfortunately, we do not have a formal professional development program that provides faculty with student-centered and equity-minded pedagogical tools to remediate individual skill deficiencies and teach effectively to the variety of learning styles of Hispanic and low-income students they encounter in their classrooms.

In addition to developing the efficacy of our faculty to teach innovatively to our students, we believe the goals of increasing student persistence and improving time to degree are best achieved through high-quality academic advising. The effectiveness of academic advising is contingent on advisors who are well trained and have access to continuous professional development and learning opportunities. Regrettably, we have not been able to provide a sustained training program for academic advisors and student services professionals to expand their knowledge and skills and stimulate new thinking and approaches to advising.

## Fiscal Stability Weaknesses

Our fiscal weaknesses stem from the increased cost of per student completion due to the length of time that academically unprepared students take to finish their degree. While conservative fiscal management have kept layoffs to a minimum, it has not allowed for investment in new high-impact programs and services to support the academic success of our students. We find ourselves in the “catch-22” of the development-demand-revenue cycle. Demand for clear academic pathways, academic support services, curriculum redesign, and professional development is escalating at the same time our student enrollments remain static as a consequence of poor student outcomes, which in turn contributes to fewer supports for student success. From another perspective, if we improve student success rates in math, English, and gateway courses and raise student retention and completion rates, which will yield a minimum 1.5% enrollment increase over five years. The increased enrollment would generate \$610,170 additional revenue annually, based on the current per student FTE formula in California -which is more than the annual sustainability costs of \$477,955 for this project.

### **2. Goals for Academic, Institutional Management, and Fiscal Stability**

Based on CCCs’ Strategic Plan, the ongoing work by the Integrated Planning Group, and the knowledge gained from the Comprehensive Development Planning process, CCC has established the following Title V goals to address institutional gaps and improve capacity to enhance access and academic success of Hispanic and low-income students.

Goals	Address Identified CDP Problems
<b>1. Academic Pathway Component</b>	
1. Create a Guided Pathway to Degree Completion	<u>Academic Weakness #1:</u> Academic Under-Preparedness  <u>Management Weakness #1:</u> Lack of Guided Pathways to Degree Completion

<b>2. Student Success Component</b>	
2. Increase Persistence, Graduation and Transfer Rates	<p><u>Academic Weakness #2:</u> Poor Math and English Progression</p> <p><u>Academic Weakness #3:</u> Low Success Rates in Core Gateway Courses</p> <p><u>Academic Weakness #4:</u> Low First-Year Momentum</p> <p><u>Academic Weakness #5:</u> Low Retention and Graduation Rates</p> <p><u>Academic Weakness #6:</u> Low Transfer Rate to Four-Year Institution</p> <p><u>Management Weakness #1:</u> Lack of Guided Pathways to Degree Completion</p> <p><u>Management Weakness #2:</u> Lack of Integration of Student Support Services and Academic Interventions.</p> <p><u>Fiscal Weakness #1:</u> Increase Cost Per Student Completion Curtails Investment in New High-Impact Programs</p>
3. Increase the Efficacy of Faculty and Advisors to Improve Student Outcomes	<p><u>Management Weakness #3:</u> Lack of Professional Development on the Learning Needs of Hispanic Students</p>

### **3. Measurable Objectives Related to Goals**

The following objectives are related to the institutional goals to build institutional capacity and self-sufficiency to improve the academic outcomes of Hispanic and low-income students. Each objective contains baseline data for comparative analysis of the effectiveness of the project in meeting its objectives.

<b>Relationship of Objective to CDP Goals and Problems and ED Performance Measures</b>		
<b>Objectives</b>	<b>Annual Performance Indicators and Baselines</b>	<b>Relationship to CDP and ED Performance Measures</b>

<p><b><u>Objective 1- Bridge to College</u></b> By 2024, at least 300 Hispanic and low income high school students will have completed the academic pathway programs over 0 students in 2018</p>	<p><i>100% Increase over baseline of 0</i> 2020 Target: 0 2021 Target: 40 2022 Target: 60 2023 Target: 80 2024 Target: 120</p>	Relates to ED Performance Measure a, e
		Addresses CDP Academic Weakness #1
		Meets CDP Goal #1
<p><b><u>Objective 2 – Guided Pathway:</u></b> By 2024, 100% of students will be in guided pathways over 0 students in 2018.</p>	<p><i>100% Increase over baseline of 0</i> 2020 Target: 20% 2021 Target: 34% 2022 Target: 60% 2023 Target: 80% 2024 Target: 100%</p>	Relates to ED Performance Measure a, b
		Addresses CDP Academic Weakness #5
		Management Weakness #1
		Meets CDP Goal #1
<p><b><u>Objective 3 - Transfer-Level Math</u></b> By 2024, the percentage of Hispanic and low income students completed the transfer-level math course in their first year will increase from 9% in 2018 to 50%</p>	<p><i>41% increase over baseline of 9%</i> 2020 Target: 9% 2021 Target: 19% 2022 Target: 29% 2023 Target: 39% 2024 Target 50%</p>	Relates to ED Performance Measure b, e
		Addresses CDP Academic Weakness #2,
		Management Weakness #2
		Meets CDP Goal #2
<p><b><u>Objective 4 - Transfer-Level English</u></b> By 2024, the percentage of Hispanic and low income students that completed the transfer-level English course in their first year will increase from 15% in 2018 to 55%</p>	<p><i>40% increase over baseline of 15%</i> 2020 Target: 15% 2021 Target: 25% 2022 Target: 35% 2023 Target: 45% 2024 Target 55%</p>	Relates to ED Performance Measure b, e
		Addresses CDP Academic Weakness #2
		Management Weakness #2
		Meets CDP Goal #2
<p><b><u>Objective 5 – Gateway Course Success</u></b> By 2024, an increase in the success rates of Hispanic and low income students in core gateway courses will increase from 62% in 2018 to 77%</p>	<p><i>15% increase over baseline of 62%</i> 2020 Target: 62% 2021 Target: 64% 2022 Target: 68% 2023 Target: 72% 2024 Target 77%</p>	Relates to ED Performance Measure b, e
		Addresses CDP Academic Weakness #3
		Management Weakness #2 Fiscal Weakness #1
		Meets CDP Goal #2
<p><b><u>Objective 6 – First-Year Momentum</u></b> By 2024, the percentage of Hispanic and low income students completed 30 college-level credits in their first year will increase from 3% in 2018 to 20%</p>	<p><i>17% increase over baseline of 3%</i> 2020 Target: 3% 2021 Target: 5% 2022 Target: 10% 2023 Target: 15% 2024 Target 20%</p>	Relates to ED Performance Measure b, e
		Addresses CDP Academic Weakness #4
		Management Weakness #2
		Meets CDP Goal #2
<p><b><u>Objective 7 - Persistence</u></b> By 2024, there will be an increase in the first- to second-year persistence rate of Hispanic and low income</p>	<p><i>16% Increase over baseline of 44%</i> 2020 Target: 44% 2021 Target: 47%</p>	Relates to ED Performance Measure b, e
		Addresses CDP Academic Weakness #5



students from 44% in 2017 to 60%	2022 Target: 51% 2023 Target: 55% 2024 Target: 60%	Management Weakness #2 Fiscal Weakness #1 Meets CDP Goal #2
<b><u>Objective 8- Graduation</u></b> By 2024, there will be an increase in the graduation rate of Hispanic and low income students with an associate degree from 35% in 2017 to 47%	<i>12% Increase over baseline of 35%</i> 2020 Target: 35% 2021 Target: 38% 2022 Target: 41% 2023 Target: 44% 2023 Target: 47%	Relates to ED Performance Measure a, e Addresses CDP Academic Weakness #5 Management Weakness #2 Meets CDP Goal # 2
<b><u>Objective 9 - Transfer</u></b> By 2024, the percentage of Hispanic and low income students that successfully transfer to baccalaureate programs will increase from 30% in 2017 to 45%	<i>15% Increase over baseline of 30%</i> 2020 Target: 30% 2021 Target: 33% 2022 Target: 36% 2023 Target: 40% 2024 Target 45%	Relates to ED Performance Measure c Addresses CDP Academic Weakness #6 Management Weakness #2 Meets CDP Goal #2
<b><u>Objective 10 - Professional Development</u></b> By 2024, 100 faculty and advisors will be trained in the learning needs of Hispanic and low-income students over the 2018 baseline of 0 faculty	<i>100 faculty and advisors over the baseline of 0</i> 2020 Target: 20 2021 Target: 20 2022 Target: 20 2023 Target: 20 2024 Target: 20	Relates to ED Performance Measure a, b, Addresses CDP Management Weakness #3 Meets CDP Goal #3

#### **4. Institutionalization of New Practices and Improvements**

*(a). Plan for Continuation of Funding for Personnel:* Maintaining new practices developed by this proposal will require the reallocation of funds, incrementally, to institutionalize the new positions proposed for this project. The college is committed to institutionalizing the activities outlined in this proposal and is braiding funding from Student Equity & Achievement Program, Guided Pathways Grant, HSI STEM Grant, Career Technical Education & Workforce, and general funds to support integrating these positions thus bringing the positions to 100% effort. The Project Director and Activity Coordinator will return to their original college-funded positions after the end of the project. The following new positions will be phased into the institutional budgets over five years:

<b>Institutionalization Plan for Continuing Personnel</b>
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	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Post Grant</b>
<b>Guided Pathway Academic Advisor</b>	0%	0%	0%	25%	50%	All positions will be on institutional budget
<b>Bridge to College Coordinator</b>	0%	0%	25%	25%	50%	
<b>Transfer Coordinator</b>	0%	0%	0%	0%	25%	
<b>Transcript &amp; Degree Audit Specialist</b>	0%	0%	0%	0%	25%	

**(b). Equipment and Technology Maintenance and Upgrade Plan:** All equipment purchased with Title V grant funds will be placed on the regular equipment and software maintenance and upgrade schedules. Contra Costa College receives state funds for capital replacement and maintenance as a budget allocation designated annually in the institutional operating budget.

**(c). Improved Fiscal Stability:** The annual estimate of salary and fringe benefits to institutionalize project personnel will be \$575,303 in Year 6 and beyond. This amount is feasible as a result of enrollment growth from improved student outcomes and increase success of the high school pathway programs. For example, a conservative 1.5% enrollment increase would generate \$610,170 additional revenue annually, based on the current year per student FTE formula in California -which is more than the annual sustainability costs of this project.

<b>Title V Post-Grant Cost and Revenue Projection</b>		
<b>Cost Estimate</b>	<b>Anticipate Revenue from 1.5% FTE Growth</b>	<b>Net Gain</b>
\$575,303	110 students X \$5,547/student = \$610,170	+\$34,867

## **5. Five Year Plan for Improving Services to Hispanic and Low-Income Students**

The *Caminos Project* and Contra Costa College will implement the following activities and services to improve services to Hispanic and low-income students in 2019-2024.

- *Bridge to College Pathways* would provide Hispanic and low-income high school students a roadmap to associate degree in their second year of college.
- *Guided Pathways* would provide Hispanic and low-income students a clearly defined sequence of courses to degree completion and reduce their time and cost to graduation.

