

CONTRA COSTA COLLEGE
Special College Council: Minutes

Date: Thursday, May 9, 2019

Time: 4:15-5:00 pm

Room: SAB-211, Contra Costa College, 2600 Mission Bell Drive, San Pablo, CA 94806

Management:

Tish Young (Speaker)
 Carsbia Anderson
 Jason Berner
 Karl Debro
 Susan Kincade
 Mayra Padilla
 Kelly Schelin
 Katrina VanderWoude

Faculty:

Beth Goehring
 Stephanie Austin
 Nikki Ferguson
 Vanna Gonzales
 Jessica Le

Students:

Rebecca Hernandez
 Alfredo Angulo
 Preston Akubuo-Onwuemeka

Classified:

Brandy Gibson
 Zolayma Martin

TOPIC	DISCUSSION	ACTION ITEMS
1. Call to Order by Chair	The meeting was called to order at 4:21 p.m.	
Presentations		
2. Public Comment	No public comment	
Information/Action Items		
3. CCC's Vision for Success Plan	<p>Mayra shared the Local Vision Goals that are tied to the allocation of the new funding formula.</p> <p>Recommendation for final approval and will go to Board. The deadline is May 31, 2019.</p> <p>Motion by Management, Seconded by Classified. Call for Discussion.</p> <p>Need clarification by Mayra on the goals, how they were set, but we need to identify how we can strategize.</p> <p>Vote called. Motion Passed with no abstentions.</p>	

4. CCC's Student Equity Plan	<p>Reviewed the metrics of the Student Equity Plan.</p> <p>After approval, an Executive Summary will be created and posted to the website over the next 2 weeks. Vanna requested to have this information in advance prior to meeting for a quick rubber stamp approval. All groups have had this information. For the future, would like to have this information sent to every faculty member of the committee. Mayra acknowledged that we could do this.</p> <p>Motion to approve, Seconded. Motion Passed.</p> <p>Vote to extend the meeting. Motion approved by all groups. Need to agendize the process of College Council.</p>	
5. CCC's 2019-2020 Strong Workforce Investment Strategy	<p>Kelly provided an overview of the Strong Workforce.</p> <p>Motion to approve and Seconded. Motion passed with no abstentions.</p>	
6. Next Meeting: 2 nd Thursday of September, 2019: 9/12/19		
7. Adjournment	Meeting adjourned at 5:22 p.m.	

CONTRA COSTA COLLEGE
College Council **Special Meeting Agenda**

Date: Thursday, May 9, 2019

Time: 4:15–5:00 p.m.

Room: SAB-211 Contra Costa College, 2600 Mission Bell Drive, San Pablo, CA 94806

1. Call to Order by Chair..... R. Hernandez or Designee

Presentations

2. Public Comment

Information / Action Items

3. CCC's Vision for Success Plan.....M. Padilla
4. CCC's Student Equity Plan.....M. Padilla
5. CCC's 2019-2020 Strong Workforce Investment StrategyK. Schelin
6. Next Meeting To be determined
7. Adjournment

5/9/19

- 1) DIKKI FERGUSON Faculty member
- 2) Vanessa Gonzalez Faculty member
- 3) Beth Goehring Faculty member
- 4) ~~_____~~
- 5) Mpadille
- 6) Jessica Le
- 7) REBECCA HERNANDEZ STUDENT REP/CHAIR
- 8) Alfredo Angulo - Student
- 9) Preston Akubuo - Onwemeka - Student
- 10) SUSAN KINCADE, INTERIM VPAA.
11. Stephanie Austin - Faculty Music
12. ~~_____~~ (BERNER) - MANAGEMENT
- 13) Zaque Martin - Classified
- 14) CARSBIA ANDERSON
- 15) Tish Young
- 16) Brandy Gibson - classified
- 17) Kelly Schelin
- 18) KARL DEBRU

