

CONTRA COSTA COLLEGE

College Council Agenda

Date: Thursday, May 14, 2015

Time: 2 pm to 4 pm

Room: LA-100, Contra Costa College, 2600 Mission Bell Drive, San Pablo, CA 94806

1. Call to Order by Chair.....Antone Agnitsch

Presentations

2. Public Comment

Consent Agenda – Action Items

3. Identification of Speakers from Constituencies 5 minutes
4. Approval of Agenda for May 14, 2015 College Council Meeting
5. Approval of Draft minutes for April 9, 2015 College Council Meeting
6. Recommendation for Funding from Budget/Planning Committees M. Magalong, 10 minutes

Action Items Removed From Consent Agenda

Nonconsent Agenda – Action Items

7. None

Information/Discussion

8. Accreditation Follow-Up Report, First Reading D. Floyd, 10 minutes
9. CCC Strategic Plan Vision 2020, First Reading W. Organ, 10 minutes
10. Update on Noel Levitz Review T. Gilkerson, 5 minutes
11. FSCC Vote on Instructional Program Review Template..... W. Organ, 5 minutes

Standing Committee Reports

12. Budget Committee Report..... M. Magalong, 5 minutes
13. Student Success Committee Report M. Padilla, 5 minutes
14. Operations Committee Report T. Gilkerson, 5 minutes
15. Planning Committee Report W. Organ, 5 minutes

Standing College Council Business

16. Campus Construction Updates M. Magalong, 5 minutes
17. Reports from Constituency Groups 10 minutes
18. Announcements..... 5 minutes
19. Next Meeting TBD
20. Adjournment

Each speaker from the public will be allowed two (2) minutes to address items listed on the agenda after submitting a comment card to the chair of college council, Antone Agnitsch, prior to discussion of the item. Comment cards are available at the meeting.

1. Call to Order by Chair Antone Agnitsch – 2:06 p.m. Informational meeting

PRESENTATIONS

2. Public Comment
3. Exit briefing from Noel Levitz Enrollment Management Review: Gary Fretwell gave a presentation on his review and findings at the campus.

CONSENT AGENDA – ACTION ITEMS

4. Identification of Speakers from Constituencies
 - a. Faculty
 - b. Classified
 - c. Management
 - d. Student
5. Approval of April 9, 2015 Agenda - Approved
6. Approval of Draft Minutes from March 12, 2015 - tabled

ACTION ITEMS REMOVED FROM CONSENT AGENDA

NONCONSENT AGENDA – ACTION ITEMS

7. None

INFORMATION/DISCUSSION

8. Update on Accreditation:

STANDING COMMITTEE REPORTS

9. **Budget Committee Report:** The Budget Committee Report was sent to the committee and the total awarded was \$150,000. All departments that applied were funded, with four of the departments being moved to the equity fund application process. The Budget Committee Report will be forwarded to the Student Success Committee. Tammeil indicated that funds were allotted for programs which had completed their program review. Tammeil suggested that the Budget Committee Report be placed as an action item on a future agenda prior to a final vote.
10. **Student Success Committee Report:** The Equity Application was sent this week and the next meeting is scheduled for April 23, 2015, which will include the Basic Skills Committee. The committee agreed that future projects will be viewed more globally in order to have a larger impact on campus.
11. **Operations Committee Report:** The committee will meet on April 13, 2015, with a goal to streamline their processes. They will perform a campus walk-thru to improve upon campus signage. CCC has purchased two electronic signage boards that will replace the two existing boards, which will provide increased visibility. The committee will also discuss the possibility of purchasing campus security cameras.
12. **Planning Committee Report:** The Planning Committee Report indicated that recent planning committee forums have been successful. A first-read of the report will be provided to the College Council on May 14, 2015, with a second read on May 28, 2015. If approved, the report will be forwarded to the District Governing Board for a first read on June 24, 2015.

STANDING COLLEGE COUNCIL BUSINESS

- 13. Campus Construction Updates:** Mariles Magalong indicated that construction of a new college center is progressing well. The center will open Fall 2016. The college is currently participating in the FFP process – furniture, fixture and equipment. The gym floor and television studio will take one month to refurbish and will be completed this summer along with Parking Lot 16. Painting of the men’s and women’s locker rooms is occurring now. A new college sign will be located at Mills and Shane Drive. Mariles will forward a copy of the new sign rendering to the College Council Committee for review.
- 14. Reports from Constituency Groups:** (I didn’t get anything here!)
 - a. Faculty – Updates provided
 - b. Classified – Updates provided
 - c. Students – Updates provided
 - d. Managers – Updates provided
- 15. Announcements:**
- 16.** Next Meeting – May 14, 2015
- 17.** Adjournment – meeting adjourned 2:54 p.m.

ACCREDITATION FOLLOW-UP REPORT

October 15, 2015

Submitted by

CONTRA COSTA COLLEGE

Contra Costa Community College District

2600 Mission Bell Drive

San Pablo, CA 94806-3195



**CONTRA
COSTA
COLLEGE**

Submitted to

ACCREDITING COMMISSION

FOR COMMUNITY AND JUNIOR COLLEGES

OF THE WESTERN ASSOCIATION

OF SCHOOLS AND COLLEGES

Accreditation Follow-Up Report
October 15, 2015

Submitted By

Contra Costa College
Contra Costa Community College District
2600 Mission Bell Drive
San Pablo, CA 94806-3195

(Logo)

Submitted to

Accrediting Commission for
Community and Junior Colleges of the
Western Association of Schools and Colleges

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**CERTIFICATION OF CONTRA COSTA COLLEGE'S
FOLLOW-UP REPORT**

Date:

To: Accrediting Commission for Community and Junior Colleges
 Western Association of Schools and Colleges

From: Contra Costa College
 2600 Mission Bell Drive
 San Pablo, California 94806

This Follow-Up Report certifies that there was broad participation by the campus community and that the Follow-Up Report accurately responds to the Accrediting Commission's five recommendations that require follow-up reporting.

Signed

Dr. Helen Benjamin, Chancellor, Contra Costa Community College District

John T. Nejedly, President
Contra Costa Community College District Governing Board

Mojdeh Mehdizadeh, President, Contra Costa College

Wayne Organ, President, Contra Costa College Academic Senate

Erika Greene, President, Contra Costa College Classified Senate

Antone Agnitsch, ASU President, Chair, College Council

Dr. Donna Floyd, Accreditation Liaison Officer

Statement on Report Preparation

Contra Costa College (CCC) submitted a Self Evaluation Report of Educational Quality and Institutional Effectiveness and received a visit from an Accrediting Commission for Community and Junior Colleges (ACCJC) external evaluation team in October 2014. The College received its letter of reaffirmation in January 2015 that detailed one College/District recommendation and four College recommendations for improvement of institutional effectiveness. The letter required all five of the recommendations to be addressed in a Follow-Up Report due October 15, 2015. In addition to the requirement of a Follow-Up Report, the College would receive a site visit from a three to four member ACCJC team. Following receipt of the letter of reaffirmation, the College began immediate work to address the recommendations

The Accreditation Liaison Officer (ALO) convened a meeting with committee chairs of the Eligibility Requirements and Accreditation Standards for which the College was deemed out of compliance and the president and vice president of the College. The chairs along with other members of the Planning Committee were responsible for either directly addressing the recommendations or communicating with the College and/or District groups who were doing so.

A first draft of the report was presented to College Council for a first read at the May 14, 2015 meeting. College Council is a participatory governance constituency based committee made up of students, faculty, classified and management staff and includes representation from the following constituency groups:

- Academic Senate
- Classified Senate
- Associated Students
- Student Success Committee
- Planning Committee
- Operations Committee

In September 2015, the Contra Costa Community College District Governing Board (4CD) had a first read of the report. The report was also submitted to College Council in September 2015 for approval.

The 4CD Governing Board approved the Follow-Up Report at its October 2015 meeting in preparation for the submittal of the report to the ACCJC.

**Contra Costa College
Accreditation Follow-Up Report
Timeline**

| Timeline | Activity |
|---|---|
| February 6, 2015 | Action Letter received from ACCJC |
| February 6, 2015 | External Evaluation Report received and uploaded to college web site |
| February 26, 2015 | Meet to discuss proposed timeline and process for completing the Follow-Up Report Committee Chairs-Standards I, II, & III, President, Vice President, Liaison Officer and other key contributors of the Self-Evaluation Report |
| April 27, 2015 | Submit first draft of Follow-Up Report (including evidence) to Liaison Officer (D. Floyd). Follow-Up Report Team to meet, if needed. |
| April 30, 2015, to May 14, 2015 | Review draft Follow-Up Report with constituency groups (Classified Senate, Associated Student Union and Academic Senate) |
| May 14, 2015 | Submit draft Follow-Up Report to College Council for first read |
| June to September 2015 | Continue working on Follow-Up Report |
| August, 2015 | Submit draft Follow-Up Report to Governing Board for first read at the September 9, 2015, Governing Board meeting. |
| September 2015 | Submit final Follow-Up Report to Governing Board for approval at October 14, 2015 meeting. |
| September 10, 2015 | Submit Follow-Up Report to College Council for approval |
| October 15, 2015 | Follow-Up Report due to ACCJC |
| October 15, 2015, to November 10, 2015 | Visit by Commission representatives (two to five representatives) |
| January 2016 | ACCJC meets to decide “Actions on Institutions” |
| February 2016 | Receive Action Letter notification on Follow-Up Report from ACCJC (notification of ACCJC’s decision). |

RESPONSES TO RECOMMENDATIONS

College and District Recommendation 1 – Evaluating the Effectiveness of Student Learning Outcomes

In order to meet the Standard, the team recommends that the District and the college include, as a required component of the formal evaluations of faculty and others directly responsible for student progress towards achieving stated student-learning outcomes, a means to evaluate the effectiveness of that responsibility. (Standard III.A.1.c)

Response to Recommendation 1

Description of Steps Taken to Address Recommendation:

(District will provide a response)

Self Evaluation:

(District will provide response to address Recommendation 1)

Additional Improvement Plans:

(District will provide a response)

College Recommendation 2 – Institutional Effectiveness

In order to meet the Standards, the College needs to develop and implement processes for evaluating the effectiveness of the full range of planning and operational processes and use the results to improve the overall quality of the institution as a whole. The evaluation should examine: (Standards I.A.4, I.B.2, I.B.3, I.B.6, I.B.7, II.A.2.e, III.D.4)

- a) the program review process and the use of its results to improve programmatic or department/unit effectiveness;*
- b) the SLO and AUO assessment process; and*
- c) how results are used to inform decisions related to instruction, resource allocation priorities, and services to support student success.*

Response to Recommendation 2

Description of Steps Taken to Address Recommendation:

In the 2012-2013 academic year, the College embarked on a rigorous and inclusive process that led to the revision of its mission statement and the reaffirmation of its vision and values statements. The pinnacle of CCC's integrated planning process, the mission statement, provides direction and vision to all College plans and drives the entire planning and budget process. With the intention of aligning the College Strategic Plan with the District Strategic Plan, in fall 2014, the College Planning Committee, a participatory governance committee, began a thorough review of documents and data that would form the core of CCC's new five year Strategic Plan. In spring 2015, the Planning Committee began a comprehensive and collaborative process to develop a set of "strategic directions" and "strategic objectives." Approved by the Governing Board in June 2015, the CCC 2015-2020 Strategic Plan is grounded in institutional, environmental and historical data, incorporating the experiences and wisdom of the entire

community served by the College; and focusing the college resources and activities on enhancing the access, engagement, success and achievements of its students through an equity lens.

The Strategic Plan identified four goals that the College will achieve over the next five years: 1) Equitably Improve Student Access, Learning and Success; 2) Promote Innovation, Create a Culture of Continuous Improvement and Enhance Institutional Effectiveness; 3) Strengthen Community Relationships and Partnerships; and 4) Effectively Optimize Resources to Support Student Learning and Success. Objectives and action steps will be assessed on an annual basis in order to ensure progress towards achieving the goals is reflected. (Evidence: 2015-2020 Strategic Directions Plan)

The Program Review is an integral part of the College's integrated planning process. CCC's planning process directs and demonstrates strategies for improvement in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The College's long-term Educational master Plan is the guide to CCC's five-year Strategic Direction plan. The Strategic plan guides the College's many subsidiary plans such as the Technology, Student Success and Support, Equity, Distance Education, Enrollment Management and the Basic Skills Plans, and other plans that the CCC develops. These plans and additional program/unit level with additional input from the program/unit levels result in Program Review (PR). PR includes a thorough analysis of each administrative, instructional and student services program and function, as well as programmatic planning at the program/unit level. PR contains Action Plans that are tied to the College's Strategic plan. PR also identifies ongoing and one-time resource needs for the program/unit.

Progress on program/unit Action Plans are reported in an Annual Unit Plan (AUP). AUPs also serve to refine ongoing and one-time resource allocation needs in light of changes in internal and external circumstances. The College Resource Allocation Process allocates human, budgetary and physical resources to programs/units based on program/unit resource needs identified in PR and validated in the AUP, guided by the College Strategic Plan and prioritized through participatory governance. Program/unit Action Plans lead to Program/unit Outcomes. Programs/units perform Outcomes Assessment and Reflection as to their effectiveness and adjustments and Refinements are made.

College Council, the main participatory governance body at the College, through its main subcommittees, Budget, Planning, Student Success and Operations will make a bi-annual Process Assessment and Refinements to key processes may be recommended. The College Council will also assess the College's annual progress on its Strategic goals and reports the progress to the college community.

The College continues to evaluate and improve its Student Learning Outcome (SLO) and Administrative Unit Outcome (AUO) processes. Prior to the Accreditation External Team visit in October 2014; the SLO Coordinator together with the Vice President of Academic and Student Affairs, and the Sr. Dean of Instruction reviewed the College's current procedure for tracking SLO assessments and developed a plan to route the reporting and record keeping of SLOAs through the division deans. The deans collaborated in spring 2014 to develop a tracking system to ensure that all courses and programs are assessed on a continuous basis. Each department completes a four-year evaluation cycle, mapping out what courses and program assessments will

be collected and reported each semester. The deans use this information to track SLOs and assessments by academic departments (**Evidence: Spreadsheet used by the deans**). This process of tracking and assessing SLOs, encourages faculty to reexamine the outcomes and assessment tools for course and program SLOs. Once all of the information about outcomes, assessment instruments, assessment cycles, and results is compiled in a matrix, all the revisions will be reviewed and approved by the Curriculum and Instruction Committee (CIC). The CIC will make recommendations for revision of outcomes or assessments.