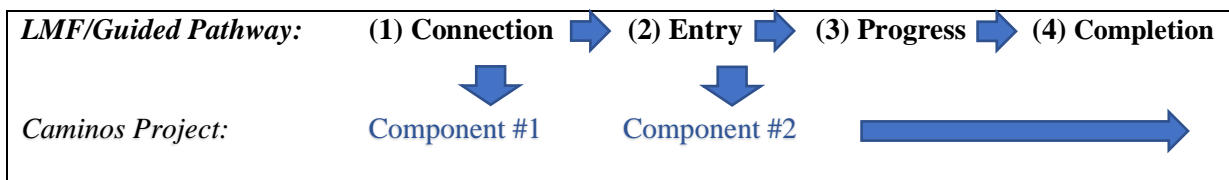
- *Corequisite and Contextualized Accelerated Math and English* courses would enable Hispanic and low-income students to complete transfer-level college math and English in their first semester or first year of college instead of three or four semesters of remedial courses.
- *Peer-Led Team Learning and Faculty lead Just in Time Remediation* would help Hispanic and low-income students succeed in core gateway courses to persist in their pathways to completion and transfer.
- *Academic Progress Monitoring with Early Alert* to help students stay on track to on-time graduation and transfer to baccalaureate programs.
- *Integrate Support System with Case Management* provides students with seamless support from matriculation to graduation and transfer to four-year programs.
- *Transfer Planning Services* helps students develop a *Transfer Map* with a clearly defined pathway through each step of the transfer process to a baccalaureate program.
- *Transfer-Going Culture* to establishes the ethos among students that transfer and obtainment of the bachelor's degree are expected and attainable.
- *Financial Literacy Training* to increase the capability of Hispanic and low-income students to make informed financial decisions.
- *15 to Finish Campaign* to increase students' awareness of the benefits of taking 15 credits each semester would save tuition cost, reduce debt, and start earning sooner. Leverage College Promise First-Time Full-Time Free-Tuition (FT3) program.
- *Equity-Minded Professional Development focused on achieving social justice* will give faculty and advisors the tools to teach and respond effectively to the needs of

Hispanic and low-income students. In turn, this would enrich students’ academic experience leading to student success.

**B. QUALITY OF PROJECT DESIGN**

**Loss/Momentum Framework: Strong Theory Relationship to the Caminos Project**

The project development team looked at designs and approaches used by diverse postsecondary institutions, and determined that the *Caminos Project* would use the Loss/Momentum Framework, which seeks to understand the student experience. The Framework was developed through the Completion by Design Initiative in 2015. Based on research conducted by the Community College Research Center and the Research and Planning Group for California Community Colleges, the Loss/Momentum Framework looks at the institution from the students' perspective and asks colleges to align structures, programs, and services in a coherent way to address the needs of students at critical points during their progression through the academic continuum. The Loss/Momentum Framework identifies four factors (*Connection, Entry, Progress and Completion*) that catalyze or impede student progress and uses these insights to address opportunities to improve student outcomes. At the core of the Loss/Momentum Framework is *Guided Pathways* that leads students *INTO* and *THROUGH* college to *COMPLETION* of a degree and transfer to a baccalaureate program. The following figure shows how the Loss/ Momentum Framework (LMF) creates the structure for the Project.



## **Logic Model for the Caminos Project**

The Project builds on Strong Theory to develop the Logic Model that links the sequence of Inputs, Activities, Outputs, and the Intended Outcomes for the project. The Logic Model operates on three theoretical *Assumptions*: (1) Increase Hispanic and low-income students success in postsecondary education by engaging them at an early age; (2) Increase Hispanic and low-income students completion rate in transfer-level math, English, and core gateway courses predicts persistence and completion, and (3) Guided Pathway approach with holistic academic support improve Hispanic and low-income students completion and transfer rates. It stems from our *Problem Statement*: Low persistence, graduation and transfer rates of Hispanic and low-income students; and follows from our *Project Goal*: Increase the number of Hispanic and low-income students attaining associate degrees and transfer to four-year institutions.



***Caminos Logic Model***

Inputs	Activities	Outputs	Outcomes	
			Immediate/Mid Term	Long Term
<p>Faculty commitment to student success</p> <p>Institutional commitment to equitable learning and student outcomes</p> <p>Dedicated academic support services</p> <p>Curriculum development expertise</p> <p>Office of Institutional Effectiveness and Equity</p>	<p><b>Guided Academic Pathways</b></p> <ul style="list-style-type: none"> <li>* Bridge to College Pathway</li> <li>* Degree and Transfer Maps</li> <li>* Predictable Course Schedules</li> <li>* Meta-Majors</li> <li>* Milestone Momentum Points</li> </ul> <p><b>English and Math Acceleration</b></p> <ul style="list-style-type: none"> <li>* Corequisite, Contextualized &amp; Accelerated English and Math Courses</li> <li>* Math Jam &amp; English Boot Camp</li> <li>* Multiple Measures Assessment</li> </ul> <p><b>Integrated Academic Support*</b></p> <ul style="list-style-type: none"> <li>* Early College &amp; Intentional Onboarding</li> <li>* Case Management Advising</li> <li>* First-Year Interest Groups</li> <li>* Peer-Led Team Learning &amp; Just In Time Remediation</li> <li>* Career Planning Services</li> <li>* Financial Literacy Training</li> <li>* Academic Progress Monitoring</li> <li>* Transfer Planning and Transfer-Going Culture</li> </ul> <p><b>Equity Minded Professional Development</b></p>	<p>Number of students completed Bridge to College Pathway</p> <p>Number of students completed Guided Pathways</p> <p>Percentage free of students completed transfer-level math, English and gateway courses</p> <p>Percentage of students completed 30 credits in first year of college</p> <p>Percentage of students transferred to four-year institutions</p> <p>Number of student received academic support services</p> <p>Number of faculty participated in professional development</p>	<p>Increase completion rate in Bridge to College Pathway</p> <p>Increase completion rate in Guided Pathway Programs</p> <p>Increase completion rate in transfer-level math, English, and gateway courses</p> <p>Increase 30-credit completion rate in first year of college</p> <p>Increase Year 1 to Year 2 persistence rate</p> <p>Increase graduation and transfer rates to four-year institutions</p> <p>Increase faculty adoption of new teaching strategies</p>	<p>Increase college readiness of high school students</p> <p>Increase enrollment, retention, and graduation rates*</p> <p>Increase transfer rate to 4-year institutions*</p> <p>Institutionalized Guided Pathway, integrated academic support system, and professional development</p> <p>Sustained collaboration among faculty and staff to improve student outcomes</p>

\*This project component is modeled on the evidence-based practices of the City University of New York's Accelerated Study in Associate Program based on a research study by Scrivener et.al. (2015). Doubling Graduation Rates: Three-Year Effects of CUNY's Accelerated Study in Associate Programs (ASAP) for Developmental Education Students. *(See next page for detailed description).*



## **2. The Proposed Project is Supported by Promising Evidence**

The Project will align its proposed Integrated Academic Support System to evidence-based practices of the City University of New York's Accelerated Study in Associate Program.

The research study that the project used to design the Integrated Academic Support System is *Scrivener et.al. (2015). Doubling Graduation Rates: Three-Year Effects of CUNY's Accelerated Study in Associate Programs (ASAP) for Developmental Education Students. New York: MDRC. <http://www.mdrc.org/publication/doubling-graduation-rates>. **This study meets the What Works Clearinghouse's group design standards without reservation.***

In 2016, Scrivener et al. presented evidence from a randomized study on the effect of comprehensive and structured support services including intensive advising for low-income students that participated in ASAP at three community colleges in the City University of New York System. The evaluation sample involved 896 students-451 in the intervention group and 445 in the comparison group. Over a three-year follow-up period, students in the intervention group had higher retention rates (+9%), higher 3-year graduation rates (+18%), and higher transfer rates to four-year institutions (+8%) than students in the comparison group.

The findings cited by the research study are relevant and supportive of our proposed Integrated Academic Support System on the following criteria: **1) Effectiveness:** The findings indicated significantly higher retention, graduation, and transfer rate for participants in ASAP than non-participants. **2) Statistically Significant Favorable Impact:** The finding shows significant differences with no statistically significant overriding unfavorable impact between the intervention group and comparison group on every student outcome measured in this study. **3) Overlap Population:** The study's samples overlap with the population for our proposed project activities and services - **ASAP:** 62% female, 85% ethnic minorities (44% Hispanic), 88% low-

income, 87% required remediation. CCC: 60% female, 87% ethnic minorities (46% Hispanics), 50% low-income, 64% required remediation.

The *Caminos Project* will incorporate ASAP success strategies to improve the student persistence, graduation, and transfer rates.

<b>Accelerated Study in Associate Program</b>	<b>CCC Integrated Academic Support System</b>
Intensive Advising	Comprehensive Case Management Advising
Career Services	Career Planning Services
Tutoring	Peer-Led Team Learning and Tutoring
Link Courses	Cotextualized Corequisite Math and English Courses and FYE Counseling Courses
ASAP Seminar	First-Year Interest Groups

**C. ACTIVITY OBJECTIVES**

**1. & 2. Activity Objectives are Realistic and Measurable and Relate to CDP Plan and Goals**

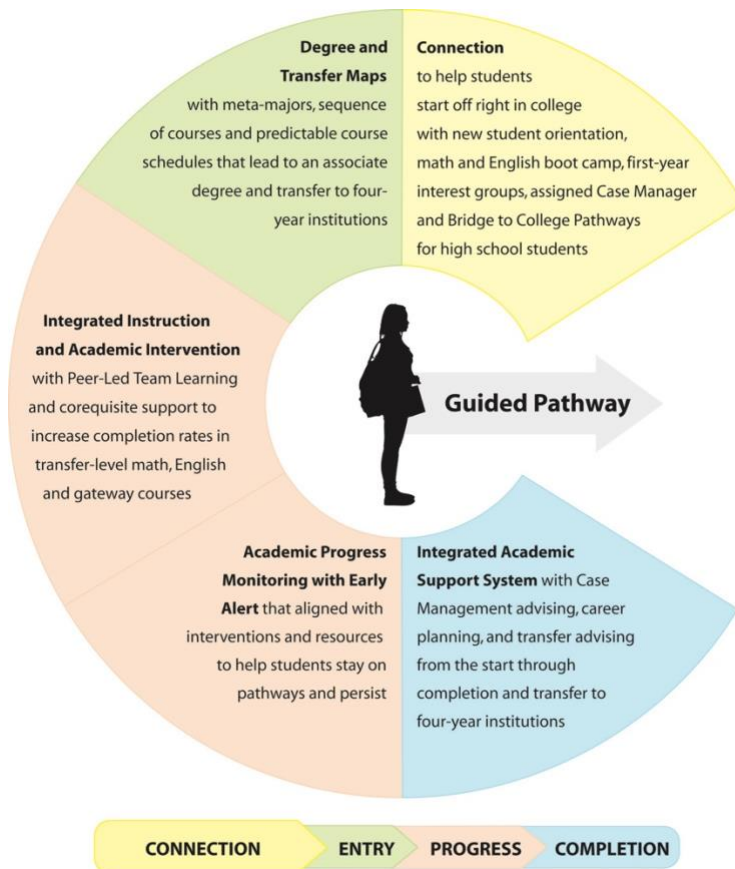
The Activity Objectives present our outcomes in realistic and measurable terms to provide a framework for achieving the project’s goals. They are related to the proposed goals to address problems identified in the Comprehensive Development Plan.