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Student Equity Plan Summary

Contacts

Project Lead Contact

Mayra Padilla
mpadilla@contracosta.edu

Alternate Project Lead Contact

Joy Hakola-Dardin
Senior Research Analyst
jdardin@4cd.edu
(925) 229-6929

Approvers

Chief Instructional Officer

Susan Kincade
Interim Vice President for Academic Affairs
skincade@contracosta.edu
(510) 215-3806

Awaiting Submittal

Chief Student Services Officer

Carsbia Anderson
caanderson@contracosta.edu

Awaiting Submittal

Chancellor/President

Katrina VanderWoude

kvanderwoude@contracosta.edu

Awaiting Submittal

Academic Senate President

Beth Goehring

President, Academic Senate

bgoehring@contracosta.edu

Awaiting Submittal

Chief Business Officer

Mariles Magalong

Chief Business Officer

mmagalong@contracosta.edu

Awaiting Submittal

Details

Assurances

* I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

Progress & Success

Process & Schedule

Upon the recommendation and guidance of District Research and Planning (DRP) Leadership, the colleges will continue to develop the strategic components of their Student Equity and Achievement Plans using locally validate data provided by the

DRP. The data used in the SEA Plans will conform to the metrics identified by each of the colleges and the student populations that the local data have revealed to be disproportionately impacted. The data will be provided to the colleges through several tools designed to support local monitoring and assessment activities. Data dashboards will provide the colleges with detailed DI data for all student subpopulations updated every semester. To supplement the dashboard data, the DRP will support research requests from the colleges that will pursue more detailed lines of inquiry. These tools and services will serve as an ongoing resource for our annual progress report and for future goal-setting efforts. The Planning Committee is also discussing the possibility of embedding the Vision for Success and Equity goals into the program review process so that every department can report on the progress they are making on achieving these goals.

Success Criteria

Contra Costa College continues to increase institutional capacity to meet the Vision for Success and Student Equity Plan goals. We have expanded from a one to two Vice President structure. The addition of a Student Services Division to complement Academic Affairs has provided an opportunity to further explore where our resources are most needed in line with the support structures and growth needs of the college. An IEPI grant helped us focus on Strategic Enrollment Management, Guided Pathways Implementation, and campus climate and morale. The Guided Pathways Initiative Grant provided resources to develop a Tri-Chair framework (Faculty, Classified Professional, and Manager) for our steering committee and work groups so that stakeholders across the institution inform our implementation efforts. We have consolidated our Equity, Basic Skills, and 3SP leads into an Integrated Planning Group. As the principal committee tasked with strategic planning and program review, the Planning Committee works with college constituency groups to provide a collaborative and integrated approach to the accomplishment of college strategic goals. All college units are required to undergo program review and validation by the Planning Committee and we are developing a process to embed the VFS and Equity goals into this process. The Budget Committee consults with Planning and the Integrated Planning Group to ensure integrated budgetary decisions across the campus. The college president and vice-presidents provide further coordination of campus-wide initiatives through monthly updates in meetings with the deans. The college includes managers overseeing categorical programs such as EOPS and DSPS in integrated planning efforts. We have hired a research analyst to help us develop capacity to use an equity lens informed by data to assess and continuously improve our integrated planning efforts. Finally, this coming year we will undergo a retooling of our Student Success and Basic Skills Committees to assure that we use equity principles as we implement campus wide initiatives such as AB705 and Guided Pathways. We have received a second IEPI grant to help us analyze the current Governance Structure and Decision Making processes with the goals of streamlining the participatory governance structure, improving communication, fully integrating planning and resource allocation processes, and better integrate learning outcomes and equity assessments into our integrated planning.