Self Evaluation:

In preparation of the Self Evaluation Report for the October 2014 Accreditation External Team visit, administrators and the SLO Coordinator developed a mechanism for reporting on AUOs. These reports were parallel to the SLO and AUO presentations that continue to occur in the division meetings. (**Evidence: minutes from Management Council and Division meetings**). As stated in the Self Evaluation Report, each academic program and administrative unit/program includes a section on SLO/AUOs in its program review, discussing assessment results, making recommendations, and drawing action plans that address needs for improvement. These recommendations and action plans are used as the basis for the budget allocation process.

Additional Improvement Plans:

Response to Recommendation 3

College Recommendation 3 – Institution Set Standards

In order to meet the Standards, the College must:

- a) establish institution-set standards for student learning and achievement;*
- b) ascertain student performance against these standards; and*
- c) plan improvements to programs and services to increase overall student performance.*

(Standards I.B.1-6, II.A, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.f, II.A.2.g, II.A.2.h, II.A.2.i, II.A.5, II.A.6, and ER 10)

Description of Steps Taken to Address Recommendation:

The process of developing the Strategic Direction Plan included discussions and meetings on the identification of performance indicators for student learning and achievement. To work towards the goal of establishing institution-set standards, a group composed of the College President, and Vice President, the Sr. Dean of Instruction, Chair of the Student Success Committee, the Academic Senate President and the District Office Sr. Dean of Research and Planning all met to evaluate the Student Success Scorecard as well as fifteen different measures of success compiled by the District Office of Research and Planning. Drawing on all of these measures, including student equity and success data sources, the group identified several objectives related to student learning and achievement to establish the following institution-set standards.

- 1) **Key Performance Indicator:** Increase the persistence rate of first-time student
Measurement: Fall-to-fall persistence rate for first-time students
Benchmark (Mean Five-Year College Trend): 41.8%
Goal: Increase the persistence rate of first-time students by **.5% annually and by 1-2%** over the next two to four years (tied to the 2-4 year Program Review timeframe)

- 2) **Key Performance Indicator:** Increase the success rate in basic skills courses each year
Measurement: Course success rate in mathematics, English and English as a Second Language (ESL)
Benchmark (Mean Five-Year College Trend): Math (56%); English (59.8%); ESL (70.6%)
Goal: Increase the success rate in ESL, English and mathematics by **.5% annually and by 1-2%** over the next two to four years (tied to the 2-4 year Program Review timeframe)
Equity Goal: Increase the success rate in ESL of Latino students from 19% to 43% over the next five years. Increase the success rate of African American students in basic skills English from 22% to 52% and in basic skills math from 20% to 50% over the next five years.

- 3) **Key Performance Indicator:** Increase the percentage of student who complete a degree, certificate and/or who are transfer-ready
Measurement: Degree and certificate completion & transfer readiness
Benchmark (Mean Five-Year College Trend): Degree Completion (18%); Certificate Completion (5%); Transfer Ready (23%)
Goal: Increase the number of students who complete degrees, certificates or who are transfer ready by **.5% annually and by 1-2%** over the next two to four years
Equity Goal: Increase the degree and certificate completion rate of White students from 11% to 22% over the next five years. Increase the degree and certificate completion rate of Asian students from 14% to 22% over the next five years.

- 4) **Key Performance Indicator:** Increase overall successful course completion rate of students
Measurement: Overall course success rate
Benchmark (Mean Five-Year College Trend): 84.4%
Goal: Increase by **.5% annually and by 1-2%** over the next two to four years
Equity Goal: Increase the success rate in course completion for African American students from 61% to 76% over the next five years.

Institution-Set Standards

| Performance Indicators | Measurement | Benchmark | Goal | Equity Goal |
|---|-------------------------------|-----------|---|-------------|
| Increase the persistence rate of first-time student | Fall-to-fall persistence rate | 41.8% | Increase the persistence rate of first- | None |

| | | | | |
|--|--|--|---|---|
| | for first-time students | | time students by .5% annually and by 1-2% over the next 2 to 4 years | |
| Increase the success rate in basic skills courses each year | Course success rate in math, English and ESL | Math (56%); English (59.8%); ESL (70.6%) | Increase the success rate in ESL by .5% annually and by 1-2% over the next 2 to 4 years. | Increase the success rate in ESL of Latino students from 19% to 43% over the next 5 years. Increase the success rate of African American students in basic skills English from 22% to 52% and in basic skills math from 20% to 50% over the next 5 years. |
| Increase the percentage of students who complete a degree, certificate and/or who are transfer ready | Degree and certificate completion and transfer readiness | Degree Completion (18%); Certificate Completion (5%); Transfer Ready (23%) | Increase the number of students who complete degrees, certificates or who are transfer ready by .5% annually and by 1-2% over the next two to four years. | Increase the degree and certificate completion rate of White students from 11% to 22% over the next five years. Increase the degree and certificate completion rate of Asian students from 14% to 22% over the next five years. |
| Increase overall successful course | Overall course success rate | 84.4% | Increase by .5% | Increase the success rate in |

| | | | | |
|-----------------------------|--|--|---|---|
| completion rate of students | | | annually and by 1-2% over the next two to four years. | course completion for African American students from 61% to 76% over the next five years. |
|-----------------------------|--|--|---|---|

Improvements to programs and services to increase overall student performance will be captured through the integrated planning process. All college planning is part of a functional system and is dedicated to the continual improvement of institutional effectiveness with the ultimate goal of student learning and success. The College’s planning model directs and demonstrates strategies for this improvement model in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

For example, Program Review includes a through

Self Evaluation:

In order to address the recommendation, the College completed its 2015-2020 Strategic Directions plan. This came after revising the mission, vision and values statements in 2012-2013, and in 2013-2014 completing its Accreditation Self Evaluation, the joining the other district colleges and the District Office to develop the Contra Costa Community College District 2014-2019 Strategic Plan. Through the College’s integrated planning process, a bi-annual process assessment is made by the College Council, through its main subcommittees: Budget, Planning, Student Success and Operations. Refinements to key process may be recommended. The College Council also assesses the College’s annual progress on its Strategic Goals and reports the progress to the college community.

Additional Improvement Plans:

No additional plans are required since the actions described above address the recommendation.

College Recommendation 4 – Distance Education Plan

In order to comply with the Standards, the team recommends that as part of the College’s strategic plan, the College develop a distance education plan that addresses:

- a) the need for and growth of distance education;*
- b) training for faculty who are developing and teaching distance education classes; and*
- c) provide a student orientation and online student and learning support services.*

(Standards II.A.1.b, II.A.2.d, II.B.1, II.B.2.a, II.C.1.b, II.C.1.c)

Description of Steps Taken to Address Recommendation:

Contra Costa College (CCC) completed the 2015-2020 Strategic Direction Plan in spring 2015 and received Governing Board approval in June 2015. Included in the CCC Strategic Plan is the intent to create a Distance Education (DE) Strategic Plan with the goal increasing distance education, faculty training, and improving student support services for students taking distance education courses. Student support services for distance education includes providing an orientation, and continuing to increase training for faculty on teaching distance education classes. CCC's DE Committee will draft the College's DE Strategic Plan beginning in fall 2015. The Districtwide DE Committee expects to complete the District Strategic Plan in fall 2015.

The Accreditation External Team recommended a need to increase DE course offerings at CCC and to increase faculty training on Distance Education. The 2014-2015 academic year included funding for a CCC DE Initiative by the College's president. The Initiative included funds for @One to do a 2-day online pedagogy training on campus, funding for online course development stipends, funds to hire a 9 hour per week DE Trainer to work with the DE Coordinator, and money to purchase video capture software licenses. The outcomes of this effort have paid off. In fall 2014 there were 37 sections offered in online or hybrid formats and in fall 2015, 71 sections are scheduled, a 92% increase. This includes 17 courses offered for the first time in an online or hybrid format by instructors who were inspired by the two day training and 11 of those courses received development stipends. In addition, an effort was made to encourage instructors who teach courses that fulfill GE areas to develop new courses. Nine of the new courses are in GE areas.

More training became available to faculty in the 2014-2015 academic year. The DE Trainer provided workshops on Desire2Learn (D2L) Demystified, Engaging Your Students with Desire2Learn, D2L Version 10.3, and Video Capture using Snagit. Department specific training sessions in Nursing and ESL were also provided. In several Flex workshops in spring 2015, the DE Trainer and DE Coordinator did a full day D2L Boot Camp day. These workshops are planned to be repeated in fall 2015. One-on-one trainings proved to be very popular. The DE Trainer taught 73 one-on-one sessions with instructors in 2014-2015. In addition, the 12 individuals who were awarded course development stipends became a cohort and the DE Trainer and DE Coordinator conducted a series of five two-hour training sessions between February and May 2015 to teach and support these faculty, most of who are teaching online for the first time fall semester 2015. In June 2015, the faculty in the cohort received personalized feedback on their course shells from the DE Trainer and DE Coordinator. For 2015-2016, CCC will have even more ability to provide training opportunities to faculty in Distance Education since the DE Trainer's hours will be increased from 9 hours per week to 15 hours per week, an increase of 66%. [Evidence]

Upon receiving the feedback from the Accreditation External Visiting Team in October 2014, the College has begun the process of planning for expanding and improving support services for online students. These services will be addressed in the CCC DE Strategic Plan, however, beginning in spring 2015 the following actions are in progress:

- Tutoring Services, using Equity Funds, contracted with the California Online Education Initiative (OEI) service Link-Systems/NetTutor for 24/7 online tutoring to offer this service 2015-16. It will be tested in the summer for implementation fall 2015.
- Counseling is purchasing equipment (second monitors, video monitors with webcams, for counselors so they will be able to provide online counseling. The plan is to pilot test the service during regular open Counseling Department hours in fall 2015.
- In addition to the library's phone reference service, by fall 2015, the library plans to have email reference available as well. The library staff have been working with IT on getting a special email account to include on the library webpage. Procedures need to be developed for implementation, and after piloting the service, it will be promoted to students. The library has also applied for grant funds to obtain the QuestionPoint service, a 24/7 library reference chatline. It will not be known until August 2015 if it will be funded.

The Accreditation External Team report raised the issue of a need for developing an online student orientation. Up to this point, most courses, even fully online courses, have had one live session to orient students. In the spring 2015 semester, the DE Committee began working on providing faculty who want to do this orientation fully online, a model to do this. The DE Trainer drafted a template and resource handout for online and hybrid instructors on how to create an online orientation for students and individual courses. In fall 2015, at least five instructors plan to pilot fully online courses with an online orientation.

In addition, CCC is awaiting the information from the OEI which is testing out a package of "Student Readiness" resources for online orientation materials. The OEI intends to share the resources with all community colleges for free, once they have piloted and tweaked them. Academic year 2015-16, CCC DE Committee expects to be working with the OEI "Student Readiness" resources in preparation of offering students a vetted online orientation.

As noted to the Accreditation External Team in October 2014 and in the Team's report, CCC has a nine hour per week DE Trainer (other certificated part-time faculty). For 2015-2016, the funding for the DE Trainer has been increased to 15 hours per week, allowing more training and support for faculty. In addition ten stipends to develop new online courses have been funded for 2015-2016.

Self Evaluation:

Student Services Division and the Library and Learning Resource Center are committed to offering support services to students who take DE courses. While CCC had established at the time of the October 2014 External Visiting Team's visit, some DE training by the DE Coordinator, a recently strengthened DE Supplement form and a newly Academic Senate approved document call "CCC Recommended Criteria/Expectations For Faculty Who Teach Online Or Hybrid Courses", and recently approved funding for a DE Initiative at the time of the October 2014 External Visiting Team's visit, other standards are needed. The team recommended that the College increase DE course offerings, provide an online student orientation and additional online student and learning support services. The College began

discussions in earnest during the spring 2015 semester to include distance education as part of the College's Strategic Direction Plan to include the growth of distance education courses and course offerings, expand faculty training and provide a student orientation and online student and learning support services. Based on these actions, the College will fully address these recommendations in fall 2015. The College will continue to review its progress toward achieving all standards and targets during the annual evaluation and planning discussions.

Additional Improvement Plans:

No additional plans are required since the actions described above address the recommendation

College Recommendation 5 – Fiscal Sustainability

In order to meet Standards, the team recommends the College evaluate its current financial status and its ability to address future fiscal sustainability given current expenditures for salaries and benefits and other obligations.

The College should engage in a process whereby long-range financial plans are modeled in anticipation of internal and external expenditure pressures, shifts in student enrollment, and continued development of the College in alignment with its mission and goals, maintaining student learning as a top priority. (Standards III.D.1.a, III.D.1.b, III.D.1.c, III.D.3.c)

Description of Steps Taken to Address Recommendation:

(Mariles Magalong, Business Director will address Recommendation 5)

Self Evaluation:

Additional Improvement Plans:

Master Evidence List

Contra Costa College

Strategic Directions 2015-2020



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

Contra Costa College
2600 Mission Bell Drive
San Pablo, CA 94806





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

Submitted by:
Contra Costa College
8600 Mission Bell Drive
San Pablo, CA 94806
(510) 235-7800
www.contracosta.edu

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

Mojdeh Mehdizadeh **Interim President**

Wayne L. Organ **Academic Senate President**

Erika Greene **Classified Senate President**

Antone Agnitsch **Associated Student Union President**

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[Interim President’s Message](#)



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

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

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

A handwritten signature in black ink that reads "Mojdeh Mehdizadeh".