<b>CDP Goal 1: Create Guided Pathways to Degree Completion</b>	
<b>Activity Objective Performance Indicators</b>	
<b>Component #1</b>	<b>Academic Pathway</b>
<b>Activity Goal:</b> To improve the college and transfer readiness of Hispanic and low-income high school and college students to two- and four-year institutions.	<ul style="list-style-type: none"> <li>• 100% of freshman students will be in guided pathway program by 2024. <i>Annual Target: 20%-yr1, 40%-yr2, 60%-yr3, 80-yr4, 100%-yr5</i></li> <li>• 300 Hispanic high school students will complete the academic pathway by the end of grant period. <i>Annual Target: 20-yr1, 40-yr2, 60-yr3, 80yr-4, 120-yr5</i></li> </ul>
Addresses CDP Academic Weakness 1 and Management Weakness 1	
<b>CDP Goal 2: Increase Persistence, Graduation and Transfer Rates</b>	
<b>Component #2</b>	<b>Student Success</b>
<b>Activity Goal:</b> To increase the academic success of Hispanic and low-income students at	<ul style="list-style-type: none"> <li>• 16% increase in the first- to second-year persistence rate of Hispanic students. <i>Annual Target: 44%-yr1, 47%-yr2, 51%-yr3, 55%-yr4, 60%-yr5</i></li> <li>• 41% increase in the first-year completion rate of Hispanic students in</li> </ul>

<p>critical points in the pipeline from first year to transfer to four year institutions</p>	<p>transfer-level math course.  <i>Annual Target: 9%-yr1, 19%-yr2, 29%-yr3, 39%-yr4, 50%-yr5</i></p> <ul style="list-style-type: none"> <li>• 40% increase in the first-year completion rate of Hispanic students in transfer-level English course.  <i>Annual Target: 15%-yr1, 25%-yr2, 35%-yr3, 45%-yr4, 55%-yr5</i></li> <li>• 15% increase in the success rate of Hispanic students in core gateway courses.  <i>Annual Target: 62%-yr1, 64%-yr2, 68%-yr3, 72%-yr4, 77%-yr5</i></li> <li>• 17% increase in the first-year 30-credit completion rate of Hispanic students .  <i>Annual Target: 3%-yr1, 5%-yr2, 10%-yr3, 15%-yr4, 20%-yr5</i></li> <li>• 12% increase in the graduation rate of Hispanic students by the end of grant period.  <i>Annual Target: 35%-yr1, 38%-yr2, 41%-yr3, 44%-yr4, 47%-yr5</i></li> <li>• 15% increase in the transfer rates of Hispanic students to four-year schools by the end of the grant period.  <i>Annual Target: 30%-yr1, 33% yr2, 36%-yr3, 40%-yr4, 45%-yr5</i></li> </ul>
<p>Addresses CDP Academic Weakness 2, 3, 4, 5, 6, Management Weakness 2, Fiscal Weakness</p>	
<p><b>CDP Goal 3: Increase the Efficacy of Faculty and Advisors to Improve Student Outcomes</b></p>	
<p><b>Activity Goal:</b> To improve the proficiency of faculty and advisors to teach and respond effectively to the needs of Hispanic and low-income students</p>	<ul style="list-style-type: none"> <li>• 100 faculty will be trained in the learning needs of Hispanic and low-income students by 2024.  <i>Annual Target: 20-yr1, 20-yr2, 20-yr3, 20-yr4, 20-yr5</i></li> </ul>
<p>Addresses CDP Management Weakness 3</p>	

**D. IMPLEMENTATION STRATEGIES, RATIONALES, AND TIMETABLE**

*Overview of Caminos Project’s Loss/Momentum Framework/Guided Pathway Model*



The proposed project has identified three strategies that addresses institutional gaps and improves capacity to enhance access and academic success of Hispanic and low-income students. The strategies described here are based on the *research evidences, high-impact practices* at similar institutions, and incorporate *our knowledge* of what works with our students.

**COMPONENT 1 - Academic Pathways:** Create Guided Pathways to increase access and completion rates of Hispanic and low-income students with degree and transfer maps, predictable course schedules, milestone momentum points, meta-majors, and a Bridge to College pathway for high school students.

**COMPONENT 2 - Student Success:** Strengthen institutional capacity to improve student outcomes with integrated instruction in foundational math, English, and gateway courses, professional development, community of best practices, integrated academic support system with case management advising and high-impact practices, and a Transfer-Going culture.

**COMPETITIVE PREFERENCE PRIORITY #2 - Financial Literacy:** Establish a Culture of Financial Competence to increase the capability of students to make informed financial

decisions. Embed financial literacy in our case management and other interventions.

***Component 1: Academic Pathways - Create Guided Pathways***

In response to the challenges of academic under-preparedness and poor student outcomes, The ***Caminos Project*** will implement the following strategies to improve access and academic success of Hispanic and low-income students at Contra Costa College.

- 1. Guided Pathways - Degree and Transfer Maps, Predictable Course Schedules, MetaMajors*
- 2. Accelerated Student Completion of Transfer-Level Math and English Courses*
- 3. Increase Student Completion in Core Gateway Courses with Peer-Led Team Learning*
- 4. Bridge to College Pathway for High School Students*

***1. Guided Pathway - Degree and Transfer Maps, Predictable Course Schedules, Meta-Majors***

CCC will implement the Guided Pathway approach to improve the completion and transfer rates of our students. The Guided Pathway model features structured academic programs with default program of study, predictable course schedules, and built-in support to provide students a clear pathway to degree completion and careers in their field of interest.

***Rationale for Activity:*** Currently, the educational planning process for students at CCC is confusing and does not lend itself to expedited movement through degree completion and transfer. With too many choices, no roadmap, or anyone monitoring their progress, many of our students are confused and often make costly mistakes in course selection. A Guided Pathway with a clearly defined sequence of courses and schedules would improve the chances of our students to complete an associate degree on time and transfer to a baccalaureate program. Our Guided Pathway model includes the following components:

***1. Degree and Transfer Mapping, Predictable Course Schedules, and Meta-Majors***

***(1). Degree and Transfer Maps*** – CCC faculty and academic support staff will create degree and transfer maps for first-year students that include:

- ***A Sequence of Courses*** that show a term-by-term listing of courses and credits required for

on-time graduation and successful transfer to four-year institutions.

- **Milestone Momentum Points** that students must meet in their *first year* of college to progress to associate degree and transfer to four-year institutions.
  - Complete transfer-level math and English courses
  - Complete nine credits in their program of study
  - Attempt 15 credits in their first term or 30 credits in their first year
- **Meta-Major**—First-year students will be required to choose an academic major or meta-major in STEM, Liberal Arts, Social Science, or Business Administration that leads to an academic major such as chemistry or accounting. We have done an exceptional job of getting students to STEM degree completion and transfer. STEM majors are the number one major we graduate with associate degrees with transfer rates better for the UC than CSU in STEM. **Caminos** now focuses on improving outcomes in the Social Science majors: our new Social Justice Program, La Raza, Africana Studies, Ethnic Studies, Political Science, Psychology, Sociology, History, and Anthropology, and on developing a pathway for students interested in teaching at community college as part of the social justice pathway.
- **Transfer Map** that lists the courses for each academic major that meet the requirements for transfer to baccalaureate programs. This Map will include step-by-step process and timelines for transfer to baccalaureate degree programs as well as the alignment of the bachelor's degree in a particular major with career outlook and earning potential in that field of study.

(2). **Predictable Course Schedules** - Students will follow a fixed course schedule by semesters that will lead to on-time completion. Students can change their plans, but they must see an advisor or a faculty to do so. The sequential course schedules would make it easier for students to organize their lives around school schedules and graduate on time.

**Research Evidence and Best Practice for Guided Pathway:** Research evidence supports the hypothesis that adding increased levels of structure back into the educational pathway for students is beneficial to all community college stakeholders. (Bailey, T., Jaggars, S. & Jenkins, D. (2015). *Redesigning America's Community Colleges: A Clearer Path to Student Success*).

There is a substantial body of research that indicates students are often frustrated and make poor academic choices due to the complexity of options available and the lack of a clear pathway to help students navigate through college (Karp, M. (2013). *Entering a Program: Helping Students Makes Academic and Career Decisions*). Instead of letting students find their way through

college, a growing number of postsecondary institutions are creating “guided pathways” to simplify students’ decisions with a roadmap from entry to completion by detailing classes required for each semester (*Scott-Clayton, J. (2011). The Shapeless River: Does a Lack of Structure Inhibit Student's Progress at Community College?*). The predictability of course schedules makes it easier for students to organize their work and family obligations around school (*Kadlec, A., Immerwahr, J. & Gupta, J. 2014). Guided Pathways to Student Success Perspective from Indiana College Students and Advisors*). **Best Practice:** In 2012, Pasadena City College (PCC) in California launched their guided pathways program with embedded high-impact practices. Latino students in PCC Pathway earn significantly more credits, higher persistence and three-year graduation rates compared to Latino non-pathway students. (*UCLA Social Research Group. (2015). PCC Pathways: Student Success Study*).

**(3). Meta Major** - CCC first-year students will be required to declare a major in their first semester of college. Students who have not decided on an academic major can choose a meta-major in one of the four academic pathways-- STEM, Liberal Arts, Social Science with an emphasis in Social Justice, or Business Administration, which will serve as a default plan for students who intend to pursue a degree in one of the pathway majors. A meta-major is a collection of academic majors that have a set of common core courses. Completion of meta-major core courses guides students through the initial academic requirements across the disciplines and into programs of study. Currently, students who enroll in a major, i.e. biology, but then encounter difficulties, often leave the discipline entirely. Students in a STEM meta-major, however, can change to a different STEM focus that is more aligned with their career interest. The flexibility for students to move between majors instead of dropping out will improve the retention and completion rates.



**Research Evidence and Best Practice for Meta-Major:** There is evidence that students who do not enter a program of study within their first year of enrollment are less likely ever to enroll in a program or complete a credential (*Jenkins, D. & Cho, S. (2012). Get with the Program:*

*Accelerated Community College Students' Entry into and Completion of Program of Study*).

Recent research findings suggest that requiring students to choose an exploratory major, instead of allowing them to be “undecided,” helps to overcome inertia and procrastination (*Altstadt, D., Schmidt, G. & Couturier, K. (2014). Driving the Direction of Transfer Pathways Reform*).

**Best Practice:** Among the meta-major programs that CCC studied is the guided pathway model at Guttman Community College (NY) that required first-time students enroll in one of the five meta majors in business administration, human services, information technology, liberal arts and sciences, and urban studies. Since launching the program in 2012, The fall-to-fall retention rate for the inaugural cohort was 74%, and 49% had completed an associate degree in three years. In contrast, the median three-year graduation rate for community colleges in large cities is 13% (*Community College Research Center. (2015). What We Know About Guided Pathways*).