Executive Summary

Not Entered

Metrics

Overall Student Population

Metric	Baseline	Goal	Equity Change
Enrolled in the Same Community College	8353	8479	+1.51%
Retained from Fall to Spring at the Same College	3942	3962	+0.51%
Completed Both Transfer-Level Math and English Within the District in the First Year	59	64	+8.47%
Attained the Vision Goal Completion Definition	606	631	+4.13%
Transferred to a Four-Year Institution	594	612	+3.03%

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Disabled	Female	Transferred to a Four-Year Institution	18	39	+116.67% ▯▮
Disabled	Male	Transferred to a Four-Year Institution	13	21	+61.54% ▯▮
Native Hawaiian or other Pacific Islander	Female	Transferred to a Four-Year Institution	1	2	+100% ▯▮
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	0	1	0% ◀▶
Hispanic or Latino	Male	Transferred to a Four-Year Institution	54	81	+50% ▯▮
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	-	1	0% ◀▶
Foster Youth	Female	Transferred to a Four-Year Institution	5	7	+40% ▯▮
LGBT	Male	Transferred to a Four-Year Institution	4	5	+25% ▯▮
LGBT	Female	Transferred to a Four-Year Institution	7	9	+28.57% ▯▮
Disabled	Female	Enrolled in the Same Community College	237	288	+21.52% ▯▮
Black or African American	Female	Enrolled in the Same Community College	1055	1392	+31.94% ▯▮
White	Female	Enrolled in the Same Community College	486	575	+18.31% ▯▮
Some other race	Female	Enrolled in the Same Community College	34	45	+32.35% ▯▮
American Indian or Alaska Native	Female	Enrolled in the Same Community College	19	27	+42.11% ▯▮
Black or African American	Male	Enrolled in the Same Community College	756	816	+7.94% ▯▮
White	Male	Enrolled in the Same Community College	348	426	+22.41% ▯▮
Some other race	Male	Enrolled in the Same Community College	19	43	+126.32% ▯▮
Foster Youth	Female	Enrolled in the Same Community College	112	151	+34.82% ▯▮
LGBT	Female	Enrolled in the Same Community College	232	261	+12.5% ▯▮

Demographic	Gender	Metric	Baseline	Goal	Equity Change
LGBT	Male	Enrolled in the Same Community College	116	135	+16.38% ▶▶◀
Black or African American	Female	Retained from Fall to Spring at the Same College	387	433	+11.89% ▶▶◀
White	Female	Retained from Fall to Spring at the Same College	258	300	+16.28% ▶▶◀
More than one race	Female	Retained from Fall to Spring at the Same College	104	128	+23.08% ▶▶◀
Black or African American	Male	Retained from Fall to Spring at the Same College	226	271	+19.91% ▶▶◀
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◀▶
Disabled	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◀▶
LGBT	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	2	+100% ▶▶◀
White	Female	Attained the Vision Goal Completion Definition	32	49	+53.13% ▶▶◀
Some other race	Female	Attained the Vision Goal Completion Definition	4	5	+25% ▶▶◀
White	Male	Attained the Vision Goal Completion Definition	23	29	+26.09% ▶▶◀
Native Hawaiian or other Pacific Islander	Male	Attained the Vision Goal Completion Definition	0	1	0% ◀▶
Foster Youth	Female	Attained the Vision Goal Completion Definition	7	9	+28.57% ▶▶◀
Foster Youth	Male	Attained the Vision Goal Completion Definition	5	7	+40% ▶▶◀
LGBT	Female	Attained the Vision Goal Completion Definition	6	14	+133.33% ▶▶◀
LGBT	Male	Attained the Vision Goal Completion Definition	4	6	+50% ▶▶◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Veteran	Female	Attained the Vision Goal Completion Definition	1	2	+100% ▶▶◀◀

Additional Categories

Demographic	Gender	Metric	Goal
Latino	Male	Attained the Vision Goal Completion Definition	81
AB540/Dreamers	Female	Enrolled in the Same Community College	Not Entered
AB540/Dreamers	Male	Enrolled in the Same Community College	Not Entered
ESL Population	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	Not Entered
ESL Population	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	Not Entered
ESL Population	Female	Enrolled in the Same Community College	Not Entered
ESL Population	Male	Enrolled in the Same Community College	Not Entered