Mojdeh Mehdizadeh, Interim President, Contra Costa College

[Acknowledgements](#)

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In Appreciation

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

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Plan Development Chronology

- 9/22/2014 Planning Committee meeting – reviewed Employee, Student and Governance Surveys
- 10/16/2014 Planning Committee meeting – Guest: Greg Stoup Senior, Dean of Research and Planning - reviewed data from environmental scan, Student Success Scorecard and other student success metrics

11/7/2014 Planning Committee meeting – reviewed District Strategic Plan and preliminary

recommendations from accreditation team
 2/6/2015 Planning Committee meeting – aligned SSSP, Equity and Tech Plans with draft
 College Strategic Directions and District Strategic Directions
 2/27/2015 Special Planning Committee meeting
 3/5/2015 Input from Student Success Committee
 3/6/2015 Planning Committee Meeting
 3/19/2015 ASU Forum
 3/20/2015 Student Services Division Forum
 3/23/2015 WCCUSD Youth Commission Forum, Helms Middle School
 3/27/2015 Community Forum
 3/27/2015 Classified Senate Forum
 3/28/2015 Begin final draft of Strategic Plan
 4/13/2015 Input from Operations Committee
 4/15/2015 LA Division Forum
 4/20/2015 Input from Distance Education Committee Chair
 4/20/2015 Input from Academic Senate Council
 4/23/2015 Input from NSAS Division
 4/24/2015 Input from Distance Education Committee
 4/30/2015 Input from Management Council
 5/1/2015 Planning Committee meeting - final revisions and “conditional committee
 approval” of draft Strategic Plan
 5/8/2015 Joint Planning, Budget, Operations, Student Success Committee Meeting - final
 revisions and “conditional approval” of draft Strategic Plan
 5/14/2015 First read by College Council
 5/28/2015 Second read by College Council
 5/28/2015 Final draft Strategic Plan to College President
 6/24/2015 Presentation of final draft Strategic Plan to Governing Board



Introduction

The Purpose of the Plan

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

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

District Strategic Planning Process

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

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

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

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

College Strategic Planning Process

During the 2012-2013 academic year, the College embarked on an exhaustive and inclusive

process that led to the revision of its mission statement and the reaffirmation of its vision and

values statements. During the 2013-2014 academic year, the College prepared its Accreditation Self-Study and joined with its sister colleges and the District Office to develop the Contra Costa Community College District Strategic Plan 2014-2019.

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

Beginning in spring 2015, the Planning Committee began a comprehensive and collaborative process to develop a set of "strategic directions" and "strategic objectives." These are grounded in institutional, environmental and historical data, incorporating the experiences and wisdom of the entire community the College serves. Our strategies focus the college resources and activities on enhancing the access, engagement, success and achievements of its students through an equity and excellence lens. Members of the Planning Committee reviewed existing plans and surveys, reviewed applicable data and met with a broad spectrum of stakeholders, both within and without the local college community, hosting community forums, meeting with potential students from local high schools, attending college committee meetings, consulting with all four college constituency groups and soliciting direct feedback from anyone with an idea that could move the College forward. The process culminated with a campus-wide review and presentation to the College Council for a first read on May 14, 2015 and for a second read and final approval on May 28, 2015. The Contra Costa College Strategic Plan was presented to the Governing Board for approval on June 24, 2015.

The College identified four Strategic Directions:

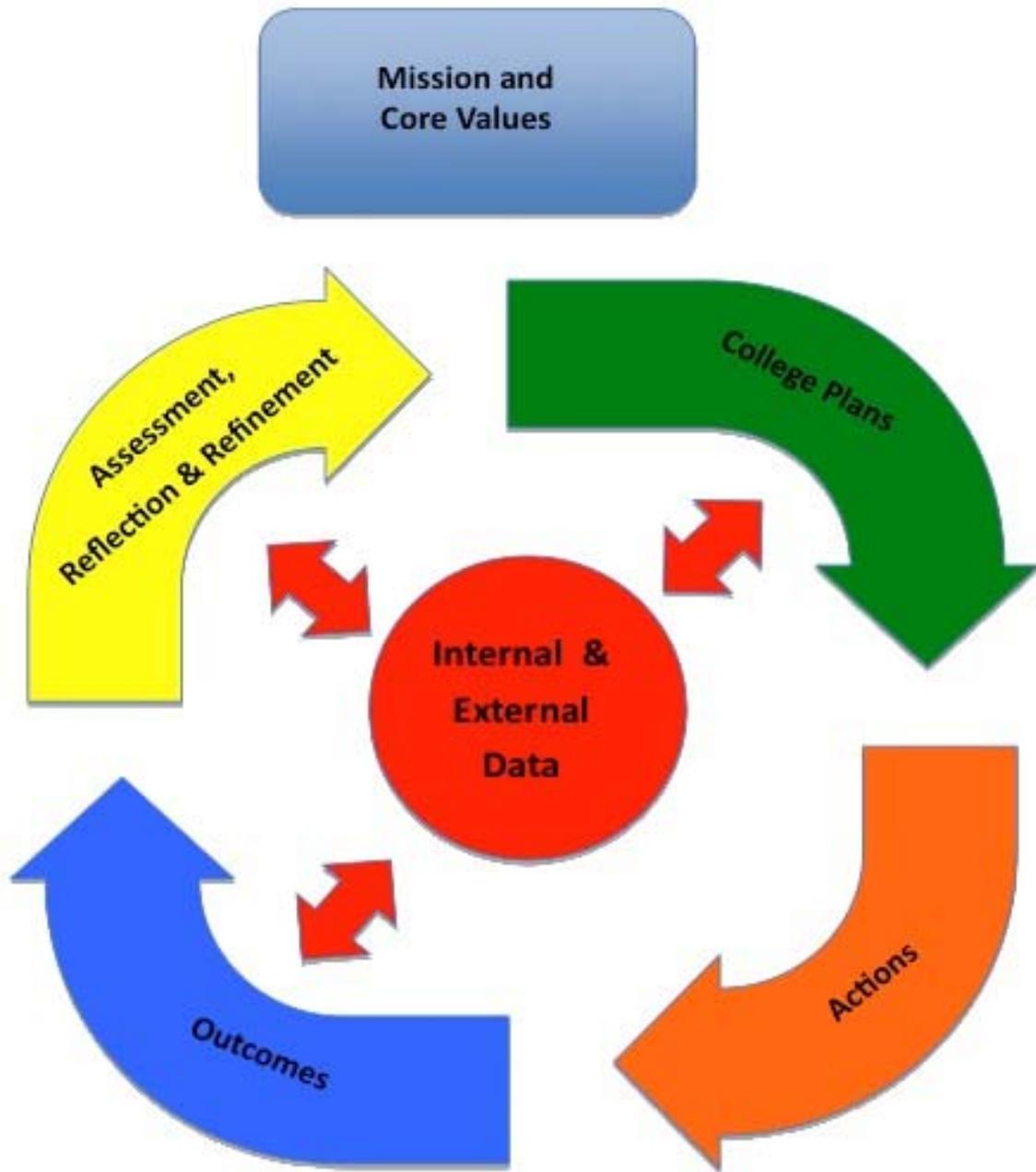
- 1. Equitably Improve Student Access, Learning and Success**
- 2. Promote Innovation, Create a Culture of Continuous Improvement and Enhance Institutional Effectiveness**
- 3. Strengthen Community Relationships and Partnerships.**
- 4. Utilize Resources Effectively to Support Student Learning and Success.**



College Integrated Planning

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

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



Integrated Planning at Contra Costa College

To summarize the integrated planning model:

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

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

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

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

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

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

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

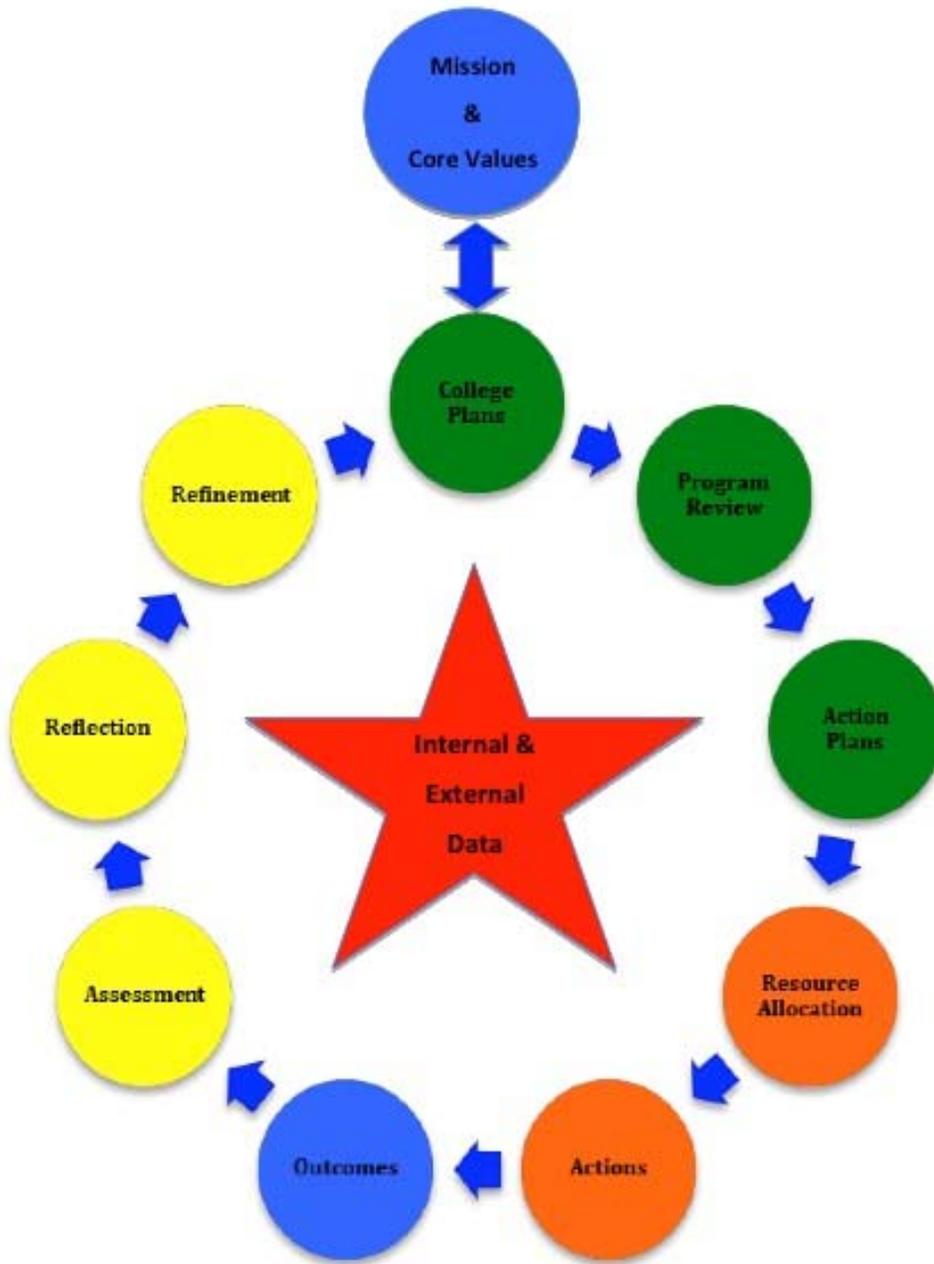
Program/unit Action Plans lead to **Program/unit Outcomes**. Programs/units perform **Outcomes Assessment** and **Reflection** as to their effectiveness and adjustments and **Refinements** are made.

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

Through the Outcomes and Process Assessment procedures, the College may **Refine** its Strategic

Plan, thus keeping the document flexible and capable of responding to changing internal and external circumstances, keeping the fulfillment of its Mission as its primary focus.

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



Integrated Planning at Contra Costa College

Framing the Context

Context: Who Are We?

Located in San Pablo, California, Contra Costa College (CCC) is a comprehensive community college that primarily serves the residents of West Contra Costa County. Originally named Contra Costa Junior College, West Campus, it began in 1949 at the old Kaiser Shipyards in Point Richmond. In 1956, the College moved to its present location, with construction continuing throughout the 1960s. By 1966, CCC had 10 permanent buildings in addition to 15 temporary structures. Additional facilities were added in 1976, 1980 and 1982. Middle College High School joined the CCC campus in 1987, and the campus continued to serve its students and community well throughout the 1990s. Gateway To College, an alternative high school, joined the College community in 2011. The 21st century has seen a new wave of campus modernization that will culminate in fall 2016 with the opening of the new Classroom Building, the Student Activities Building and the Fireside Building.

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

- University preparation classes
- Retraining classes for employment or career advancement
- First-time adult educational opportunities
- Enrichment classes
- Career technical training to enter the technical and paraprofessional workforce
- Basic skills education
- English as a second language education

Context: Who Is Our Community?