**(4). Milestone Momentum Points – 15 to Finish Initiative - The Caminos Project** will coordinate with the Student Success Committee to increase the number of students who graduate on time by encouraging them to enroll in 15 credits each semester or 30 credits per year. The project will use the following strategies to increase on-time graduation rates:

- Incorporate 15 to Finish & FT3 messaging into new student orientation presentations.
- Encourage students to reach 15 credits each semester through proactive advising.
- Implement an information campaign to increase students awareness of the benefits of taking 15 credits each semester that would save tuition cost, reduce debt, and start earning sooner. Under the College's Promise FT3 program, first time students will get free tuition during their first two years and CalGrant recipients get an additional \$4K for enrolling full time every semester.



**Research Evidence for Milestone Momentum Points:** Recent research studies have confirmed that "momentum points or metrics" such as completion of 30 credits and college-level math and English courses in the first year of college are reliable indicators of improved student completion rates over the long term (*Jenkins, D. & Baily, T. (2017). Early Momentum Metrics: Why They Matter for College Improvement*). Jenkins and Cho suggested that students who completed nine credits in a program of study in the first year were more likely to complete a degree (*Jenkins, D., & Cho, S. (2014). Get with the Program and Finish It: Building Guided Pathways to Accelerate Student Learning and Success*). **Best Practice:** In 2014, When University of Hawaii-Maui College, a two-year campus, proactive advised students to attempt 15 credits per semester, the number of students taking 15 credits each semester rose by 10% in just one year.

**2. Accelerate Student Completion of Transfer-Level Math and English Courses**

**Rationale for Activity:** Grubb and his colleagues point to the growing recognition of the need to improve the teaching of foundational mathematics and English in order to increase the graduation and transfer rates of community college students (*Grubb et al. (2011). Understanding the “Crisis” in Basic Skills: Framing the Issues in Community Colleges*). This need is certainly true for us as we are facing the challenge of improving the completion rates of students in transfer-level math and English courses as a linchpin to increase the number of students attaining degrees. In light of the dismal rates of only 9% and 15% of our Hispanic students respectively completed the transfer-level math and English courses in their first year of college, we propose the following strategies to accelerate student progression through the transfer-level math and English courses.

<b>English/Math Placement</b>	<b>Scale Multiple Measures Assessment</b> to increase the number of students placed into transfer-level English and Math courses
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<p><b>Mathematics</b></p>	<p><b><i>Implement Contextualized Corequisite Math Courses</i></b> with embedded support to allow students classified one-level below transfer-level math to complete the next level course in either the developmental math requirement (Math 120--Intermediate Algebra) or a transfer-level math course (Math 171-Pre-Calculus or Math 164-Introduction to Statistics) in their first semester of college.</p> <p><b><i>Implement Math Jam</i></b>, a one-week program prior to the beginning of Fall and Spring semesters to help students learn key concepts and topics covered in their upcoming math course. The Jam includes skills-building sessions and workshops to help students overcome math anxiety.</p>
<p><b>English</b></p>	<p><b><i>Implement Contextualized Corequisite English Course</i></b> with concurrent support that allow students classified one level below transfer-level English to bypass the developmental English requirement (English 142B Writing: Expository) and complete a transfer-level course (English 1A-English Composition and Reading) in their first semester of college.</p> <p><b><i>Establish English “Boot Camp”</i></b>, a one-week workshop prior to the start of Fall and Spring semesters to provide students with a crash course in college reading, writing, and critical thinking skills. Students who successfully completed the workshop will be placed into the transfer-level English course in their first semester of college.</p>

***Research Evidence and Best Practice: Multiple Measures Assessment.*** Research has consistently indicated high school GPA is a better predictor of student success than standardized assessment tests (Geiser, S. & Santelice, M. (2007). *The Validity of High School Grades in Predicting Student Success Beyond the Freshman Year*). When high school transcripts are used to place students, more students can enroll in college-level math and English courses, bypassing the developmental math and English pipeline altogether, which significantly reduces equity gaps and increases student completion rates (Belfield, C. & Crosta, P. (2012). *Predicting Success in College: The Importance of Placement Tests and High School Transcripts*). For example, in 2012, Long Beach City College (CA) developed multiple measures assessment that used high school achievement (e.g. high school coursework, grade point average, and grades in the subject) for math and English placements. Since implementing this system, the number of students

placed in transfer-level math and English courses has tripled, and the completion rates for transfer-level math and English have doubled.

**Research Evidence and Best Practice: Corequisite and Accelerated Math.** There is evidence that shows students in a corequisite model complete the developmental math and English requirements and earn college credit three times higher than is typical in roughly half the time, reducing costs and time to graduation. (*Sowers, N. & Yamada, H. (2015). Pathways Impact Report, and Vandal, B. (2014). Promoting Gateway Course Success: Scaling Corequisite Academic Support*). Furthermore, there is a strong correlation between students who complete college level math and English courses in their first year and postsecondary success (*Leinbach, D. & Jenkins, D. (2018). Using Longitudinal Data to Increase Community College Student Success*). **Best Practices:** Among the programs CCC studied to develop the corequisite acceleration math model was the Math Pathway Project at Cuyamaca College (CA). When Cuyamaca replaced its traditional stand-alone remedial courses in 2016 with two-unit corequisite support course that was paired with transfer-level math course, the one-year completion rate of transfer-level math increased nearly sevenfold. Another institution, San Diego Mesa College (CA) previously required students to take one or two semesters of remedial English can now enroll in a transfer-level English with embedded support. In 2016-2017, nearly three-quarter of corequisite students completed the transfer-level English in one year, which doubled the statewide average (*California Acceleration Project, (2017). Implementing Corequisite Models*).

**Research Evidence and Best Practice: Math Jam and English Boot Camp--** Research has consistently shown the positive impact of bridge programs on the completion rates of students in college-level math and English courses (*Barnett et al. (2012). Bridging the Gap: An Impact Study of Eight Developmental Summer Bridge Programs in Texas*). CCC will model its program

on the Math and Word Jams at Cañada College (CA). Participants in their Math Jam complete the next semester math course and remain in school after four semesters at a significantly higher rate than non-participants (*Excelencia in Education. (2013). Growing What Works Database*). Students who participated in the Cañada's Word Jam avoided developmental English classes and enrolled directly in college-level English with higher retention rates than non-participants.

## **(2). Increase Student Success Rates in Core Gateway Courses**

**Rationale for Activity:** The problem of academic under-preparedness of our students has led to low success rates in core gateway courses, which significantly impedes students' progress to graduation and transfer to four-year institutions. The success rate in gateway course for Hispanic student is only 62% at CCC. In response to the challenges of poor student outcomes in core gateway courses, the Project will provide Peer-Led Team Learning (PLTL) workshops in core gateway courses as a strategy to improve student outcomes. Peer-Led Team Learning is an active learning model in which students work in small groups, led by a trained peer leader who has successfully completed the same course in which their peer-team students are currently enrolled. Under the guidance of a well-trained peer leader, students engaged in a group learning process by solving carefully structured problems that promote teamwork and critical thinking. During the workshops, students not only gain a more in-depth conceptual knowledge of the subject but also develop learning strategies to master the course content.

**Research Evidence and Best Practice:** A 10-year research study at 12 postsecondary institutions has confirmed that PLTL improved academic performance and retention, motivation, communication and team skills, and course satisfaction (*Gafney & Verma-Nelson. (2008). Peer-Led Team Learning: Evaluation, Dissemination and Institutionalization of a College-Level Initiative*). **Best Practice:** PLTL students in introductory biology, chemistry, and math courses

at Miami Dade Community College performed significantly better than non-participants (*Berkey, A. (2012). PLTL Connections Aid Retention at Miami Dade Community College*).

### **3. Bridge to College Pathway - Precollege Pathway to Baccalaureate Degree**

**Rationale for Activity:** Academic under-preparedness is the single most salient characteristic of students enrolled at CCC. In 2017-18, 64% of entering students placed into developmental math and 49% required remediation in English (Data Mart, California Community College Chancellor's Officer, 2019). The **Caminos Project** will address systemic academic under-preparedness by collaborating with area high schools in the West Contra Costa County Unified School District to develop *Bridge to College Pathways* in STEM, Social Science with an emphasis in Social Justice, Liberal Arts, and Business Administration. The pathway program is a four-year structured sequence of coursework with *dual enrollment* that begins in the 11th grade and completes in the second year of college with an associate degree and transfer-ready to baccalaureate programs. It allows high school students to accumulate college credits while in high school, complete the prerequisite requirements toward a college degree and avoid remediation in college, which reduces costs and time to graduation. CCC faculty and staff and the high school teachers and counselors will form a "*Pathway Support Teams*" to provide academic and career guidance as well as admission and financial aid advising to participants.

**Research Evidence and Best Practice for Guided Pathways for Precollege Students:** There is evidence that guided pathways for high school students can improve student academic achievement, college enrollment and completion rates (*California Center for College and Careers. (2008). Expanding Pathways: Transforming High School Education in California*). Other studies have shown there is a strong correlation between early program entry and degree completion and transfer (*Jenkins, D. & Cho, S. (2012). Get with the Program: Accelerating*

*Community College Students' Entry Into and Completion of Program of Study*). One of the pathway programs that CCC studied is the ***Project Lead the Way***, a national organization that provides problem-based STEM-pathway to prepare high school students for the global economy. Students who participate in the program are more likely to complete four years of math in high school, and more likely to enter postsecondary education and pursue careers in STEM fields.

### ***Component 2: Student Success - Strengthen Infrastructure***

In addition to the Guided Pathways approach, the proposed project has selected four strategies to improve the institutional capacity to enhance the access and academic success of Hispanic and low-income students, and facilitate their transfer to baccalaureate programs.

- 1. Develop a Transfer-Going Culture that Values Transfer as an Institutional Priority*
- 2. Faculty Pedagogy Professional Development and Community of Best Practices*
- 3. Professional Development of Advisors and Student Services Professionals*
- 4. Integrated Academic Support System with Case Management and High-Impact Practices*

#### ***1. Develop a Transfer-Going Culture***

***Rationale for Activity.*** The transfer rate to baccalaureate programs for our Hispanic students is only 30% as compared to 35% for all students. To significantly increase the transfer outcomes of Hispanic and low-income students, the project development team focused on creating a transfer-going culture on our campus as a long-term strategy to improve transfer outcomes. The essential element of the transfer-going culture is to establish the ethos among our students that transfer and obtainment of the bachelor's degree are expected and attainable. The Project will coordinate with the Transfer Services to utilize the following strategies to develop a transfer-going culture.

***1. Integrate Transfer Planning into the Guided Pathways with Transfer Map*** that lists required course for each academic major that meet the transfer requirements and earn a bachelor's degree. It will include step-by-step process and timelines for transfer to baccalaureate degree programs as well as the alignment of bachelor's degree in a particular major with career outlook and earning potential in that field of study.

**2. Early Identification of Transfer-Prepared Students.** The campus Transfer Services will identify students who have completed a college-level English or mathematics course and proactively encourage them to meet with the Transfer Services staff to discuss the transfer process and develop a Transfer Action Plan with transfer checklist and timelines.

**3. Transfer Advocates Program – A Personal Connection.** The Project will recruit and train faculty, staff, and students who will serve as transfer advocates for students interested in transferring to four-year institutions. The transfer advocate will provide guidance, share their insight in their field of study, and advice on transferring to their alma maters.