Activities

Access: Successful Enrollment

Brief Description of Activity

CCC will increase the number of students who successfully enroll by implementing a Promise Program with a Guided Pathways framework. We will leverage the FT3 program, which promotes free tuition and completion of the matriculation process for first-time students. Develop an improved orientation process. Multiple measures and guided self-placement efforts will be fully scaled. We will explore models to embed career exploration and major selection into our onboarding process. Intentional and targeted counseling support to provide students educational plans in their major pathway. A case management approach will be used to monitor the impact of targeted outreach, intentional onboarding, and enrollment support, especially for target populations. We will provide targeted outreach and enrollment support for ESL students. Students will be case managed from initial outreach point of contact to registration in courses. Intrusive interventions will assure that students have assistance removing barriers to establishing residency, receiving financial aid, and registering for classes. Student Ambassadors will strengthen support services. CCC will build partnerships with community based organizations that serve target populations. We will also strengthen our partnership with West Contra Costa Unified School District (WCCUSD) partners in these efforts. The Veterans Center will provide similar support for our veterans. We will explore models to build infrastructure to better serve Foster Youth. Engage students in the design and implementation of these efforts. Professional development will be provided for staff leading and implementing these activities, including equity-minded and culturally responsive practices. A Design Thinking retreat will support the scaling of the Promise Program by integrating processes and practices from distinct college learning communities and categorical programs. We will develop a research and evaluation plan for these areas to inform implementation and continuous improvement.

Related Metrics

- Disabled : Female : Enrolled in the Same Community College

- Black or African American : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- White : Male : Enrolled in the Same Community College
- Some other race : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- LGBT : Male : Enrolled in the Same Community College
- Overall : All : Enrolled in the Same Community College
- AB540/Dreamers : Female : Enrolled in the Same Community College
- AB540/Dreamers : Male : Enrolled in the Same Community College
- ESL Population : Female : Enrolled in the Same Community College
- ESL Population : Male : Enrolled in the Same Community College

Retention: Fall to Spring

Brief Description of Activity

CCC will increase the number of students that are successfully retained from fall to spring by expanding the Promise First Year Experience. A warm hand-off between the onboarding team and the retention team will assure that students do not fall through the cracks. The case management system will involve milestone and momentum point check-ins leading to intrusive guidance. Wrap around supports will be provided, especially for our housing and food insecure students. These supports include Mental Health services from JFK University, Breakfast Program, Food Pantry, Emergency Transportation Grants, and Book Loan and Free Text Book Programs. Counselors will provide educational planning support to clarify the trajectory of the major pathway. We will explore Foster Youth Service models and develop capacity to expand services to this population. Intrusive guidance will be provided to troubleshoot personal, financial aid, and enrollment roadblocks. Provide a restorative justice lens to probation and dismissal support services. Our African American Male students will find support and guidance to solidify their sense of belonging on our campus through the mentorship they will receive as part of the African American Male Leadership Program. New faculty will participate in the Teaching Men of Color training as part of their Nexus responsibilities. We will enhance the Annual Equity-Minded Pedagogy Conference and establish a Community of Practice to encourage faculty to update their curriculum and pedagogy with culturally relevant methodology. Faculty participating in the Mindful Advising and Mentoring Program (Equity Hour for adjunct faculty) will receive training in equity-focused practices to help create strategies to better engage students outside of the classroom. We will continue to support our DREAMers Alliance and Safe Zone Committee as well as provide support for events such as the International Women's Day Celebration and the Equity Speaker Series. Providing student success programs, tutoring and supplemental instruction will also increase student retention. Develop an early warning system to assure that students in jeopardy of failing or dropping receive just in time support. A team of faculty, classified professionals, students, and managers will attend the National Conference on Race and Equity to inform our professional development annual events. We will develop a research and evaluation plan to inform implementation and continuous improvement efforts.