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

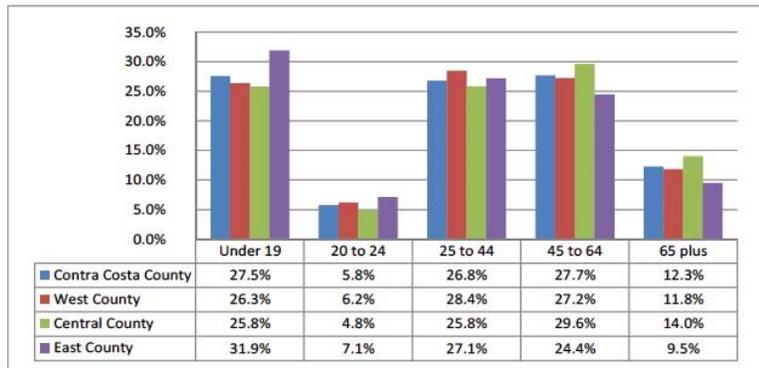
Age

West Contra Costa County has a relatively smaller school-age group (26.3%) and a larger percentage of working-age (18-64) adults (61.9%) compared with other parts of Contra Costa County. Over the long term, this indicates a population that will be aging. Aging communities require a high level of healthcare, adult learning activities and other social services. The types of educational programs offered by Contra Costa College must continue to reflect the demographic makeup of the population. Following is the relative size of these groups in West Contra Costa County's population in 2011:

- The school-age group (under 19), 26.3%

- The college-age group (20-24), 6.2%

- The young adults group (25-44), 28.4%
- The older adults group (45-64), 27.2%
- The elderly group (65 and older), 11.8%

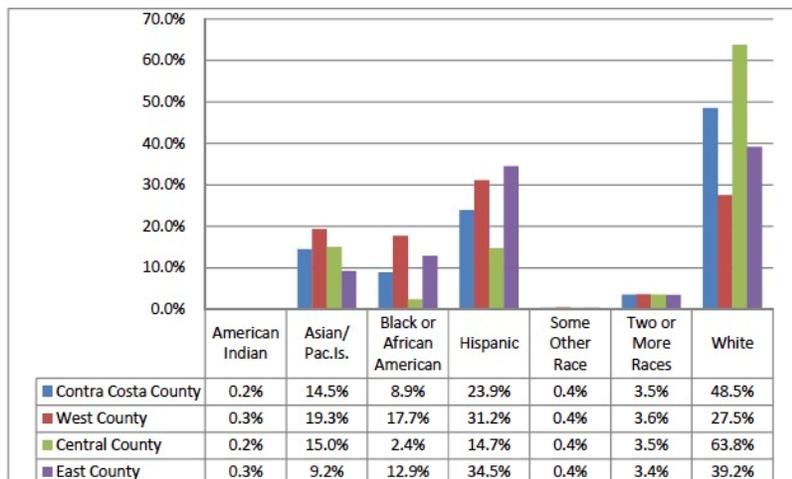


Age Distribution by County Region 2011
 Source: CCCC Research and Planning

Race/Ethnicity

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

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

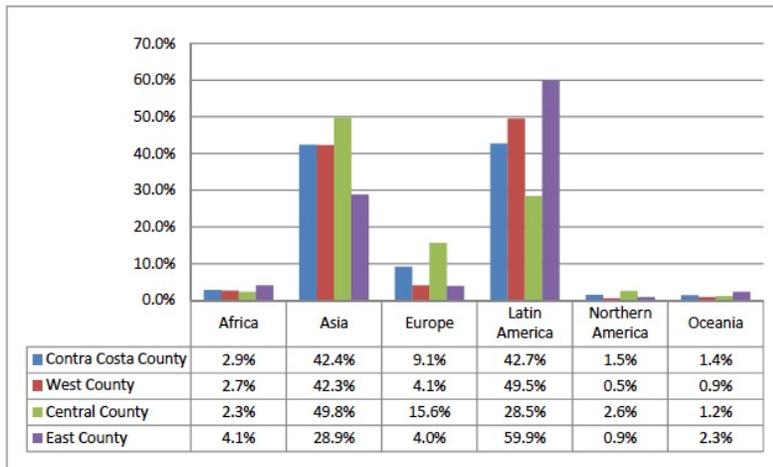


Race/Ethnicity Distribution by County Region, 2011
 Source: CCCC Research and Planning

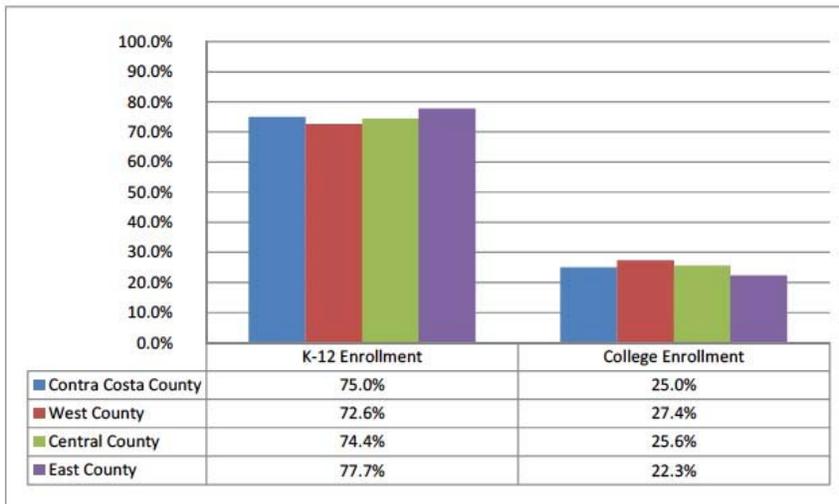
Place of Birth

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

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



Region of Foreign-Born by County Area, 2011
 Source: CCCCD Planning and Research



School Enrollment by County Region, 2011
 Source: CCCCD Research and Planning

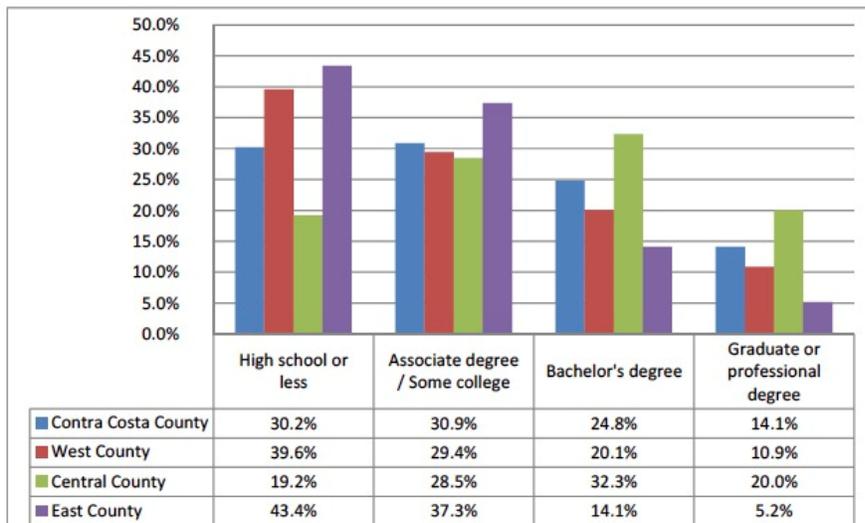
Educational Attainment

Educational attainment is one of the most important indicators of lifetime economic

opportunities. Higher educational attainment is associated with lower unemployment, higher wages, higher family income and better health. Parental education is associated with enriched environment and greater educational opportunities for the children. Comparison between West Contra Costa County and Contra Costa County follows:

- High School or less: 39.6% for West County vs. 30.2% for Contra Costa County
- Associate Degree or Some College: 29.4% for West County vs. 30.9% for Contra Costa County
- Bachelor’s Degree: 20.1% for West County vs. 24.8% for Contra Costa County
- Graduate or Professional Degrees: 10.9% for West County vs. 14.1% for Contra Costa County

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



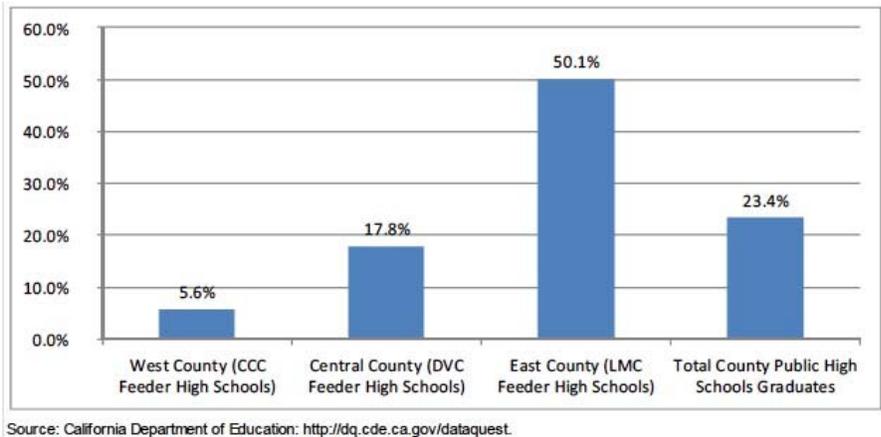
Educational Attainment by County Region, 2011
 Source: CCCCD Research and Planning

High School Graduates

West Contra Costa County, compared to Central and East Contra Costa County, experienced the least growth in the number of public high school graduates in the past 10 years. The number of

graduates increased from 1,764 in 2000-01 to 1,863 in 2010-11, a slower than average growth of

only 5.6%. Based on population changes, slow growth rates are expected in the next few years.



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

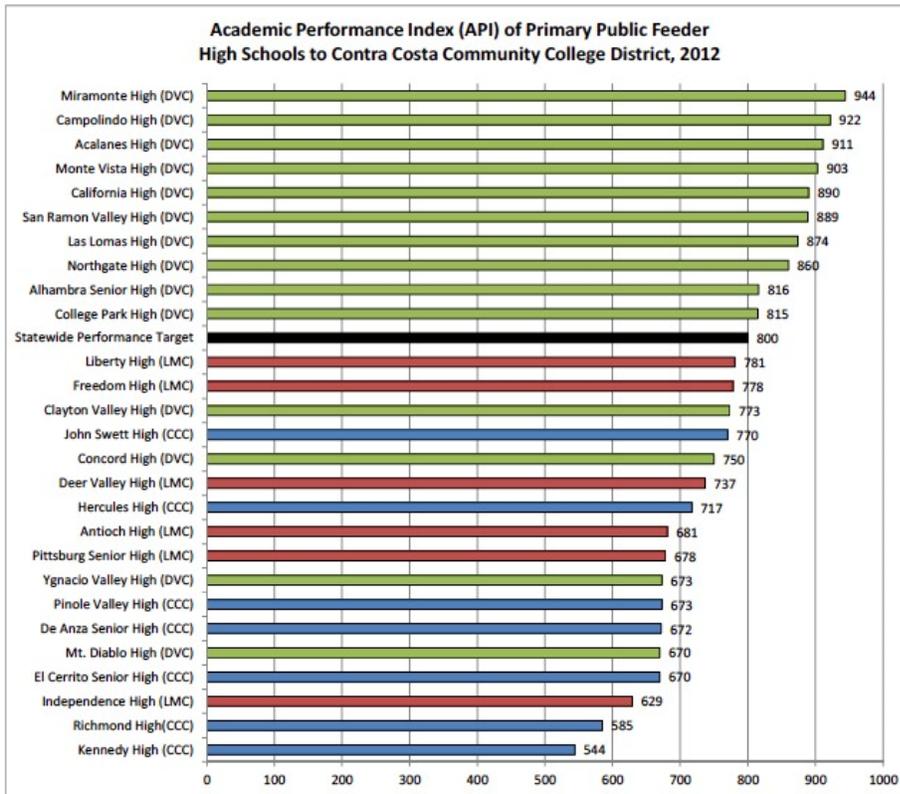
Academic Performance Index, 2012

The Academic Performance Index (API) is an indicator of preparation for postsecondary education. The API provides scores based on the results of the California Standardized Testing

and Reporting (STAR) program in secondary schools. The API is a rating from 200 to 1000, and

it represents how well a school preformed on the spring testing. Examination of the relationship between API and college success rates for the fall terms immediately following high school graduation indicates a high level of correlation. On average, graduates from high schools with higher API had higher college course success rates, compared to their counterparts from schools with lower API scores.

- All 7 of the Primary Public Feeder High Schools to Contra Costa College had API scores below the target, ranging from a high of 770 at John Swett High to a low of 544 at Kennedy High.
- The average API score for schools in West County stood at 662, compared to 714 for East County schools and 835 for Central County schools.

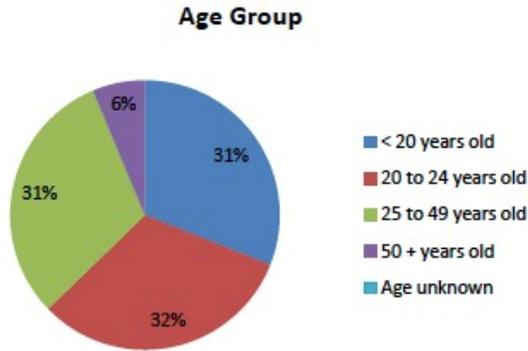


2012 Academic Performance Index (API) of Primary Public Feeder High Schools to Contra Costa Community College District
Source: CCCC Research and Planning

Context: Who Are Our Students?
Student Demographics by Age Group Fall 2013

Three age groups share generally the same percentage of the total student population. The largest

is the 20 to 24 age group (32%), followed by the 25 to 49 age group (31%) and the under 20 age group (31%).



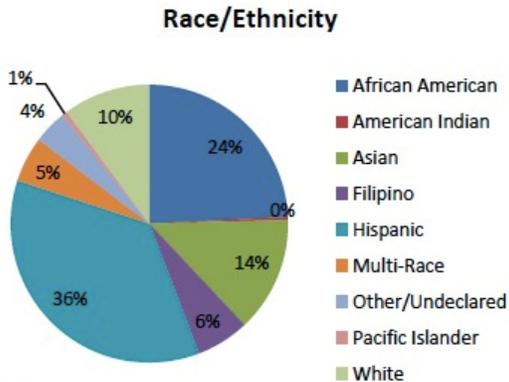
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Student Demographics by Age Group Fall 2013

Source: CCCC Research and Planning

Student Demographics by Race/Ethnicity Fall 2013

Hispanics represent the largest group by race/ethnicity (36%). African-American students comprise the next largest group (24%).



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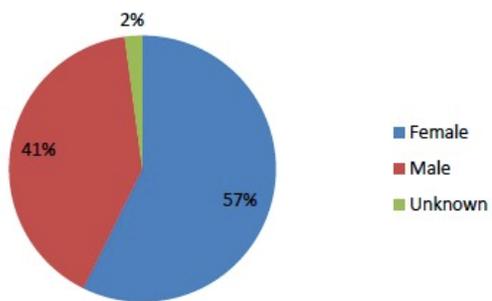
Student Demographics by Race/Ethnicity Fall 2013

Source: CCCC Research and Planning

Student Demographics by Gender Fall 2013

Female students represent a majority of the students (57%). Male students represent 41% of the population.