**4. Virtual Transfer Interest Groups.** The Project will coordinate with the Transfer Advocates Program and faculty and staff to develop an online *Virtual Transfer Interest Group*. The Group will offer career and transfer advising by academic majors in an online academic community that includes students, faculty and advisors. Group advising is economical and effective, which is designed to meet student advising needs in a convenient format.

**Research Evidence and Best Practices:** Research suggests a strong transfer culture is a key element to successful transfer rates (*Research and Planning Group for California Community, (2008). Transfer Issues and Effective Practices*). More specifically, a transfer-going culture embraces transfer as a fundamental institutional mission and strategic vision. The essential component of a transfer-going culture is that students possess the "cultural or transfer capital" to effectively negotiate the transfer process. Laanan and his colleagues describe the "transfer student capital" as the accumulation of knowledge and skills that are essential and unique to the transfer process (*Laanan et al. (2010). Adjustment of Community College Students at a Four-Year University: Role and Relevance of Transfer Student Capital for Student Retention*). Hispanic and low-income students are more likely to be the first person in their family to attend college and are less likely to possess the "cultural knowledge" essential to navigating the transition to a four-year institution. (*Gandara et al. (2012). Building Pathways to Transfer: Community Colleges that Break the Chain of Failure for Students of Color*). Given that community college students cannot earn a baccalaureate degree without transferring, it is imperative that community colleges provide students, especially students from underserved

groups, with the essential "cultural capital" or specific knowledge and insight to traverse from two- to four-year institutions (*Bensimon, E. & Dowd, A. (2009). Dimensions of the Transfer Choice Gap: Experiences of Latina and Latino Students Who Navigated Transfer Pathways*).

**Best Practice:** In 2006, Everett Community College (WA) launched a transfer improvement campaign that prioritized transfer as an essential college's mission, recruited and trained faculty in transfer advising, developed transfer web-based resources, and implemented transfer map for each student. As a result of the campaign, the transfer rate at Everett increased by 47 percent between 2007 and 2012 (*Community College Research Center. (2016). The Transfer Playbook*).

## **2. Faculty Professional Development and Community of Best Practices.**

**Rationale for Activity:** A substantial number of our students required remediation in English and mathematics which diminish performance across the disciplines. Unfortunately, we do not have a formal professional development program that provides faculty with student-centered pedagogical tools to remediate individual skill deficiencies and teach effectively to the variety of learning styles of Hispanic and low-income students in their classrooms. We believe improving the academic success of our students means changing the culture of teaching and learning at Contra Costa College. Providing professional development to improve the efficacy of our faculty is a critical part of our strategy to improve student outcomes.

The Project will engage *ESCALA Educational Services* for our professional development program. ESCALA was created in 2012 by a team of HSI faculty in response to the growing need of faculty in HSIs to understand the cultural disconnects underrepresented students experience in higher education and the inequitable patterns of learning and participation in their classrooms. The overt intent of this work will be to create equity-minded pedagogical practices and to infuse themes of social justice into the instructional environment. ESCALA works with



cohort teams of faculty to become facilitators of active student-centered environments in their campuses through the adoption of culturally responsive teaching, student engagement techniques, formative assessment, and evidence-based strategies that helps students become effective learners. Each year a cohort of twenty CCC faculty will enroll in the *ESCALA's one semester, 27-hour Certificate of College Teaching and Learning in HSIs* workshop, which will be customized to include a robust social justice focus. This workshop provides training to faculty in designing and implementing a teaching and learning research project in their classrooms based on the tenets of the Scholarship of Teaching and Learning model (SoTL). SoTL encompasses the study and implementation of various teaching methods, such as inclusive pedagogy, active learning, contextual learning, cooperative learning, problem-based learning, evidence-based practices, and measure changes in instruction and student engagement to develop the pedagogical expertise of faculty.

The outgrowth of faculty professional development strategy includes the establishment of a *Community of Best Practices* to provide faculty and staff a venue to share innovative ideas and best practices that impact student outcomes. The participants will engage in evidence-based approaches around inclusive pedagogy, curriculum redesign, utilizing institutional data to identify barriers to student completion, and participate in professional development on institutional effectiveness and educational pathway building workshops. This collaborative approach would supplement professional development as a strategic activity that supports the collective involvement of faculty and staff in organizational improvement rather than as an activity that mainly supports the professional growth of faculty as individuals.

***Research Evidence and Best Practice:*** Research studies have pointed to the most important factor affecting student outcomes is the students' experiences in the classroom and with faculty

(Haras et. al. (2017). *Institutional Commitment to Teaching Excellence: Assessing the Impacts and Outcomes of Faculty Development*). There is recent evidence that student performance is affected by discrepancy between student and faculty perceptions of what is involved in learning and success (Goodlad, Westengard and Hillstrom. (2018). *Comparing Faculty and Student Perception of Academic Performance, Classroom Behavior, and Social Interactions in Learning Communities*). This pattern is even more pronounced due to differences between faculty and students on socio-economic, demographics and cultural experiences (Marin, P. (2000). *The Educational Possibility of Multi-Racial/Multi-Ethnic College Classrooms*). Institutions with a strong professional development component yield measurable improvements in student outcomes compared to those without one (Sorcinelli et al. (2006). *Creating the Future of Faculty Development: Learning from the Past, Understanding the Present*). **Best Practice:** According to ESCALA's follow-up data on their workshop participants between 2013-15, 85% of faculty rated their increased understanding of cross-cultural disconnects as their most important learning outcomes. 80% of faculty reported having an excellent understanding of how to create a sense of belonging in their classrooms, and why it is important for Hispanic and underrepresented students. Also, faculty reported 46% increase in student participation in their classrooms, and 85% increase in the number of higher order learning tasks students completed in their classes.

#### **4. Professional Development of Advisors and Student Services Professionals.**

**Rationale for Activity:** In addition to developing the efficacy of our faculty to teach effectively to our students, we believe the goals of increasing student persistence and improving time to degree are best achieved through high-quality academic advising. The effectiveness of academic advising is contingent on advisors who are well trained and have access to continuous professional development and learning opportunities. CCC will develop a continuous training

program for advisors and student service professionals to expand their core knowledge and skills, stimulate new thinking and approaches to advising, and introduce new advising methods and tools. The Project will also seek to engage the services of Elizabeth Wilcox, Senior Consultant for Advising at UC-Berkeley, to help us develop a Professional Development Certification in Advising for our advisors and student service professionals. Ms. Wilcox currently directs the nationally recognized UC-Berkeley’s advisor training Program, Advancing Practice. Advancing Practice is a two-year professional development program for advisors and student services professionals. The program focused on five core competency areas of the advisors’ professional development: Conceptual, Informational, Relational, Technological and Personal Knowledge and Skills.

The outgrowth of professional development of advisors and student services professionals includes the creation of the *Advising Community of Best Practices* to provide advisors and student services professionals a venue to share ideas and best practices that impact student outcomes and build collaborative partnerships across campus to support student success. ***Research Evidence and Best Practice:*** There is a growing appreciation that academic advising is one of the two most essential functions in postsecondary institutions that positively impact student success, the other is student-centered pedagogy in the classrooms. Research shows that academic advising plays a crucial role in student achievement, progress, retention, and time to degree as well as personal growth and connectedness with the campus community (*Drake, J. 2011. The Role of Academic Advising in Student Retention and Persistence*). Givans Voller suggests that the “development of academic advisors is important because all students, regardless of major or the luck of the draw, deserve to have access to advisors who are knowledgeable and up-to-date on the policies, procedures, theories, and resources that help them succeed.” (*Voller,*

G. 2012. *Advisor Training and Development: Why It Matters and How to Get Started*). **Best**

**Practice:** In a survey of participants in the UC-Berkeley's advisor training program, 75% indicated they were more reflective about their practices, 65% were more motivated to try a new approach, and 39% were more empathetic to students (*UC-Berkeley, Advising Matters, 2019*).

#### **4. Integrated Academic Support System**

**Rationale for Activity:** At CCC, instructional programs and student services to support student success are "siloed" into stand-alone entities. Historically, there is little, if any, integration of student support services and academic interventions to create the learner-centered environment that research literature indicate is most effective in enabling student success. What is needed is an Integrated Academic Support System with case management advising and high-impact practices to provide students with seamless support from matriculation to graduation.

The Project will coordinate with the Student Success Committee to develop an Integrated Academic Support System to serve students from matriculation through transfer to four-year institutions. The major features of this system include: **1) Case Management Practices** to keep student on track to graduation and transfer to baccalaureate programs, and **2) High-Impact Educational Practices** to deepen student learning and engagement.

##### **(1). Case Management Practices.**

Every student will be assigned an advisor who will *case manage* their academic progress and provide need assessment and academic, career, financial, and personal advising. The advisor serves as a "single point of contact" to provide support and follow-up with student at critical points during their progression through the academic continuum. The case management advising also includes the following services:

<p><b><i>New Student Orientation</i></b> to familiarize students with campus resources and learning strategies to support their academic success. Students will also receive academic and financial advising.</p>
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***Peer-Led Team Learning, Tutorial, Just In Time Remediation, and Study Skills Coaching*** to improve completion rates in core gateway courses and timely progression to degree completion.

***Academic Progress Monitoring and Early Alert*** with Starfish Retention System to keep students on track to graduation.

***Career Planning Services*** to help students explore career opportunities and internship and research opportunities in their academic field of interest. Students will also receive career advising and learn about career goal setting, preparation of resumes, and interviewing skills.

***Transfer Planning Services*** to help students develop a Transfer Map to guide them through each step of the transfer process to four-year schools.

***Financial Literacy Training*** to increase the capability of our students to make informed financial decisions.

***Research Evidence and Best Practice:*** Early academic intervention is critical to student success, particularly for low-income and first-generation college students (*West, C., Shulock, N. & Moore, C. (2012). Measuring Institutional Conditions that Support Student Success in the California Community Colleges*). One way in which colleges can improve the retention of first-year Hispanic students is by increasing their utilization of campus support services (*Saunders, M., & Serna, I. (2004). Making College Happen: The College Experiences of First-Generation Latino Students*). ***Best Practice:*** CCC will model will model its Case Management Advising on The City University of New York's Accelerated Study in Associate Programs that focused on increasing the persistence, graduation, and transfer rate of low-income students. The key program component is intensive advising. Participants in the program have higher retention, graduation and transfer rates than non-participants.

## **(2). High Impact Educational Practices.**

High-impact practices have shown to increase student retention and engagement for first-generation college students and students from underrepresented groups (*Kuh, G. (2008). High-*

*Impact Educational Practices: Who They Are, Who Has Access to Them, and Why They Matter*).

In addition to the high-impact practices of Peer-Led Team Learning, Math and English Acceleration Strategy, and Math Jam and English Boot Camp, which have been described earlier, the Project will create First-Year Interest Groups to improve student outcomes.