Related Metrics

- Black or African American : Female : Retained from Fall to Spring at the Same College
- White : Female : Retained from Fall to Spring at the Same College
- More than one race : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Overall : All : Retained from Fall to Spring at the Same College

Completion of Transfer-Level Math and English

Brief Description of Activity

CCC will increase the number of students completing transfer level Math and English by implementing AB705 compliant multiple-measures and self-guided placement, instituting co-requisite support courses, and developing support mechanisms to guide students to enroll in the appropriate classes for their intended major. English, Math, and ESL faculty in conjunction with counselors, Student Services heads, and Instructional leaders will help coordinate campus-wide implementation of AB705 to improve messaging and rollout efforts. English and Math faculty will create communities of practice focused on pedagogy and curriculum development to effectively implement the co-requisite models. ESL will create non-credit support and “mirrored” classes. ESL students will also have access to Digttools. Math Jam and English Bootcamp will provide additional academic support for students during the intersessions. To increase the number of students that are transfer level ready in Math and English by high school graduation, we will host an annual Math & English Summit with our partners at WCCUSD. Faculty implementing AB705 initiatives and teaching co-requisite support courses will attend California Acceleration Project Professional Development conferences and trainings on equity-minded teaching and culturally responsive pedagogy. Students will have access to Book Loan and Free Text Book Programs. Online and Drop-In Tutoring and PLTL will be provided for introductory Math and English courses. African American students will receive support in English completion through our Per Ankh program. We will also develop an evaluation plan to assess the effectiveness of these practices and inform continuous improvement efforts.

Related Metrics

- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- ESL Population : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- ESL Population : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

Transfer to a Four-Year Institution

Brief Description of Activity

CCC will increase the number of students transferring to a four-year institutions by providing students intentional access to counselor assisted Transfer Educational Planning. To increase student engagement we will support transfer exploration opportunities, College Tours, the HBCU Caravan, Transfer Application Workshops, and an enhanced Transfer Day.

Related Metrics

- Disabled : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Female : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- LGBT : Male : Transferred to a Four-Year Institution
- LGBT : Female : Transferred to a Four-Year Institution
- Overall : All : Transferred to a Four-Year Institution

Earned HS Equivalency, Noncredit Certificate, CO Approved Credit Certificate, Associate Degree, CCC Bachelor's Degree

Brief Description of Activity

CCC will increase the number of students earning credit certificates and associate degrees by providing students intentional access to counselor assisted Educational Planning, Major Exploration opportunities, and transcript analysis.

Related Metrics

- White : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Veteran : Female : Attained the Vision Goal Completion Definition
- Overall : All : Attained the Vision Goal Completion Definition
- Latino : Male : Attained the Vision Goal Completion Definition



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NOVA Site Version: [4.6.3](#)

The data in the Local Vision Goals on NOVA is taken from the Student Success Metrics (SSM) on the Launchboard. However, when the SSM metrics are updated, there may be a slight (less than 24 hours) lag before the NOVA numbers are updated.

Local Vision Goals Summary Produced: May 1, 2019, 7:01 AM UTC Mayra Padilla

Contra Costa College

Contacts

Lead Contact

Mojdeh Mehdizadeh

mojdeh@4cd.edu

(510) 215-3801

Additional Contact

Mayra Padilla

mpadilla@contracosta.edu

Certifying Contacts

Academic Senate President

Beth Goehring

President, Academic Senate

bgoehring@contracosta.edu

Chief Executive Officer

Katrina VanderWoude

kvanderwoude@contracosta.edu

Board of Trustees President

Board President Victoria Gordon

Governing Board President

vcgordon@hotmail.com

(925) 370-6236

Goal 1: Completion

Systemwide Goal

Increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.