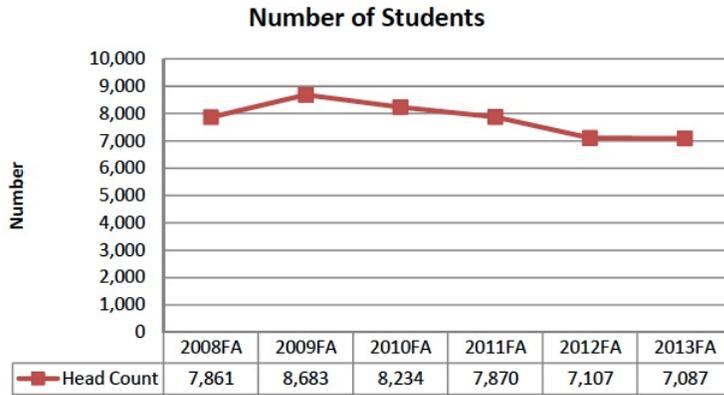
Gender



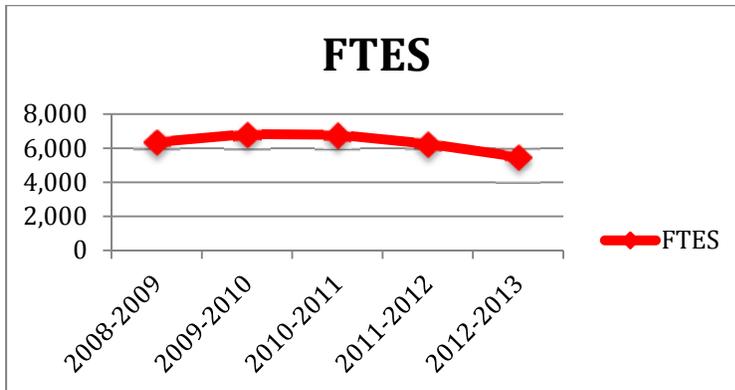
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Context: What are Our Enrollment Trends?

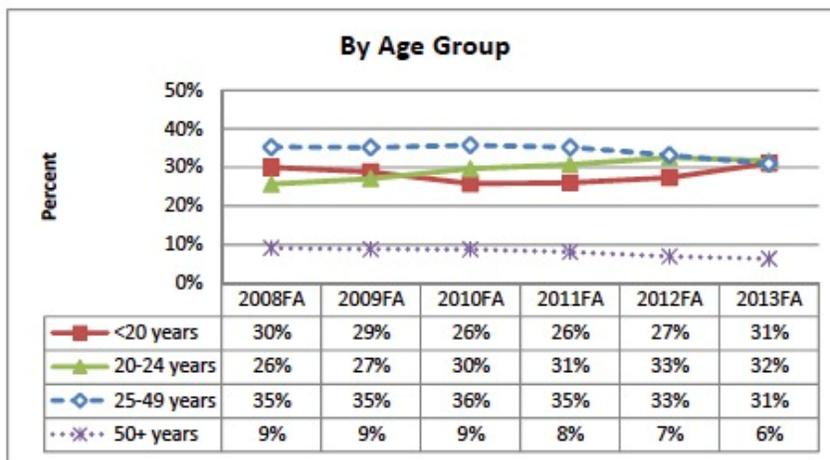
Enrollment Trends



CCC Enrollment by Headcount over the last 5 years.
 Source: CCCCD Research and Planning

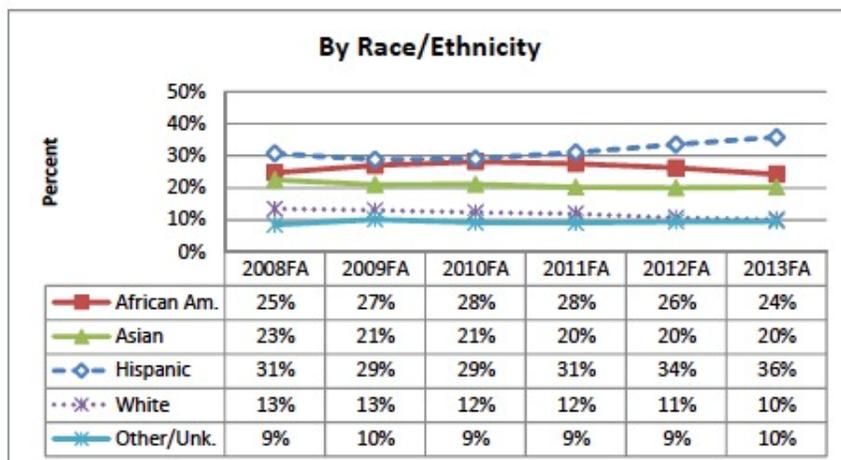


CCC Enrollment by FTES over the last 5 years
 Source: CCCCD Research and Planning

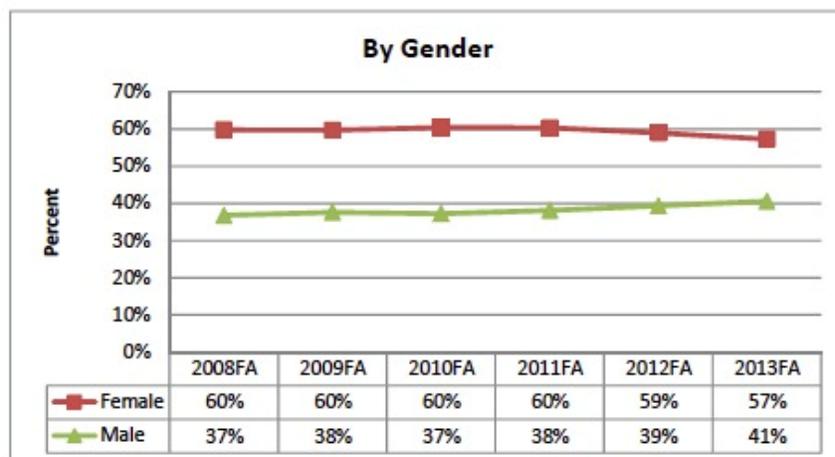


CCC Enrollment by Age Group over the last 5 years.

Source: CCCC Research and Planning



CCC Enrollment by Ethnicity over a 5-year period.
Source: CCCCD Research and Planning



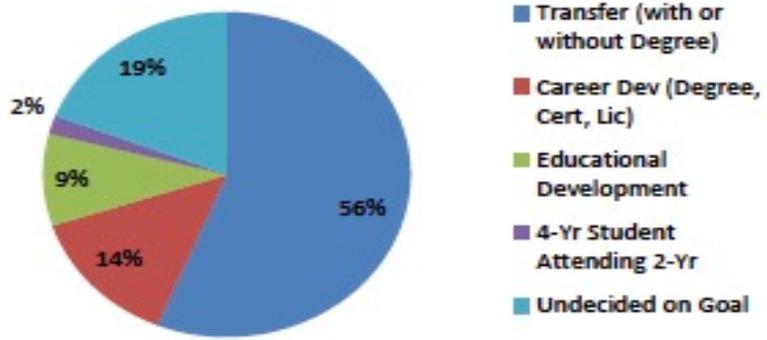
CCC Enrollment by Gender over a 5-year period.
Source: CCCCD Research and Planning

Context: How Are Our Students Doing?

Student Outcomes and Achievement

The majority of CCC students declare that their goal is to obtain a degree or to transfer. The data show that 56% of students declare that they intend to transfer either with or without a degree. An additional 14% of students declare that their goal is career development which includes all certificates and degrees.

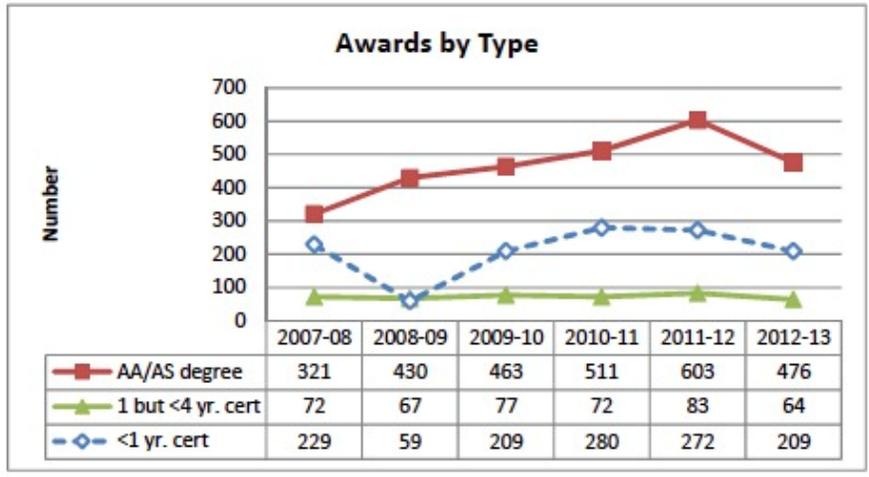
Educational Goal



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Student Educational Goals fall 2013.
 Source: CCCC Research and Planning

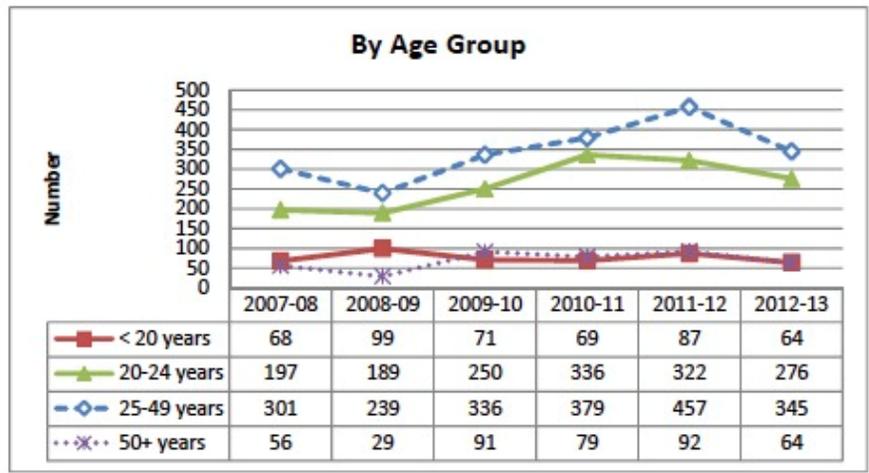
Since 2007-2008, Contra Costa College has increased its total degree awards, particularly AA/AS degrees, from 321 AA/AS degrees awarded in 2007-2008 to 476 AA/AS degrees in 2012-2013. The total number of AA/AS degrees awarded peaked in 2011-2012 with 603 AA/AS degrees awarded.



Awards by Type over a 6-year period.
 Source: CCCC Research and Planning

Awards by Age Group

The highest percentage of increases in AA/AS degrees from 2007-2008 to 2011-2012 was in the 20-24 age group (55.2%) and the 50+ age group (57%). The under 20 age group (42.7%) and the 25-49 age group (38.5%) also showed significant increases up until 2011-2012 with all groups declining in 2012-2013.

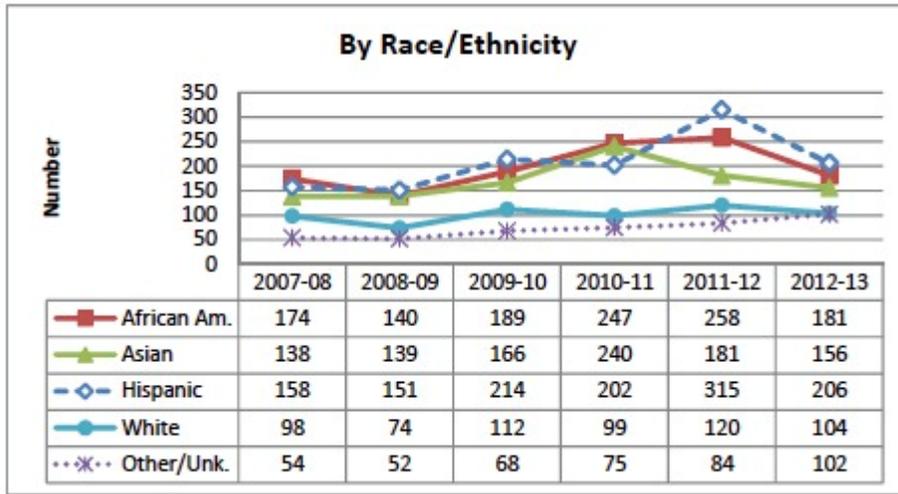


Awards by Age Group over a 6-year period.
 Source: CCCC Research and Planning

Awards by Race/Ethnicity

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

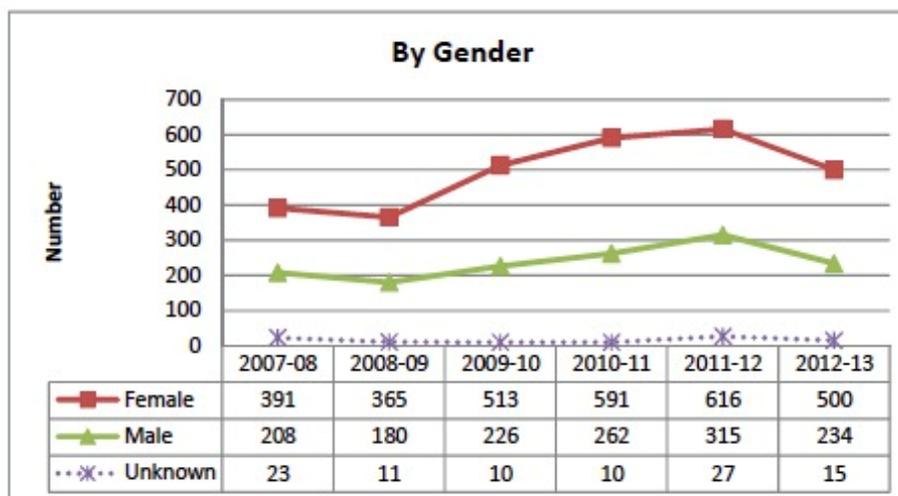
While all groups increased the number of total awards from 2007-2008 to 2011-2012, the greatest gains were made by Hispanic students (50%). This trend was particularly evident in the number of AA/AS degrees awarded to Hispanic students, which increased by 63.9% over the same time period.