**First-Year Interest Group (FIG)** is a one-semester learning community designed to help first-year students make the transition from high school to college. A FIG consists of 20-25 students with similar interests who take a cluster of two classes together, a theme-based seminar and a Student Success course. FIG is designed to help first-year students connect with their peers and with faculty who teach in the majors they plan to pursue. Examples of theme-based seminars for Fall 2019 will range from Aztec Cosmology and Architecture; Latinx Identify and Politics; Human and Digital Memory; Health Care and Engineering; Oil, Water and Climate; and Food Insecurity: The Real Hunger Game. The Social Justice Speaker series will provide our students an opportunity to meet and speak with prominent academics, artists, activists, scientists, lawyers and other professional people of color to explore diverse careers and inspire them to complete their college education.

**Research Evidence and Best Practice:** There is research evidence that educationally engaging experiences are stronger predictors of academic achievement and persistence (*Kuh et al. (2010). Student Success in College: Creating Conditions that Matter*). Specifically, research points to a students who participated in a FIG have higher academic achievement, persistence and graduation rates than non-FIG students (*Lorge-Grover, C. (2013). The Impact of First-Year Interest Groups on Retention and Graduation Rates*). **Best Practice:** University of Washington implemented First Year Interest Groups in 1987. During the last three decades, FIG students have consistently shown higher first- to second-year retention and six-year graduation rates

compared to their counterparts. The greatest impact was shown with underrepresented students with six-year graduation rate of 77% for FIG students compared to 63% for non-FIG students.

The following table lists the timelines and person responsible for accomplish critical elements of the project.

<b>IMPLEMENTATION STRATEGIES TIMETABLE (2019 - 2024)</b>		
<b>Tasks and Methods to Achieve Objectives</b>	<b>Persons(s) Responsible</b>	<b>Timeframe</b>
Appoint Project Director, Activity Coordinator, and Steering Committee members	President	September, 2019
Hire Research Analyst, Guided Pathway Advisor, Transcript and Degree Audit Specialist, Transfer Coordinator, Bridge to College Coordinator, Peer-Led Team Learning Leaders, and External Evaluator	PD, Human Resources	October – December, 2019
Implement evaluation plan to collect and analyze outcome data	PD, AC, RA, EE	October – November, 2019
Implement Guided Pathway in STEM, Social Science with an emphasis in social justice, Liberal Arts, and Business Administration with degree and transfer maps and predictable schedules	SDI, PD, GPA, Faculty	October, 2019 – May, 2021
Implement Meta-Majors in STEM, Social Science with an emphasis in social justice, Liberal Arts, and Business Administration with core curriculum and academic advising logistics	SDI, PD, SC, GPA, Faculty	October, 2019 – May, 2021
Coordinate with area high schools to implement a Bridge to College Pathways in STEM, Social Science with an emphasis in social justice, Liberal Arts, and Business Administration.	PD, AC, BCC, and High School Staff	November, 2019 - June, 2020
Develop faculty & advisor professional development program and Community of Best Practices	PD, AC, Faculty, Advisors	Spring, 2020 and Ongoing
Recruit faculty and advisors for professional development training	PD, AC	Spring, 2020 and Ongoing
Implement Early Identification of Transfer-Prepared Students, Transfer Advocates Program, and Virtual Transfer Interest Groups	AC, TC, Transfer Services, Faculty	November, 2019 - May, 2021
Integrated Transfer Map in Guided Pathways and provide career and transfer planning services	SC, TC, TDS, Transfer Services	November, 2019 – May, 2021
Provide Integrated Academic Support System with Case Management and High-Impact Practices	AC, Academic Support Units	Fall 2019 and Ongoing
Implement Multiple Measures Assessment	PD, AC, Math and English Faculty	November, 2019 and Ongoing
Provide Corequisite and Contextualized Math and English Courses	PD, AC, Math and English Faculty	Spring 2020 and Ongoing

Implement Math Jam and English Boot Camp	AC, BCC, Math & English Faculty	Summer/Winter 2020 - 2024
Provide Peer-Led Team Learning in core gateway courses	AC, PLTL Leaders, Faculty	Fall 2019 and Ongoing
Implement First-Year Interest Groups	PD, AC, Faculty	Fall and Spring 2019 -2024
Provide Financial Literacy Training	PD, AC, SparkPoint Center	January 2020 and Ongoing
Provide academic progress monitoring system with Starfish Early Alert System	PD, AC, Faculty, IT Services	November 2019 and Ongoing
Conduct annual evaluation and present findings and recommendations to Steering Committee, CCC President, faculty, and staff	PD, AC, RA, EE, Steering Committee	June - August 2020-2024
Conduct end of project evaluation and present findings and recommendations to Steering Committee, CCC President, faculty, and staff	PD, AC, RA, EE, Steering Committee	June - August 2024
PD = Project Director, AC = Activity Coordinator, SDI = Senior Dean of Instruction, RA = Research Analyst, GPA= Guided Pathway Advisor, TDS Transcript and Degree Audit Specialist, TC = Transfer Coordinator, BCC = Bridge to College Coordinator, PLTL = Peer-Led Team Learning Leaders, and External Evaluator (EE)		

## E. PROJECT MANAGEMENT PLAN

### 1. Procedures to Ensure Efficient and Effective Project Implementation

The planned outcomes of project management are to achieve (1) full compliance with institutional, state, and federal requirements; (2) accurate and appropriate use of Title V funds and compliance with EDGAR regulations to ensure effective project implementation and expenditure of funds in support of Activity goals and objectives; (3) timely progress toward objectives and overall project goals; (4) measurable impact in strengthening CCC; and (5) disseminate Project’s progress and evaluation reports to campus constituents.

The College’s Office of Business Services oversees the financial administration of grants according to standard accounting practices in compliance with federal cost principles. Federal grant funds are accounted for in separate, restricted accounts, with separate ledgers for financial transactions in accordance with accepted higher education accounting principles. A-133 audits



are conducted annually in accordance with Government Auditing standards. Use of Federal Funds & Fiscal Control: The College’s Vice President of Administrative Services has ultimate responsibility for institutional fiscal control and reporting. The Title V Director will have full control of the Project budget.

The following procedures for managing the *Caminos Project* are focused on conducting activities, expending funds and achieving outcome objectives.

<b>Project Management Procedures</b>	
<b>Project Manual</b>	<ul style="list-style-type: none"> <li>◆ Developed by PD includes: standard operating guidelines, policies and procedures, staff responsibilities, lines of authority, staff job descriptions, required forms, reporting procedures and timelines, procedures/process for equipment inventory, and step-by-step guide to navigating Purchasing, Human Resources, Grants Accounting and other key College offices.</li> <li>◆ Distributed to Title V staff, President’s staff, and Steering Committee; all personnel have access to document in Title V office and Project webpage.</li> </ul>
<b>Title V Staff Meetings</b>	<ul style="list-style-type: none"> <li>◆ Weekly meetings of project staff to discuss progress, plans for future; more frequent/additional meetings as necessary.</li> <li>◆ Activities and progress recorded in project management software.</li> </ul>
<b>Personnel Procedures</b>	<ul style="list-style-type: none"> <li>◆ Institutional policies &amp; procedures followed for hiring, including open competition for vacancies and adherence to all state policies.</li> </ul>
<b>Time/Effort Reports</b>	<ul style="list-style-type: none"> <li>◆ Monthly reports detailing time and effort by all full-time and part-time Title V employees submitted to and signed by the Title V Director.</li> </ul>
<b>Monthly Activity Progress Reports</b>	<ul style="list-style-type: none"> <li>◆ Progress reports by project staff to Title V Director, detailing implementation progress, including travel, use of consultants, acquisition of and installment of equipment and supplies, development and piloting of courses student support systems and evaluation plan, unanticipated problems, potential solutions, anticipated delays in projected timeline, and requests for assistance.</li> <li>◆ Project progress, obstacles encountered, and possible remedies, reported by Title V Director to the President, Steering Committee, and USDOE.</li> <li>◆ Progress reported by Title V Director to administrators, faculty and staff to ensure full institutionalization of the activity and to promote discussion about the project and its institutional impact.</li> </ul>
<b>Quarterly Activity Reports</b>	<ul style="list-style-type: none"> <li>◆ Quarterly Report from the Title V Director summarizing progress toward Activity Objectives. Quarterly reports form the basis of briefings for the President, Vice President of Academic Affairs, faculty and staff.</li> </ul>
<b>APR</b>	<ul style="list-style-type: none"> <li>◆ Annual Performance Report prepared by PD and submitted to USDOE.</li> </ul>

The following table delineates timelines, major management tasks, expected outcomes, and person(s) responsible.

Timeline	Tasks	Expected Outcomes	Person(s) Responsible
Ongoing	Hiring project staff as needed	Staff appointment confirmed	PD
October 2019 and Ongoing	Implement a project data repository to collect and analyze data to inform project design and student outcomes.	Fully functioning database is established.	PD, AC, RA
Monthly first year and Quarterly thereafter	Project Steering Committee to monitor progress and coordination issues related to the project	Meeting minutes, project management updates, and follow-up on actions	PD, AC
Monthly	Meet with Math Department on implementation and evaluation of corequisite math courses	Meeting minutes, data and follow up actions.	PD, AC, Math faculty
Monthly	Meet with English Department on implementation and evaluation of corequisite English courses	Meeting minutes, data and follow up actions.	PD, AC, English faculty
Monthly	Meet with academic departments and faculty to implement guided pathways with degree maps, meta majors, prescribed course schedules	Meeting minutes and reports on implementation progress	PD, AC
Monthly	Meet with the Student Success Committee on implementation of integrated academic support system	Documentations of implementation progress	PD, AC, Student Success Committee
Monthly	Meetings with area high schools on Bridge to College Pathways and dual enrollment	Progress report on Bridge to College Pathways	PD, AC, BCC
Ongoing	Professional development activities for faculty and advisors	Annual reports on professional development	PD, AC
Monthly	Budget monitoring with Business Services on budget compliance issues	Meeting minutes and follow-up actions	PD, Business Services
Ongoing and end of each project year	Formative and summative evaluation, refining strategies and programmatic adjustments based on data	Documentation of implementation activities and progress	PD, AC, RA, EE, Steering Committee
Annually	Submit Annual Report to CCC President, Steering Committee and USDOE Title V Office	Annual report on file	PD

PD = Project Director, AC = Activity Coordinator, RA =Research Analyst, GPA=Guided Pathway Academic Advisor, BCC = Bridge to College Coordinator, EE = External Evaluator

## 2. Sufficient Authority to Conduct Project Effectively

Ultimate project authority and responsibility for the *Caminos Project* rests with CCC President, Dr. Katrina VanderWoude, who will delegate responsibility for the Project to the Project Director, *Dr. Mayra Padilla*, currently the Director of the Title III HSI STEM Project, who will guide and monitor the implementation of the *Caminos Project*, and Activity Coordinator, *Kelly Ramos*, currently the Activity Coordinator of the Title III HIS STEM Project, who will coordinate the day-to-day operations of the project in accordance to the federally approved plan of operations. Dr. Padilla will have full authority and autonomy on institutional coordination, project implementation, staff selection and supervision, budget and database management, project evaluation, preparation and dissemination of reports. The Project Director reports directly to the President and, with the support of the President, will appoint a Steering Committee to provide oversight of the project. This Steering Committee will include key individuals from the administrative, academic, and student services units, including deans and faculty, and will meet bi-monthly for the first year, transitioning to quarterly as the project matures. Project staff will serve as ex officio members of the Steering Committee and will maintain regular communication with the Committee. In addition, the Project Director will provide quarterly reports on implementation issues and future directions of the Project to the College Planning Council, which includes the College President, Vice President of Academic Affairs, Vice President of Student Services, and other key campus leaders. This will provide an effective means of ensuring progress towards accomplishing project objectives, verifying accomplishment, and eventual institutionalization of Project functions and personnel at CCC.