Goal 1A: Increase All Students Who Earned an Associate Degree (including ADTs)

Contra Costa College will increase among all students, the number who earned an associate degree or associate degree for transfer in the selected or subsequent year from:

# in 2016-17	Expected # in 2021-22	% Increase
445	556	25%

Goal 1B: Increase All Students Who Earned a Chancellor's Office Approved Certificate

Contra Costa College will increase among all students, the number who earned a Chancellor's Office approved certificate in the selected or subsequent year from:

# in 2016-17	Expected # in 2021-22	% Increase
305	381	25%

Goal 1C: Increase All Students Who Attained the Vision Goal Completion Definition

Contra Costa College will increase among all students, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected or previous year from:

# in 2016-17	Expected # in 2021-22	% Increase
533		0%

Goal 2: Transfer

Systemwide Goal

Increase by at least 35% the number of CCC students system-wide transferring annually to a UC or CSU

Goal 2A: Increase All Students Who Earned an Associate Degree for Transfer

Contra Costa College will increase among all students, the number who earned an associate degree for transfer in the selected or subsequent year from:

# in 2016-17	Expected # in 2021-22	% Increase
89	120	35%

Goal 2B: Increase All Students Who Transferred to a CSU or UC Institution

Contra Costa College will increase among all students, the number who transferred to a four-year institution from:

# in 2016-17 (students last enrolled in 2015-16)	Expected # in 2021-22	% Increase
444	599	35%

Goal 3: Unit Accumulation**Systemwide Goal**

Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units to 79 total units, a decrease of 9%.

Goal 3A: Decrease Average Number of Units Accumulated by All Associate Degree Earners

Contra Costa College will decrease among all students who earned an associate degree in the selected year and who were enrolled in the previous or selected year, the average number of units earned in the California community college system among students who had completed at least 60 units at any community college from:

# in 2016-17	Expected # in 2021-22	% Decrease
96	81	16%

Goal 4: Workforce**Systemwide Goal**

Increase the percent of exiting students who report being employed in their field of study, from the most recent statewide average of 69% to 76%, an increase of 9%.

Goal 4A: Increase Median Annual Earnings of All Students

Contra Costa College will increase among all students who did not transfer to a four-year institution, sum of median earnings for the four quarters immediately following academic year of exit from:

\$ per year in 2016-17 (students last enrolled in 2015-16)	Expected \$ per year in 2021-22	% Increase
\$29,040		0%

Goal 4B: Increase All Students Who Attained the Living Wage

Contra Costa College will increase among all students who exited college and did not transfer to four-year institution, the proportion who attained the regional living wage for a single adult measured immediately following academic year of exit from:

% in 2016-17 (students last enrolled in 2015-16)	Expected % in 2021-22	% Increase
26%		0%

Goal 4C: Increase All Students with a Job Closely Related to Their Field of Study

Contra Costa College will increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported that they are working in a job very closely or closely related to their field of study from:

% in 2016-17 (students last enrolled in 2014-15)	Expected % in 2021-22	% Increase
64%	69%	8%

Goal 5: Equity**Systemwide Goal**

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing those achievement gaps for good within 10 years.

Disproportionately Impacted (DI) Student Groups

Which groups of students at your college have been identified as disproportionately impacted? (Check all that apply)

Age Group

- 19 or less
- 20 to 24
- 25 to 29
- 30 to 34
- 35 to 39
- 40 to 54
- 55 and older

Ethnicity

- American Indian/Alaska Native
- Asian
- Black or African American
- Filipino
- Hispanic
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White

Gender

- Male
- Female

Pell Grant

- Pell Grant Recipient
- Not Pell Grant Recipient

College Promise Grant

- Promise Grant (BOG Waiver) Recipient
- Not Promise Grant (BOG Waiver) Recipient

Economically Disadvantaged

- Economically Disadvantaged
- Not Economically Disadvantaged

LGBT

- LGBT
- Not LGBT

First Generation

- First Generation
- Not First Generation

Foster Youth

- Foster Youth
- Not Foster Youth

Disabled

- Disabled
- Not Disabled

Veteran

Veteran

Not Veteran

Goal 5.1A: Increase All Students Who Earned an Associate Degree (including ADTs)

Contra Costa College will increase the All Students Who Earned an Associate Degree (including ADTs) from 445 in 2016-17 to 556 in 2021-22.