Awards by Race/Ethnicity over a 6-year period. Source: CCCCD Research and Planning

Awards by Gender

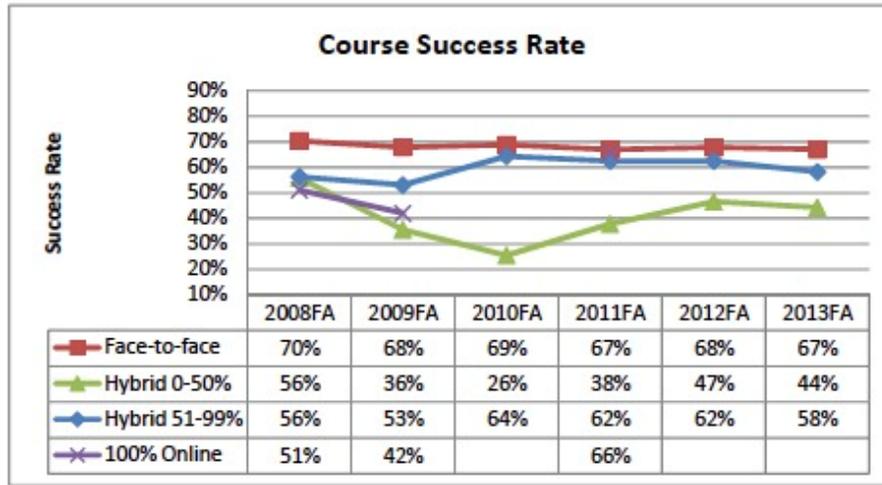
Awards by gender have followed the general awards trend with females generally achieving twice the number of awards as males. From 2007-2008 to the peak of 2011-2012, AA/AS awards to females increased from 209 to 402, or 48%, while AA/AS awards to males increased from 101 to 188, or 45.7%.



Awards by Gender over a 6-year period.
Source: CCCCD Research and Planning

Overall Student Success

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

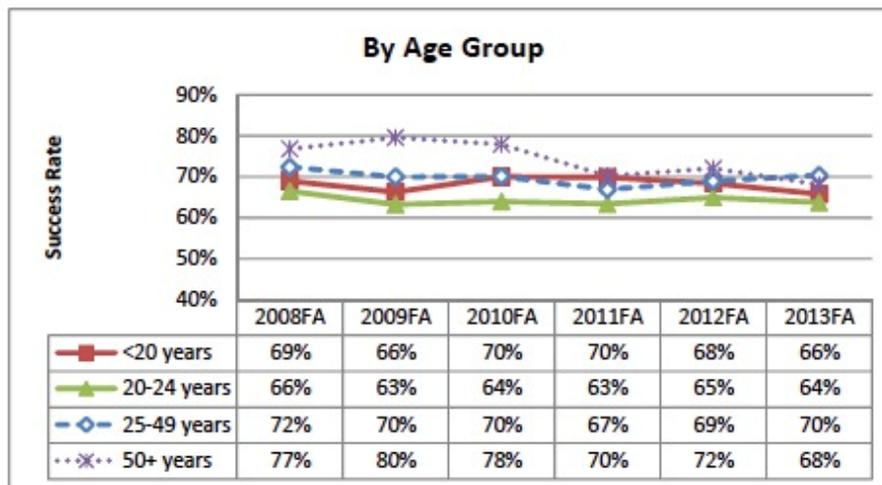


Course success rates over a 5-year period.

Source: CCCCD Research and Planning

Course Success Rates by Age Group

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



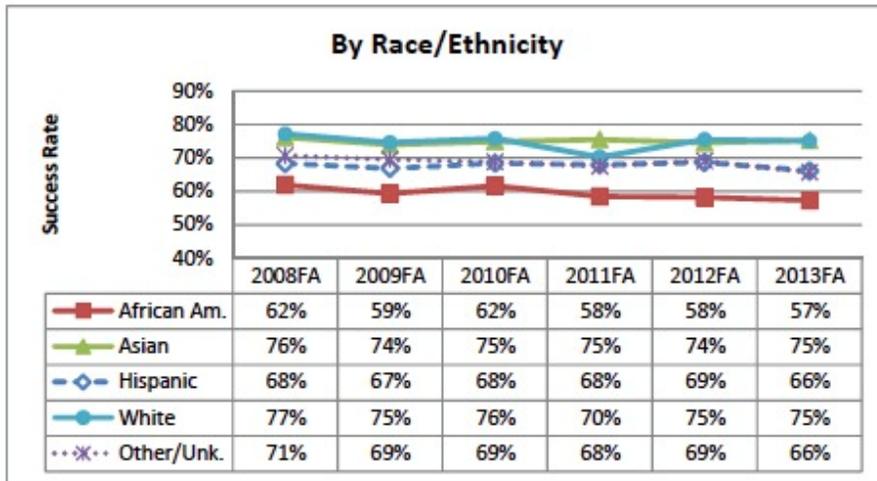
Course success rates by Age Group over a 5-year period.

Source: CCCCD Research and Planning

Course Success Rates by Race/Ethnicity

Course success rates for all ethnic groups declined marginally (average of 3%) from fall 2008 to

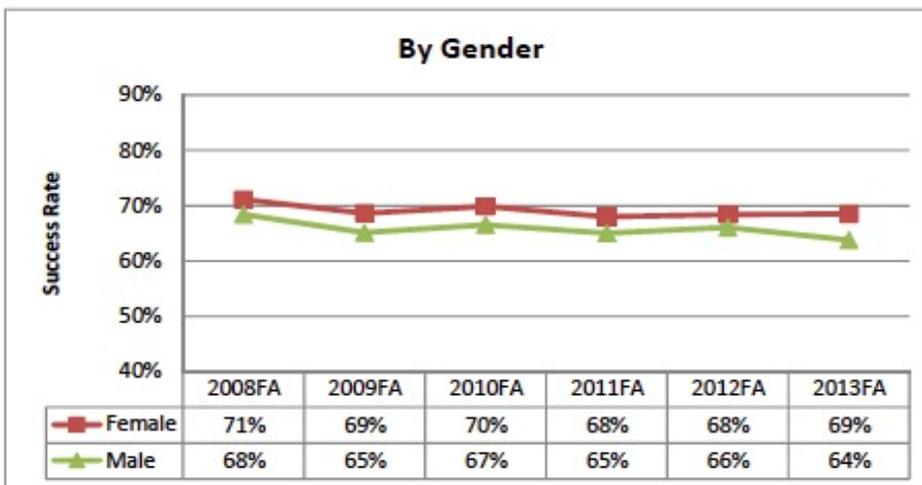
fall 2013. The largest decline was among African-American students and Other/Unknown (5%). The lowest success rates were among African-American (57%) and Hispanic (66%) students. The highest success rates were among Asian and White students (75%).



Course success rates by Race/Ethnicity over a 5-year period.
Source: CCCCD Research and Planning

Course Success Rates by Gender

The overall success rates of both males and females have decreased from fall 2008 (males 68%, females 71%) to fall 2013 (males 64%, females 69%). The gap between the overall success rates of males and females has widened from a 3-point gap in fall 2008 to a 5-point gap in fall 2013.



Course success rates by Gender over a 5-year period.
Source: CCCCD Research and Planning

Assessment and Placement

Between summer 2013 and spring 2014, 72.3% of new high school graduates entering Contra

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

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

Source: CCCCD Research and Planning



Core Beliefs

Vision

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

Mission

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

Values

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

COMMITMENT to helping students learn and to improving the economic and social vitality of

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



College Strategic Goals 2015-2020

Framework to Achieve College Goals

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

Goal 1: Equitably Improve Student Access, Learning and Success

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

Objectives

- 1.1 Improve the steps for the completion of certificates, degrees and for transfer readiness to increase the number of student earning certificates and/or degrees and who are transfer ready.
- 1.2 Expand the definition of student success to include outcomes for career/skills development and the needs of lifelong learners
- 1.3 Improve orientation and advisement practices.
- 1.4 Use multiple measures of assessment to improve student placement.
- 1.5 Improve the effectiveness of campus-wide instructional support.
- 1.6 Increase and promote equitable access and success for all students.
- 1.7 Increase student learning and success by setting institutional standards and goals for achievement.

Suggested Progress Measures

- Review on an annual basis student performance in the areas included in the Student Success Scorecard as compared to the 2015 baseline.
- Identify ways that instructional and student support areas have engaged with student success data and best practices to develop, implement, evaluate and refine activities that boost student performance.
- Determine whether communication structures have been created that enable administrators, faculty and/or staff in instructional and student support areas to regularly share and leverage effective practices.

Goal 2: Strengthen Community Relationships and Partnerships.

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

Objectives

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

Suggested Progress Measures

- Review on an annual basis and compare to the 2015 baseline:
 - The number of student enrolling in the College from local high schools and the success of those students once enrolled.
 - The number of students transferring to four-year institutions and the success of those students once transferred
 - The number of students receiving a CTE certificate and the success of those students in the labor market.
- Determine whether the College has engaged with local K-12 institutions to address high school students' awareness of and interest in college; to ensure that high school faculty understand the skills and knowledge their students will need to succeed in college; and/or to facilitate articulation from high school to college.
- Determine whether the College has engaged the community to address awareness of and

of interest in college.

- Assess the depth and quality of engagement of industry in Career/Technical Education (CTE) programs, such as industry advisory boards and provide regular, meaningful input into curriculum; assessments of regional labor market needs; internship and work-based learning opportunities for students.

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

Provide opportunities to enhance institutional effectiveness and opportunities for employees at all levels to continually gain new skills and knowledge, seek out effective practices, and share ideas with one another in order to continually enhance learning and improve student success.

Objectives

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

Suggested Progress Measures

- Assess the use of professional development among administrators, faculty and staff, including its quality and quantity; whether new skills and knowledge are shared across departments and divisions; and/or the ways in which professional development has led to the introduction of best practices and improved student outcomes as compared to the 2015 baseline.
- Identify in what ways administrators, faculty, and staff within and across departments and divisions have come together to review relevant research and data, reflect on progress toward goals, and make course corrections as needed to ensure institutional effectiveness and learning of the highest quality.
- Determine what activities have been employed to ensure employees have skills and knowledge to serve the needs of diverse students and implement practices that create equitable outcomes.

Goal 4: Utilize Resources Effectively to Support Student Learning and Success

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

Objectives

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

Suggested Progress Measures

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



Next Steps and the Implementation of the Strategic Plan

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

Short-term steps:

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

Long-Term steps:

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



Appendices

What Did Students Say in the Survey?

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

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

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-------------------|-----------|---------|---|----|----|----|----|-----|
| Very satisfied | 66 | 24.3% | | | | | | |
| Satisfied | 139 | 51.1% | | | | | | |
| Neutral | 61 | 22.4% | | | | | | |
| Dissatisfied | 3 | 1.1% | | | | | | |
| Very dissatisfied | 0 | 0.0% | | | | | | |
| Not Applicable | 2 | 0.7% | | | | | | |
| No Response | 1 | 0.4% | | | | | | |

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

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-------------------|-----------|---------|---|----|----|----|----|-----|
| Very satisfied | 69 | 25.4% | | | | | | |
| Satisfied | 110 | 40.4% | | | | | | |
| Neutral | 80 | 29.4% | | | | | | |
| Dissatisfied | 10 | 3.7% | | | | | | |
| Very dissatisfied | 0 | 0.0% | | | | | | |
| Not Applicable | 2 | 0.7% | | | | | | |
| No Response | 1 | 0.4% | | | | | | |

7. Overall quality of instruction.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-------------------|-----------|---------|---|----|----|----|----|-----|
| Very satisfied | 67 | 24.6% | | | | | | |
| Satisfied | 110 | 40.4% | | | | | | |
| Neutral | 81 | 29.8% | | | | | | |
| Dissatisfied | 7 | 2.6% | | | | | | |
| Very dissatisfied | 0 | 0.0% | | | | | | |
| Not Applicable | 2 | 0.7% | | | | | | |
| No Response | 5 | 1.8% | | | | | | |

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

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-------------------|-----------|---------|---|----|----|----|----|-----|
| Very satisfied | 59 | 21.7% | | | | | | |
| Satisfied | 116 | 42.6% | | | | | | |
| Neutral | 71 | 26.1% | | | | | | |
| Dissatisfied | 14 | 5.1% | | | | | | |
| Very dissatisfied | 3 | 1.1% | | | | | | |
| Not Applicable | 8 | 2.9% | | | | | | |
| No Response | 1 | 0.4% | | | | | | |

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

18. General helpfulness of faculty.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-------------------|-----------|---------|---|----|----|----|----|-----|
| Very satisfied | 47 | 17.3% | | | | | | |
| Satisfied | 139 | 51.1% | | | | | | |
| Neutral | 67 | 24.6% | | | | | | |
| Dissatisfied | 8 | 2.9% | | | | | | |
| Very dissatisfied | 6 | 2.2% | | | | | | |
| Not Applicable | 4 | 1.5% | | | | | | |
| No Response | 1 | 0.4% | | | | | | |

20. Availability of faculty office hours.

| Response | Frequency | Percent | 0 20 40 60 80 100 | | | | |
|-------------------|-----------|---------|-------------------|--|--|--|--|
| Very satisfied | 49 | 18.0% | | | | | |
| Satisfied | 108 | 39.7% | | | | | |
| Neutral | 74 | 27.2% | | | | | |
| Dissatisfied | 21 | 7.7% | | | | | |
| Very dissatisfied | 6 | 2.2% | | | | | |
| Not Applicable | 10 | 3.7% | | | | | |
| No Response | 4 | 1.5% | | | | | |

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

21. Tutoring services.

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

31. The overall process of registering for class.

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

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

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

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

29. Library hours.

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

32. The process of applying for financial aid.

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

35. Getting through to staff on the telephone.

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

37. Information about career and job opportunities.

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

41. Space for relaxing or socializing between classes.

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

44. How safe do you feel on campus?

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

45. Availability of parking on campus.

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

What Did Employees Say In The Survey?

When surveyed in spring 2009, employees at Contra Costa College felt the college climate was respectful and responsive to a diverse educational and cultural environment, and believe that college employees were working to recognize the diversity of our campus community. They also responded that the College grounds were well maintained and manicured. They felt that faculty exercise a substantial voice related to educational programs and in the hiring of faculty and other personnel and in institutional policies and that the College treated them with respect. They strongly agree that student academic success was important to the staff.