## F. KEY PERSONNEL

Contra Costa College proposes key professional personnel for the *Caminos Project*

that possess experience, qualifications, and commitment directly related to the Project's Activity Objectives. The management team for the Project includes two key personnel – the *Project Director (Dr. Mayra Padilla)* and the *Activity Coordinator (Kelly Ramos)* - who will ensure that all objectives are met and that the operation of the Project flows smoothly and efficiently. This project management team, in the aggregate, has the experience and expertise in leading campus-wide initiatives and working collaboratively with academic departments and academic support services to developing curriculum, student services, and professional development activities to improve student outcomes.

### **1. Experience and Training of Key Project Personnel**

**Project Director (50%, 12 Months)** - *Dr. Mayra Padilla* has a doctorate in Neuroscience from the University of California-Berkeley. Currently, she is the Project Director of the Title III Hispanic Serving Institution STEM grant at Contra Costa College. Dr. Padilla worked as a neuroscientist at the San Francisco Brain Institute and SRI International (formerly the Stanford Research Institute). She was also a senior researcher for the start-up of Sands Research, Inc. Dr. Padilla has six years of experience managing Hispanic Serving Institution Development projects in a community college setting. She has a well-known reputation on campus for leading student centered initiatives, especially in STEM fields. **Responsibilities:** Oversee implementation of all project components; report to the President, manage grant budget; supervise Activity Coordinator. Ensure achievement of project goal and compliance with federal, state and institutional rules. Work with Research Analyst and External Evaluator, and the Office of Institutional Effectiveness and Equity to generate accurate data to improve operations, facilitate data-based decision-making, and guide the scaling of project activities.

**Activity Coordinator (50%, 12 Months)** – **Kelly Ramos**, currently, the Senior

Coordinator of the Title III HSI STEM project. She has a Bachelor's degree in Human Development from the California State University-East Bay. She has been working closely with faculty and academic support staff to coordinate campus wide student success initiatives. She has extensive project management, program development, and student services experience in higher education. She has been a member of the Contra Costa College community throughout much of her life. In her youth she participated in the pre-collegiate College for Kids program, and as a teenager she took classes at CCC while in high school through concurrent enrollment.

**Responsibilities:** Direct the day-to-day management of project activities. Provide assistance to the Project Director in the development of the Guided Pathways and coordinate with academic departments and faculty to establish corequisite math and English courses, Math Jam and English Boot Camp, and multiple measures assessment. Facilitate creation of an integrated academic support system. Coordinate the development of a transfer-going culture and Bridge to College Pathway for high school students. Assist the Project Director to establish professional development program for faculty, advisors and student support professionals.

The project will also include five (6) additional professional staff to implement the activities proposed in *Caminos Project*.

<b>Additional Staff Supporting <i>Caminos Project</i></b>
<b><i>Research Analyst</i></b> (0.25 FTE). Responsible for developing and managing the project database, train faculty and staff to access and utilize data to improve student success, and compiling and reporting on institutional research data related to Title V. <i>Requirements:</i> 3 years related experience in database management and Bachelor's degree in relevant fields.
<b><i>Guided Pathway Academic Advisor</i></b> (1.0 FTE). Responsible for assisting students develop degree and transfer maps, select an academic or a meta-major, and provide academic progress monitoring to keep students on track to graduation and transfer to four-year institutions. <i>Requirements:</i> Current faculty at Contra Costa College.
<b><i>Bridge to College Coordinator</i></b> (1.0 FTE). Responsible for implementing the Math Jams and English Boot Camp for first-year students and Bridge to College Pathway for high school students. <i>Requirements:</i> 3 years of experience with K-12 administrators, faculty, students and parents and a Bachelor's degree in relevant fields.
<b><i>Transfer Coordinator</i></b> (0.50 FTE). Responsible for coordinating the development of a

Transfer-Going culture and provide transfer planning services to students. <i>Requirements: 3 years of experience in transfer services and Bachelor’s degree in relevant fields.</i>
<b>Transcript and Degree Audit Specialist</b> (0.50). Responsible for providing logistic support to faculty and academic departments in the development of degree maps for academic and meta majors and provide degree audit services to students. <i>Requirements: 3 years of experience in degree audit services in higher education and Bachelor’s degree in relevant fields.</i>
<b>External Evaluator</b> (Contractual), who will assist the Project in linking internal and external evaluation processes, gather and analyze qualitative and quantitative data, and conduct a comprehensive summative evaluation each year.

The Project External Evaluator, Research Analyst, and the Dean of Institutional Research and Equity, will provide the *Caminos Project* management team with data and instruments to assist with data-based decision-making, identify strengths and weaknesses to gauge success, and strategies to increase project effectiveness.

**2. Time Commitment of Project Director and Key Personnel is Realistic**

<b>Time Commitment of Project Staff</b>		
Project Director	50%	12 Months
Activity Coordinator	50%	12 Months
Guided Pathway Advisor	100%	12 Months
Bridge to College Coordinator	100%	12 Months
Research Analyst	25%	12 Months
Transfer Coordinator**	50%	12 Months
Transcript and Degree Audit Specialist**	50%	12 Months
**Salary and effort will be brought to 100% by braiding Student Equity & Achievement Program and Guided Pathways Grant funding.		

The half-time assignments of the Project Director and the Activity Coordinator are realistic and appropriate for coordinating Project activities due to their experience administering Title III HSI STEM projects, familiarity with the campus, their placement and roles in the organization, expertise in leading campus-wide initiatives, and the aggregate strengths of the management team. Individually and in the aggregate, the time commitments of project staff are adequate, reasonable and conducive to meeting the objectives of the Project.

## G. QUALITY OF THE EVALUATION PLAN

### 1. Data Elements and Collection Procedures Clearly Described and Appropriate

The Evaluation Plan for the *Caminos Project* embeds continuous and ongoing evaluation processes into the Project's implementation activities to measure the extent to which we achieve our annual measurable **Objectives** and **Performance Indicators**, and to establish performance feedback loops to facilitate modifications throughout each project year. The Evaluation Plan addresses how we will: (1) assess the extent to which achievement of project goals and objectives and implementation strategies have been met; and (2) determine how achieving the objectives helps to solve major challenges identified in Comprehensive Development Plan.

**Data Elements and Collection Procedures** are targeted to the critical items identified in each phase of the project. Both **qualitative data** (e.g. comments on project activities and services, faculty and student surveys) and **quantitative data** (e.g. enrollment, retention, graduation, and transfer rates) will be collected and analyzed at pre-determined timelines by the project. We have identified **baseline data** for each objective as a benchmark for comparative analysis. **In-process data** will be collected by the project staff and the External Evaluator as the activity is implemented, and compared to baseline data as part of the **formative** evaluation component; and **project-completion** data will be collected by the Project Staff and the Office of Institutional Effectiveness and Equity at the end of the activity as part of the annual and final **summative** evaluation component. The Project Director, Research Analyst, and the Office of Institutional Effectiveness and Equity will maintain **longitudinal data** on each Performance Indicator to track progress through analysis of the Project's trend data.

### Functions of Key Evaluation Design Elements

(1) The **formative** and **summative** evaluations to ensure a valid assessment of implementation strategies and achievement of goals and objectives and to provide quantifiable evidence for each project year and at the end of the project.

(2) A quantifiable **baseline data** and annual and five-year **performance indicators** have been written for each objective that would accurately measure the effectiveness of the Project in achieving its goals and objectives.

(3) **Internal Monitoring:** Internal evaluation will be driven by the Project Director and Research Analyst, the Office of Institutional Effectiveness and Equity, and the Project Steering Committee to ensure that appropriate data is being collected and analyzed and communicate project progress and success to our stakeholders.

(4) **External Evaluation:** Due to the complex programmatic nature of this Project, the scope of the activities and the high priority we place on achieving our objectives, CCC will retain an external evaluator. Having someone from outside the institution assist with the crucial evaluation will provide valuable quality control and independent validation on the structure, implementation, and impact of the programmatic activities on student outcomes.

The primary objective of these evaluations will be the extent to which the project has achieved its specific objectives in a timely and effective manner; the contribution of the activity as a whole to strengthen institutional capacity and the potential institutionalization of the Project. Upon notice of award, the Project team will utilize an open bid process to retain an evaluator or evaluation firm. The criteria for selecting an evaluator will include successful experience in Title III/Title V evaluation, demonstrated knowledge of program legislation and regulatory guidance, and successful experience within a HSI institution. The external evaluator(s) will make an annual visit to the campus, will assist the Project management team in linking internal



and external evaluation processes, will gather and analyze qualitative and quantitative data, and will conduct a comprehensive summative evaluation at the end of each project year. The evaluator(s) will submit annual reports to the Title V Director, the Steering Committee, and the CCC President on (a) the progress of the project in meeting its objectives, (b) significant barriers to achievement of objectives, (c) recommendations overcome those barriers, and (d) any unanticipated benefits and problems.

## **2. Data Analysis Procedures Clearly Described and Likely Produce Results**

The evaluation plan includes formative and summative evaluations to assess the project's impact on Hispanic and low-income student outcomes. *Formative Evaluation* is designed to assess the implementation strategies toward achieving project objectives. It will be conducted on regular predetermined timelines during project operation to check the progress and results of activities that have been planned and completed to assist the project in meeting its goals and objectives. The formative evaluation will include quantitative data, survey and evaluation forms for students and staff to assess the effectiveness of each completed activity and services. The results of evaluation based on immediate analysis of data collected on an ongoing basis will be discussed during the weekly project staff meetings to identify problems that may hinder progress and the programmatic changes needed to enhance effectiveness of the project.

The Project Director will provide quarterly formative evaluation report on the progress of the implementation strategies to the External Evaluator, Steering Committee, CCC President and Vice President of Academic Affairs, which will allow for timely adjustment of strategies, reallocation of resource and revised managerial decisions to improve the unfolding activity. Unexpected and unintended results will be documented as well.

**Summative Evaluation** is used to evaluate the overall performance of the project in achieving the goals and objectives identified in the Comprehensive Development Plan. The summative evaluation is conducted annually and at the end of the project. The data collected in the summative evaluation will address the outcome of each objective, but will also summarize the cumulative impact of the project in increasing the enrollment, graduation, and transfer rates of Hispanic and low-income students at CCC. Annual summative reports will include a description of **unanticipated results** and how these results will impact the project in the subsequent year. The Project Director will submit an annual Plan of Action, based on the results of the annual summative evaluation that will describe remedies or project modifications anticipated for the next project year. The end of the project report will summarize the contributions of the project in addressing institutional deficiencies and in attaining institutional goals. The annual and final summative reports will be submitted to the President, the Steering Committee, faculty and staff.

The table below lists each Objective with its corresponding Performance Indicators, data to be collected, data sources, frequency of data collection, persons responsible for data collection, and how the data will be analyzed.