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Ethnicity: Black or African American	98	123	26%
Ethnicity: Hispanic	172	215	25%
Pell Grant: Pell Grant Recipient	267	334	25%
Ethnicity: American Indian/Alaska Native			0%
Ethnicity: Asian	74		0%
Ethnicity: Filipino	32		0%
Ethnicity: Native Hawaiian or Other Pacific Islander			0%
Ethnicity: Two or More Races	15		0%
Ethnicity: White	28		0%
Gender: Male			0%
Gender: Female	298		0%
College Promise Grant: Promise Grant (BOG Waiver) Recipient	361		0%
Economically Disadvantaged: Economically Disadvantaged	335		0%
LGBT: LGBT			0%
First Generation: First Generation	201		0%
Foster Youth: Foster Youth			0%

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Disabled: Disabled	33		0%
Veteran: Veteran			0%

Goal 5.1B: Increase All Students Who Earned a Chancellor's Office Approved Certificate

Contra Costa College will increase the All Students Who Earned a Chancellor's Office Approved Certificate from 305 in 2016-17 to 381 in 2021-22.

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Ethnicity: Black or African American	60	75	25%
Ethnicity: Hispanic	112	140	25%
Pell Grant: Pell Grant Recipient	182	228	25%
Ethnicity: American Indian/Alaska Native			0%
Ethnicity: Asian	50		0%
Ethnicity: Filipino	35		0%
Ethnicity: Native Hawaiian or Other Pacific Islander			0%
Ethnicity: Two or More Races			0%
Ethnicity: White	29		0%
Gender: Male			0%
Gender: Female	206		0%
College Promise Grant: Promise Grant (BOG Waiver) Recipient	241		0%
Economically Disadvantaged: Economically Disadvantaged	234		0%
LGBT: LGBT			0%
First Generation: First Generation	142		0%
Foster Youth: Foster Youth			0%

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Disabled: Disabled	36		0%
Veteran: Veteran			0%

Goal 5.2A: Increase All Students Who Earned an Associate Degree for Transfer

Contra Costa College will increase the All Students Who Earned an Associate Degree for Transfer from 89 in 2016-17 to 120 in 2021-22.

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Ethnicity: American Indian/Alaska Native			0%
Ethnicity: Asian	16		0%
Ethnicity: Black or African American	15		0%
Ethnicity: Filipino			0%
Ethnicity: Hispanic	44		0%
Ethnicity: Native Hawaiian or Other Pacific Islander			0%
Ethnicity: Two or More Races			0%
Ethnicity: White			0%
Gender: Male			0%
Gender: Female	57		0%
Pell Grant: Pell Grant Recipient	56		0%
College Promise Grant: Promise Grant (BOG Waiver) Recipient	76		0%
Economically Disadvantaged: Economically Disadvantaged	75		0%
LGBT: LGBT			0%
First Generation: First Generation	45		0%
Foster Youth: Foster Youth			0%

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Disabled: Disabled	<input type="text"/>	<input type="text"/>	0%
Veteran: Veteran	<input type="text"/>	<input type="text"/>	0%

Goal 5.2B: Increase All Students Who Transferred to a CSU or UC Institution

Contra Costa College will increase the All Students Who Transferred to a CSU or UC Institution from 444 in 2016-17 (students last enrolled in 2015-16) to 599 in 2021-22.

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Ethnicity: Black or African American	62	87	40%
Ethnicity: Hispanic	166	232	40%
Pell Grant: Pell Grant Recipient	207	290	40%
Ethnicity: American Indian/Alaska Native			0%
Ethnicity: Asian	102		0%
Ethnicity: Filipino	33		0%
Ethnicity: Native Hawaiian or Other Pacific Islander			0%
Ethnicity: Two or More Races	25		0%
Ethnicity: White	43		0%
Gender: Male			0%
Gender: Female	252		0%
College Promise Grant: Promise Grant (BOG Waiver) Recipient	314		0%
Economically Disadvantaged: Economically Disadvantaged	327		0%
LGBT: LGBT			0%
First Generation: First Generation	169		0%
Foster Youth: Foster Youth			0%

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Disabled: Disabled	21		0%
Veteran: Veteran			0%

Goal 5.3A: Decrease Average Number of Units Accumulated by All Associate Degree Earners

Contra Costa College will decrease the Average Number of Units Accumulated by All Associate Degree Earners from 95.82 in 2016-17 to 81 in 2021-22.