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

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

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

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

| Q24. The college grounds are well maintained and manicured. | | | | | | | |
|---|-----------------------|----|--------|----|--------|--------|------|
| | No Response | 0 | 0.00% | 22 | 12.36% | 12.36% | 2005 |
| 7 | 1 - Strongly agree | 26 | 25.74% | 54 | 30.34% | 4.59% | 87 |
| 6 | 2 - Mostly agree | 43 | 42.57% | 67 | 37.64% | -4.93% | 14 |
| 5 | 3 - Slightly agree | 18 | 17.82% | 21 | 11.80% | -6.02% | 0 |
| 4 | 4 - Slightly disagree | 10 | 9.90% | 7 | 3.93% | -5.97% | 101 |
| 3 | 5 - Mostly disagree | 2 | 1.98% | 4 | 2.25% | 0.27% | |
| 2 | 6 - Strongly disagree | 2 | 1.98% | 3 | 1.69% | -0.29% | |
| 1 | 7 - Dont know | 0 | 0.00% | 0 | 0.00% | 0.00% | |

Source: ProV

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

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

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

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

Q49. Student academic success is important to staff.

| | | | | | | | |
|---|-----------------------|-----|---------|-----|---------|--------|------|
| | No Response | 0 | 0.00% | 17 | 9.55% | 9.55% | 2005 |
| 7 | 1 - Strongly agree | 51 | 50.50% | 89 | 50.00% | -0.50% | 98 |
| 6 | 2 - Mostly agree | 38 | 37.62% | 54 | 30.34% | -7.29% | 2 |
| 5 | 3 - Slightly agree | 9 | 8.91% | 9 | 5.06% | -3.85% | 1 |
| 4 | 4 - Slightly disagree | 1 | 0.99% | 4 | 2.25% | 1.26% | 101 |
| 3 | 5 - Mostly disagree | 1 | 0.99% | 2 | 1.12% | 0.13% | |
| 2 | 6 - Strongly disagree | 0 | 0.00% | 1 | 0.56% | 0.56% | |
| 1 | 7 - Dont know | 1 | 0.99% | 2 | 1.12% | 0.13% | |
| | | 101 | 100.00% | 178 | 100.00% | | |

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

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

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

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

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

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

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

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

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

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

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

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

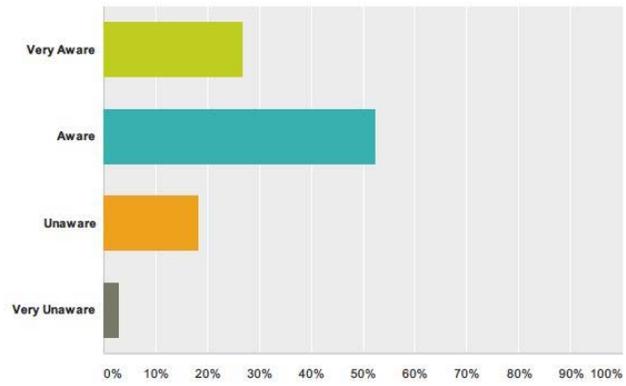
| | | | | | | | |
|---|-----------------------|-----|---------|-----|---------|---------|------|
| | No Response | 0 | 0.00% | 22 | 12.36% | 12.36% | 2005 |
| 7 | 1 - Strongly agree | 12 | 11.88% | 15 | 8.43% | -3.45% | 66 |
| 6 | 2 - Mostly agree | 31 | 30.69% | 56 | 31.46% | 0.77% | 33 |
| 5 | 3 -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

What Did the College Community Say about their Awareness of the College Mission and its Governance?

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

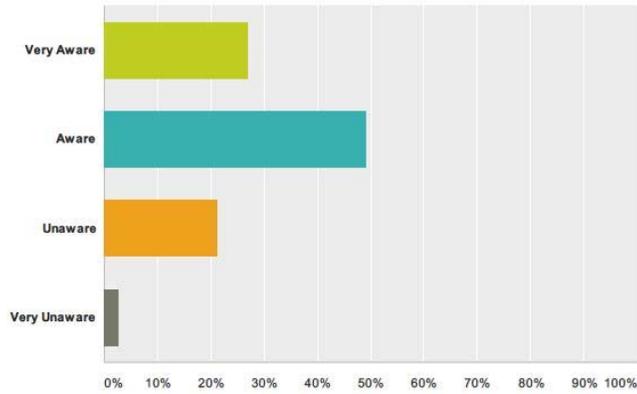
Q6 I am generally aware of the management role in various governing, planning, budgeting, and policy-making bodies of the college.

Answered: 105 Skipped: 3



Q5 I am generally aware of the faculty role in various governing, planning, budgeting, and policy-making bodies of the college.

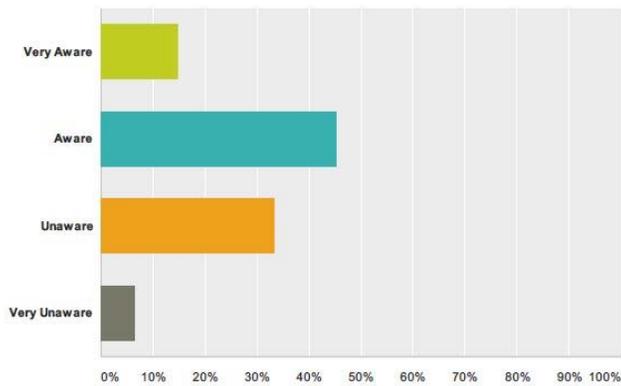
Answered: 108 Skipped: 0



The College community was less aware of the role that other constituencies play.

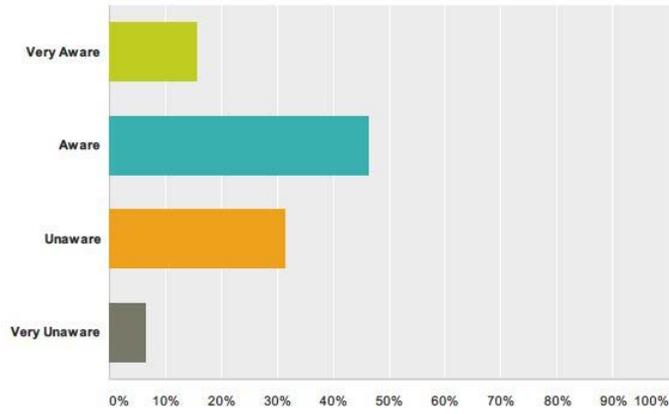
Q3 I am generally aware of the student's role in various governing, planning, budgeting, and policy-making bodies of the college.

Answered: 108 Skipped: 0

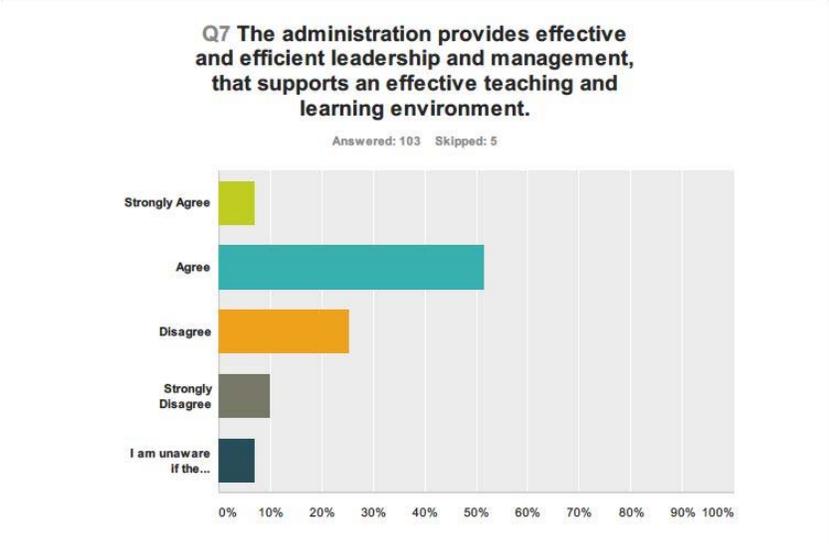


Q4 I am generally aware of the classified role in various governing, planning, budgeting, and policy-making bodies of the college.

Answered: 108 Skipped: 0

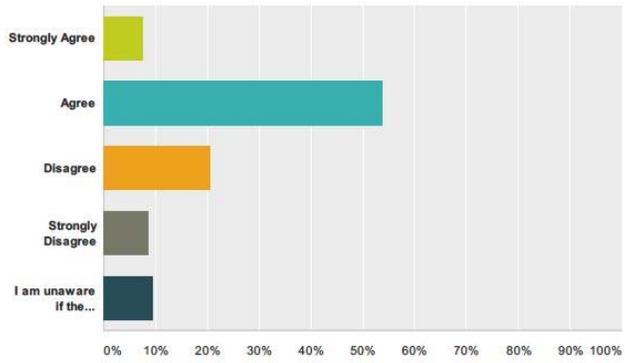


The College community had concerns about the effectiveness and efficiency of administrative leadership and whether it supports faculty, staff and students to define goals, develop plans and priorities for the institution, and whether it utilizes effective and timely methods of communication.



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

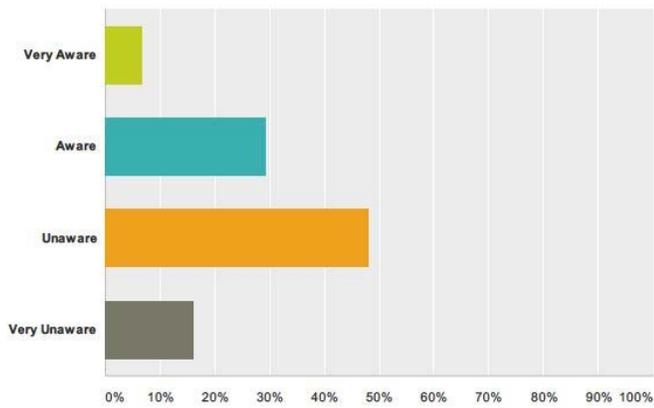
Answered: 106 Skipped: 2



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

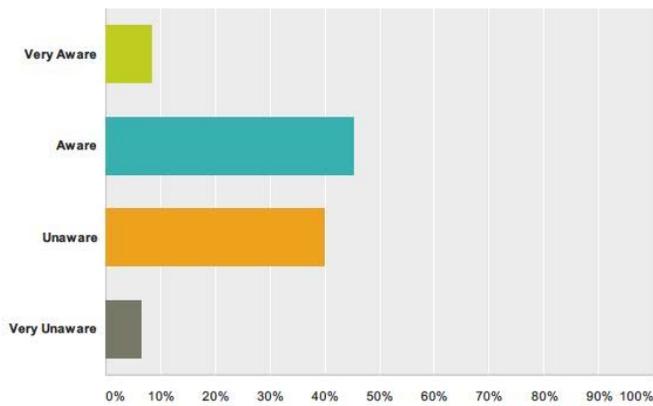
Q10 I am generally aware of the integrated Planning Model the college uses to support its mission effectiveness.

Answered: 106 Skipped: 2



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

Answered: 108 Skipped: 0

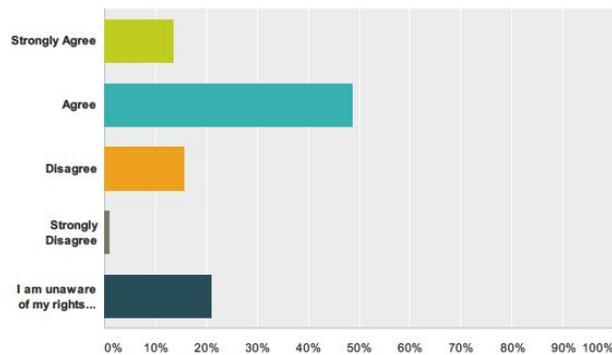


What Did the College Community Say about the Effectiveness of the College Mission and its Governance?

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

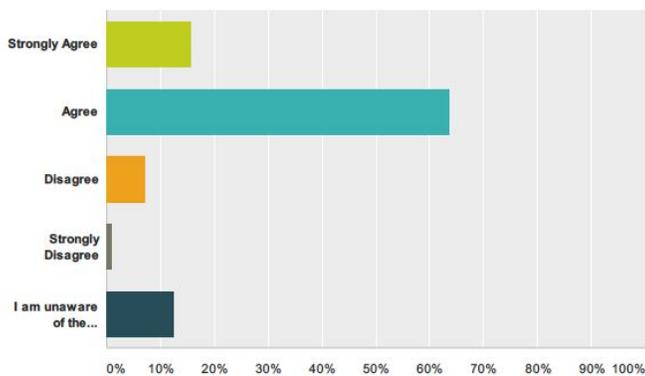
Q2 I am knowledgeable as to my rights and responsibilities under shared governance at the college.

Answered: 185 Skipped: 1



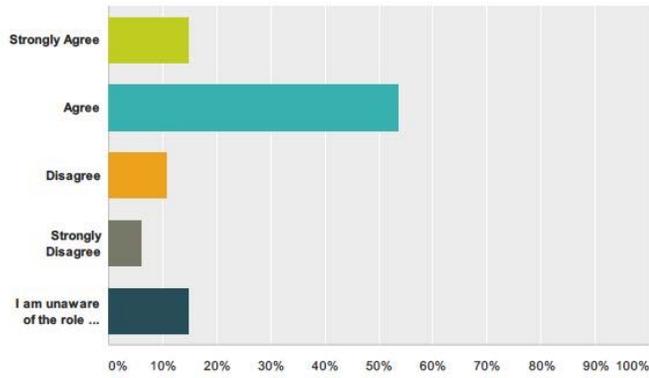
Q3 The college's mission, values and vision statements accurately reflect the shared views of the college.