Objectives	Performance Indicators	Data Sources, Data Analysis, Persons Responsible & Timeline
<p><b><u>Objective 1 – Bridge to College</u></b> By 2024, at least 300 Hispanic and low income high school students will have completed the academic pathway programs over 0 students in 2018</p>	<p><i>100% Increase over baseline of 0</i> 2020 Target: 0 2021 Target: 40 2022 Target: 60 2023 Target: 80 2024 Target: 120</p>	<p><b><u>Data Sources:</u></b> Annual Report on high school student enrollment, academic performance and completion rates in dual enrollment pathway courses by demographic categories at each high school. <b><u>Data Analysis:</u></b> Compare the completion data to baseline data and annual targeted goals (<i>Quantitative Analysis</i>). <b><u>Persons Responsible:</u></b> Project Director (PD), Research Analyst (RA), Institutional Effective and Equity (IEE) <b><u>Timeline:</u></b> Annual</p>
<p><b><u>Objective 2 – Guided Pathway</u></b> By 2024, 100% of students will be in guided pathways over 0 students in 2018</p>	<p><i>100% increase over 2018 baseline of 0</i> 2020 Target: 20% 2021 Target: 40% 2022 Target: 60%</p>	<p><b><u>Data Sources:</u></b> Annual report on the participation rates in guided pathways by demographic categories. <b><u>Data Analysis:</u></b> Compare the annual guided pathways participation rates to baseline data and annual targeted goals by demographic categories (<i>Quantitative</i></p>

	2023 Target: 80% 2024 Target: 100%	<i>Analysis</i> ). <b>Persons Responsible:</b> PD, RA, IEE <b>Timeline:</b> End of Fall and Spring Semesters
<b><u>Objective 3 – Transfer-Level Math</u></b> By 2024, the percentage of Hispanic and low income students completed the transfer-level math course in their first year will increase from 9% in 2018 to 50%	<i>41% increase over baseline of 9%</i> 2020 Target: 9% 2021 Target: 19% 2022 Target: 29% 2023 Target: 39% 2024 Target: 50%	<b>Data Sources:</b> Annual data on completion rates in transfer-level math course by demographic categories. <b>Data Analysis:</b> Compare the annual transfer-level math course completion rates to baseline data and annual targeted goals by demographic categories ( <i>Quantitative Analysis</i> ). <b>Persons Responsible:</b> PD, RA, IEE <b>Timeline:</b> End of Fall and Spring Semesters
<b><u>Objective 4 – Transfer-Level English</u></b> By 2024, the percentage of Hispanic and low income students completed the transfer-level English course in their first year will increase from 15% in 2018 to 55%	<i>40% increase over baseline of 15%</i> 2020 Target: 15% 2021 Target: 25% 2022 Target: 35% 2023 Target: 45% 2024 Target: 55%	<b>Data Sources:</b> Annual data on completion rates in transfer-level English course by demographic categories. <b>Data Analysis:</b> Compare the annual transfer-level English course completion rates to baseline data and annual targeted goals by demographic categories ( <i>Quantitative Analysis</i> ). <b>Persons Responsible:</b> PD, RA, IEE <b>Timeline:</b> Annual
<b><u>Objective 5 – Gateway Course Success</u></b> By 2024, an increase in the success rates of Hispanic and low income students in core gateway courses from 62% in 2018 to 77%	<i>15% increase over baseline of 62%</i> 2020 Target: 62% 2021 Target: 64% 2022 Target: 68% 2023 Target: 72% 2024 Target: 77%	<b>Data Sources:</b> Annual data on success rates in gateway courses by demographic categories. <b>Data Analysis Techniques:</b> Compare the annual core gateway course success rates to baseline data and annual targeted goals by demographic categories ( <i>Quantitative Analysis</i> ). <b>Persons Responsible:</b> PD, RA, IEE <b>Timeline:</b> Annual
<b><u>Objective 6 – First-Year Momentum</u></b> By 2024, the percentage of Hispanic and low income students completed 30 college-level credits in their first year will increase from 3% in 2018 to 20%	<i>17% increase over baseline of 3%</i> 2020 Target: 3% 2021 Target: 5% 2022 Target: 10% 2023 Target: 15% 2024 Target: 20%	<b>Data Sources:</b> Annual demographic data on first year 30-credit completion rates. <b>Data Analysis Techniques:</b> Compare the annual 30-credit completion rates to baseline data and annual targeted goals by demographic categories ( <i>Quantitative Analysis</i> ). <b>Persons Responsible:</b> PD, RA, IEE <b>Timeline:</b> Annual
<b><u>Objective 7 – Persistence</u></b> By 2024, there will be an increase in the first- to second-year persistence rate of Hispanic and low income student from 44% in 2017 to 60%	<i>16% Increase over baseline of 44%</i> 2020 Target: 44% 2021 Target: 47% 2022 Target: 51% 2023 Target: 55% 2024 Target: 60%	<b>Data Sources:</b> Annual data on first- to second-year retention rate by demographic categories. <b>Data Analysis:</b> Compare the annual first- to second-year persistence rates to baseline data and annual targeted goals by demographic categories ( <i>Quantitative Analysis</i> ). <b>Persons Responsible:</b> PD, RA IEE <b>Timeline:</b> Annual
<b><u>Objective 8 – Graduation</u></b> By 2024, there will be an increase in the graduation rate of Hispanic and low income students with an associate	<i>12% Increase over baseline of 35%</i> 2020 Target: 35% 2021 Target: 38% 2022 Target: 41%	<b>Data Sources:</b> Annual data on graduation rates. <b>Data Analysis:</b> Compare the annual graduation rates to baseline data and annual targeted goals by demographic categories ( <i>Quantitative Analysis</i> ). <b>Persons Responsible:</b> PD, RA, IEE

degree from 35% in 2017 to 47%	2023 Target: 44% 2023 Target: 47%	<b>Timeline:</b> Annual
<b>Objective 9 – Transfer</b> By 2024, the transfer rate of Hispanic and low income students will increase from 30% in 2017 to 45%	<i>15% Increase over baseline of 30%</i> 2020 Target: 30% 2021 Target: 33% 2022 Target: 36% 2023 Target: 40% 2024 Target: 45%	<b>Data Sources:</b> Annual data on transfer rates to four-year institutions by demographic categories. <b>Data Analysis:</b> Compare the transfer rates to baseline data and annual targeted goals by demographic categories ( <i>Quantitative Analysis</i> ). <b>Persons Responsible:</b> PD, RA, and IEE <b>Timeline:</b> Annual
<b>Objective 10 – Professional Development</b> By 2024, 100 faculty and advisors will be trained in the learning needs of Hispanic and low-income students over the 2018 baseline of 0 faculty and advisors.	<i>100 faculty and advisors over the baseline of 0 faculty and advisors</i> 2020 Target: 20 2021 Target: 20 2022 Target: 20 2023 Target: 20 2024 Target: 20	<b>Data Sources:</b> 1. Annual report of faculty and advisors professional development activities. 2. Annual survey of faculty and advisors on professional development activities. <b>Data Analysis Techniques:</b> 1. Compare the annual completion data on professional development activities to baseline data and annual targeted goals. ( <i>Quantitative Analysis</i> ). 2. Compile data from surveys of faculty and advisors on the application of best practices learned from professional development training ( <i>Qualitative Analysis</i> ). <b>Persons Responsible:</b> PD, RA, IEE <b>Timeline:</b> Annual

### 3. Effective Strategies Suitable for Replication or Testing in Other Settings

The evaluation report will reflect on lessons learned from the implementation of the project and recommend effective strategies for replication at similar institutions.

During the five-year project cycle, the Project management team, the External Evaluator, and the Office of Institutional Effectiveness and Equity will focus both quantitative and qualitative analysis procedures on evaluating to what degree the innovations of the *Caminos Project* are effective and can be "scaled up" and sustained by the institution beyond the provision of Federal funds. As noted in the preceding table, data on each discrete activity of the Project will be gathered and analyzed and shared with internal audiences and with the US Department of Education. These data will allow us to demonstrate the validity of each activity and recommend strategies for potential replication or testing at other Hispanic Serving Institutions.

Annually, the analytical process will include a study of high impact practices that are similar to the *Caminos Project*'s strategies at other HSIs, research studies in the What Works

Clearinghouse, and other studies funded by Title V and Title III, Part A. The Project will factor the findings into the Project's continuous quality improvement "feedback loop".

Because the interventions proposed here are systemic and not isolated to specific cohorts of students, the Project will not be able to implement a research study with a quasi-experimental design (with matched groups consisting of intervention and comparison groups to estimate the causal effects of participation in interventions compared to students in traditional courses and services). However, the Project team, the Office of Institutional Effectiveness and Equity, and the External Evaluator will be able to track both *short-term outcomes* (e.g., transfer-level math, English, and core gateway course completion rates); *moderate to long-term outcomes* such as progress toward degree completion; persistence over time; and transfer rates to four-year schools. Using the CCC's Datatel queries, we will be able to disaggregate the data by enrollment status, age, ethnicity, gender, first-generation and low-income status. The Project team will disseminate the findings to campus stakeholders and national and regional venues such as the Hispanic Association of Colleges and Universities (HACU) annual conference and the Alliance of Hispanic Serving Institution Educators (AHSIE) Best Practices Conference.

## H. BUDGET

Contra Costa College is requesting a total of \$2,998,334 in Title V funding for the *Caminos Project*. This amount reflects a substantial amount of funding for salaries and fringe benefits, which is consistent with the project's scope of developing new services to assist students in being successful in college. Most of this funding is for new positions that will produce gains in student enrollment, retention, success, and persistence to graduation, enabling us to sustain most of these positions easily by 2024-25. Based on what we know about our students and how they struggle and lose momentum on their way to completion of their college education, we feel that using this many personnel to ensure their success is both necessary and reasonable.

The *Caminos Project* initiative is ambitious yet attainable and comprehensive yet targeted. The costs detailed in the Budget Narrative are necessary to achieve our intended outcomes and reasonable in relation to the project's objectives and scope. The proposed Title V investment will be used to have a profound and sweeping impact on our college and change the way that Contra Costa College responds to the needs of underprepared students. It is our purpose to serve not only the students that go through the *Caminos Project* in the next five years but to justify in no uncertain terms how the College should serve its future students.

Our strategy is to use Title V as a “bootstraps” resource to build capacity where our own funds are currently inadequate. As illustrated in the attached Budget Narrative, the Project's overall five-year budget will be used mostly to support Personnel (60%) and Fringe Benefits (20%). Professional staff hired through the Project will be incrementally absorbed into the College's budget, beginning in Year 3 of the Project. Our faculty and advisors will receive robust, effective professional development experiences. The Project design necessitates a Travel budget of \$74,000 over the five years. Costs for service learning and laboratory equipment total \$33,000. Supplies (largely for instructional and office supplies and Student Success pathways supplies, Math Jam and English Boot Camp materials and supplies) constitute only 5% of the total request. Financial Literacy Sparkpoint license for five years costs \$50,000. \$90,000 is set aside over five years for renovating Student Success Center classrooms for Peer-Led Team Learning activities. The Other line item in the Budget (\$240,500) includes funds for the comprehensive professional development initiative, case management software, onboarding and financial literacy videos, phone app development and maintenance, and the cost of external evaluation services.