Answered: 184 Skipped: 2



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

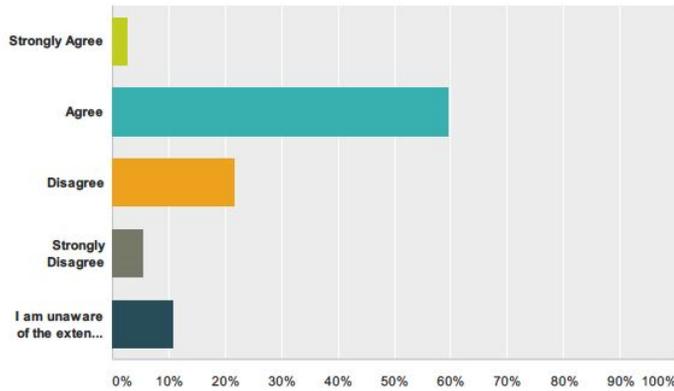
Answered: 183 Skipped: 3



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

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

Answered: 37 Skipped: 0



What Insights did the College Obtain by Hosting Strategic Planning Forums?

The Contra Costa College Planning Committee hosted a number of forums, both on and off campus, to discuss the challenges and opportunities facing the College with the intention of incorporating many of the ideas into its Strategic Plan. Below are samples of the input provided through the various forums.

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

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

- Provide more opportunities for students to participate in “state of nation” competition in

terms of education to let students understand or learn cultural diversity.

- Find other ways to measure student success other than test scores

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

Promote Innovation, Create a Culture of Continuous improvement and Enhance Institutional Effectiveness.

- A more user-friendly and easily navigated CCC Website, user-friendly technology, easy one-click options.
- Cross training student services departments
- Go back to WebAdvisor for inputting Ed Plan.

Effectively Optimize Resources to Support Student Learning and Success

- Collaborative planning and sharing of resources
- Buy what we need, use what we have.
- Innovative uses for technology/easy interface.

Strengthen Community Relationships and Partnerships

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

Equitably Improve Student Access, Learning and Success

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

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

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

The discussion was very freewheeling and provided very valuable student-centered insight from the perspective of a student transferring from high school. Among the suggestions for services

and support that Contra Costa College could provide to incoming high schools students were the

following:

- Early access to college counselors.
- Information session in high school early on so students will learn both about the value of higher education and all that CCC has to offer.
- Opportunities for one-on-one conversations/engagements with college faculty/staff.
- Financial aid information sessions and workshops at the high schools.
- Guidance on what to do after students get to college – essentially guidance on how to “stay” in college.
- College preparation information and guidance at the high schools.
- Assessment testing preparation and pre-tests.
- Treat recent high school graduates as adults but recognize the need of considerable support and “other mothering.”
- Educate on not only degree and transfer programs but also CTE.
- Students like dual enrollment opportunities.

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

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

- Increase outreach regarding financial resources to the population, both at an earlier age to

high school students, and to adult population.

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

On Wednesday, April 15, 2015 the College interim president met with the local Chamber of Commerce. The group felt that the current mission resonated well with them but wanted the College to include a statement about the fact that the College was established in 1949 to show that it is a long-standing institution. Among the items provided as input from the group were the following:

- The College should focus more effort on building connections to the City of Richmond.
- Place an emphasis on building a college-going culture in the community.
- Focus the scholarship opportunities to those coming into CCC, rather than those transferring out of CCC and going to a 4-year school or college.
- The College should be in the front of conversations with city managers and other community leaders.
- CCC should make itself more known and available to undocumented students.

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

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

From the Student Success and Support Plan (SSSP):

- Offer workshops focused on comprehensive educational plan.
- Develop a plan to provide consistent e-counseling services.

- Develop and implement a comprehensive early alert system.

- Develop the appeals process to address students on academic/progress probation.

From the Student Equity Plan:

- Provide enrollment and assessment services at community locations.
- Connect pathways to employers.
- Market pathways to high school staff, students, families and the community.
- Align Professional Development.
- Redesign assessment process.
- Evaluate, implement and assess a comprehensive early alert system.
- Develop pathways maps to articulate options for students.
- Pilot programs in math and English to use high school grades and other standardized high school tests for placement in college classes.
- Enhance campus-wide instructional support.

The Contra Costa College Educational Master Plan, 2007-2017

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

Contra Costa College **Strategic Directions 2015-2020:** **Vision 2020:** **Equity and Access,** **Engagement and Achievement,** **Excellence and Accountability**

Below are charts of the College's Strategic Directions detailing each overall Strategic Direction, its alignment with the District's Strategic Direction, the Strategic Objectives associated with each Strategic Direction and the specific strategies intended to accomplish each objective.



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

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

| STRATEGIC DIRECTION | OBJECTIVE | STRATEGY |
|--|--|--|
| <p>3. Promote Innovation, Create a Culture of Continuous Improvement and Enhance institutional Effectiveness. Provide opportunities to enhance institutional effectiveness, for employees at all levels to continually gain new skills and knowledge, seek out effective practices, and share ideas with one another in order to continually enhance learning and improve student success.</p> <p>Aligns with District Strategic Goal #3: Create a Culture of Continuous Improvement and Tangible Success.</p> | 3.1 Improve professional development practices. | <p>A. Align professional development with the college Strategic Directions.</p> <p>B. Improve the effectiveness of the college professional development opportunities.</p> <p>C. Explore and institutionalize innovative practices.</p> <p>D. Improve training for faculty who are developing and teaching distance education courses.</p> |
| | 3.2 Improve cultural and global competence among students and employees. | <p>A. Improve the diversity of the adjunct hiring pools.</p> <p>B. Develop programs and activities that focus on cultural diversity and global issues.</p> |
| | 3.32 Improve the evaluation of planning and operational processes and use the results to improve the overall quality of the institution. | <p>A. Improve the alignment of planning, governance, and operations through clear processes, guidelines and methods of communication.</p> <p>B. Align the college programs and services with the needs of its students and community.</p> <p>C. Improve program review process to maximize programmatic and department/unit effectiveness.</p> <p>D. Utilize SLO/AUO results to improve instruction, resource allocation, and other operations and services to support student success and institutional effectiveness.</p> <p>E Create a distance education plan to support student equity, access and success.</p> |
| | 3.4 Utilize institutional set standards for student learning and achievement to enhance continual institutional effectiveness. | A. Identify appropriate student success measures, including course success rate, course retention rate and number of students who complete degrees and certificates, as well as those who are transfer ready, set goals, create interventions and report the college's progress. |
| | 3.5 Improve the college's communications and marketing efforts. | <p>A. Develop a college marketing plan.</p> <p>B. Develop strategies to share innovative practices and their results with the campus community.</p> <p>C. Improve the communication of planning, budgetary and governance processes to the college community.</p> |

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

Links to Related Documents:

CCC Educational Master Plan

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

Technology Plan

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

District Construction Plan

<http://www.contracosta.edu/wp-content/uploads/2014/04/5YearConstructionPlan.pdf>

CCC Facilities Master Plan

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

Equity Plan

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

SSSP Plan

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

Student Satisfaction Survey

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

Employee Satisfaction Survey

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

Awareness Survey

http://www.contracosta.edu/wp-content/uploads/2014/04/Awareness_All-Full-Time_140409-1.pdf

http://www.contracosta.edu/wp-content/uploads/2014/04/awareness_All-Part-Time_140409-1.pdf

http://www.contracosta.edu/wp-content/uploads/2014/04/Awareness_Faculty-part-time_140409.pdf

http://www.contracosta.edu/wp-content/uploads/2014/04/Awareness_Faculty-full-time_140409.pdf

http://www.contracosta.edu/wp-content/uploads/2014/04/Awareness_All-Classified_140409.pdf

http://www.contracosta.edu/wp-content/uploads/2014/04/Awareness_Classified-

[hourly_140409.pdf](#)

http://www.contracosta.edu/wp-content/uploads/2014/04/Awareness_Classified-full-time_140409.pdf

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

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

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

Effectiveness Survey

http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_Management_140410.pdf

http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_All-Full-Time_140409.pdf

http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_All-Part-Time_140409.pdf

http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_All-Classified_140409-1.pdf

http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_All-Faculty_140409-2.pdf

http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_Faculty-full-time_140409.pdf

http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_Faculty-part-time_140409-1.pdf

http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_Classified-full-time_140409-2.pdf

http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_Classified-part-time_140409-1.pdf

http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_All-Student_140409.pdf

http://www.contracosta.edu/wp-content/uploads/2014/04/Effectiveness_All_140409-1.pdf

Environmental Scan

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

[.pdf](#)

District Strategic Plan

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

Student Success Scorecard

<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=311>

Scorecard Trends Report

[http://www.4cd.edu/research/Scorecard/2013 Scorecard Trends Report.pdf](http://www.4cd.edu/research/Scorecard/2013%20Scorecard%20Trends%20Report.pdf)

CCC BUDGET COMMITTEE
Minutes of the Meeting

Committee Members

| | | |
|--------------------------|-----------------------|---------------|
| Mariles Magalong, Chair* | Tammeil Gilkerson | Erika Green |
| Terrill Mead | Wayne Organ | Seti Sidharta |
| Student rep* | Mayra Padilla - Guest | |

*-absent

BUDGET COMMITTEE MEETING
Wednesday, March 18, 2015 @ 2:00 p.m.
AA-216 Conference Room

1. Seti motioned to approve the agenda with the following changes, Wayne seconded the motion, and the committee unanimously approved:
 - #4 – Report from Student Success Committee is moved to #6
 - #7 – Assessment of resource allocation is tabled for next meeting
2. The minutes from last month's meeting were reviewed. Seti motioned to approve with the following changes, Terrill seconded the motion, and was unanimously approved:
 - Tammeil Gilkerson was marked as absent and removed the absent notation for Wayne Organ
 - Item #5 removed 5th bulleted item per Seti
3. Tammeil reviewed the Budget Augmentation Recommendation to the committee and noted that the following programs are denied or funding reduced due to the following reasons:
 - AFRAM LARAZ – Will be forwarded to Student Success committee for funding out of Equity funds
 - Campus Wide Tutoring – Will be funded out of Math department budget
 - CSE – Not funded since the request is a continuing one from last year
 - Culinary Arts – Classified FTE is not being funded
 - Drama – Funding is reduced to \$6,624 due to the maximum amount per formula
 - ESL – Will be forwarded to Student Success committee for funding out of Equity funds
 - Financial Aid – Not funded due to their 2% BFAP admin allowance
 - International Students – Not funded
 - PE/Kinesiology - \$17,000 for classified not funded. Reduced funding to \$5,000

- Professional Development – Will be forwarded to Student Success committee for funding out of Equity funds
 - Social Sciences – Not funded and only asking for last year's augmentation to continue
 - Student Life – Classified FTE is not funded
 - Veteran's Program – Will be forwarded to Student Success committee for funding out of Equity funds
4. Seti reported that the Grants Committee met on Thursday, March 5, 2015 and discussed the following:
- In regards to the grant procedure, Kelly Schelin suggested that a form can be used for applicants to fill out explaining the what, who, where, when, and why of a particular project. She will provide a sample of a form that was used by her previous institution.
 - Form will be sent to the Grants committee for evaluation and suggestions. Applicants can incorporate suggestions to their grant proposal and once the writing is completed, applicants can send the grant proposals for approval by the area dean, business office, and college president.
 - Seti relayed Wayne Organ's concern about sub committees being a Brown Act committee. Nick commented that the grant committee is a sub of College Council which is a Brown Act Committee, therefore it is not necessary for the grant committee to be a Brown Act Committee on its own.
 - Nick relayed that Grant committee may be dissolved and a task force could be developed only when there is a need for grant proposal evaluation.
5. Mayra reported that Student Success committee will be accepting applications from other programs to be reviewed for funding. Some of the budget augmentation requests submitted to the Budget Committee which were not funded will be forwarded to Student Success for funding out of Equity Funds.
6. The assessment of the resource allocation process was tabled for the next meeting.

Meeting adjourned at 2:45 p.m.

| Contra Costa College | | |
|------------------------------|---------------------------------|--|
| Budget Augmentation Requests | | |
| Recommendation for Funding | | |
| For 2015-2016 | | |
| Department | Amount Funded | Description |
| Admissions and Records | \$ 6,319.00 | Hourly help |
| APEG Resource | \$ 585.00 | Equipment |
| Athletics | \$ 13,200.00 | Annual reconditioning and certification of football equipment: and athletic uniforms, stadium benches, & injury care equipment |
| Automotive | \$ 5,362.00 | Software, supplies, & parts |
| Biology Science | \$ 8,289.00 | Supplies/materials & equipment replacement |
| Biotechnology | \$ 8,000.00 | Lab Technician assistant/student worker, supplies/materials, & equipment |
| Chemistry | \$ 7,300.00 | Supplies, student assistants, & additional melting point apparatus |
| College Skills Center | \$ 5,000.00 | Hourly help, textbook upgrade, office supplies & marketing materials |
| Drama | \$ 6,624.00 | Upgrade equipment/replace broken ones |
| English | \$ 5,008.20 | Design/publishing of "Current" magazine |
| Fine & Media Arts | \$ 4,647.99 | Equipment |
| Foreign Languages | \$ 3,200.00 | Student worker, maintenance fees & professional development |
| Journalism | \$ 6,880.00 | Printing of The Advocate |
| KNOX | \$ 4,900.00 | Podium/lectern replacement & scrim backdrop for stage |
| LAVA Division | \$ 2,560.00 | Hourly student worker, supplies & equipment, travel |
| Liberal Arts Division | \$ 6,400.00 | Student worker |
| Library | \$ 10,639.20 | Update of book and media resources |
| Music | \$ 6,838.00 | Accompanist, supplies/materials, & instructional equipment |
| NSAS Division | \$ 2,060.00 | Supplies/equipment & student assistant |
| Office of Instruction | \$ 6,595.00 | Hourly staff support & scantrons |
| PE/Kinesiology | \$ 5,000.00 | Supplies/materials & equipment |
| Public Safety EMED | \$ 5,000.00 | Hourly instructional assistants |
| Speech Communication | \$ 6,400.00 | Supplementary coaching staff and tutors, equipment, supplies & materials |
| Student Services Division | \$ 2,908.00 | Hourly office assistant, supplies & materials, travel |
| Technology | \$ 11,000.00 | Equipment & Media Services supplies/materials |
| TOTAL | \$ 150,715.39 | |