DI Student Group	# in 2016-17	Expected # in 2021-22	% Decrease
Ethnicity: Black or African American	95	73	23%
Ethnicity: Hispanic	95	73	23%
Pell Grant: Pell Grant Recipient	98	75	23%
Ethnicity: American Indian/Alaska Native			0%
Ethnicity: Asian	94		0%
Ethnicity: Filipino	107		0%
Ethnicity: Native Hawaiian or Other Pacific Islander			0%
Ethnicity: Two or More Races	94		0%
Ethnicity: White	94		0%
Gender: Male			0%
Gender: Female	97		0%
College Promise Grant: Promise Grant (BOG Waiver) Recipient	97		0%
Economically Disadvantaged: Economically Disadvantaged	97		0%
LGBT: LGBT			0%
First Generation: First Generation	93		0%
Foster Youth: Foster Youth			0%

DI Student Group	# in 2016-17	Expected # in 2021-22	% Decrease
Disabled: Disabled	115		0%
Veteran: Veteran			0%

Goal 5.4C: Increase All Students with a Job Closely Related to Their Field of Study

Contra Costa College will increase the All Students with a Job Closely Related to Their Field of Study from 64% in 2016-17 (students last enrolled in 2014-15) to 69% in 2021-22.

DI Student Group	% in 2016-17	Expected % in 2021-22	% Increase
Ethnicity: Hispanic	58%	63%	9%
Pell Grant: Pell Grant Recipient	53%	57%	8%
Ethnicity: American Indian/Alaska Native			0%
Ethnicity: Asian			0%
Ethnicity: Black or African American			0%
Ethnicity: Filipino			0%
Ethnicity: Native Hawaiian or Other Pacific Islander			0%
Ethnicity: Two or More Races			0%
Ethnicity: White	76%		0%
Gender: Male			0%
Gender: Female	62%		0%
College Promise Grant: Promise Grant (BOG Waiver) Recipient	62%		0%
Economically Disadvantaged: Economically Disadvantaged			0%
LGBT: LGBT			0%
First Generation: First Generation	75%		0%
Foster Youth: Foster Youth			0%

DI Student Group	% in 2016-17	Expected % in 2021-22	% Increase
Disabled: Disabled	<input type="text"/>	<input type="text"/>	0%
Veteran: Veteran	<input type="text"/>	<input type="text"/>	0%

Additional Metrics

No additional metrics have been added.



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Strong Workforce



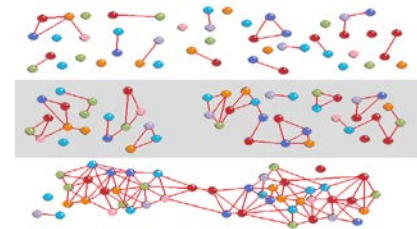
Round 3 Investments

Kelly Schelin
College Council
April 11, 2019

Strong Workforce Program Goals



- **MORE** - Increase the amount of CTE instruction delivered (FTES, Headcount)
- **BETTER** - Continuously improve CTE outcomes (Success, Completion, Job Placement, Job Retention, Wages,) with a particular focus on completion of industry valued credentials, job placement, and wage advancement
- **ALIGNMENT**
 - Industry standards & needs
 - Career pathways (K-12, adult education, 4-year universities)



Strong Workforce Program Metrics

“More & Better”

Size of CTE Programs (“more”)

Enrollments

Outcomes for CTE Programs (“better”)

Completion

Transfer

Employment

Employment in field of study

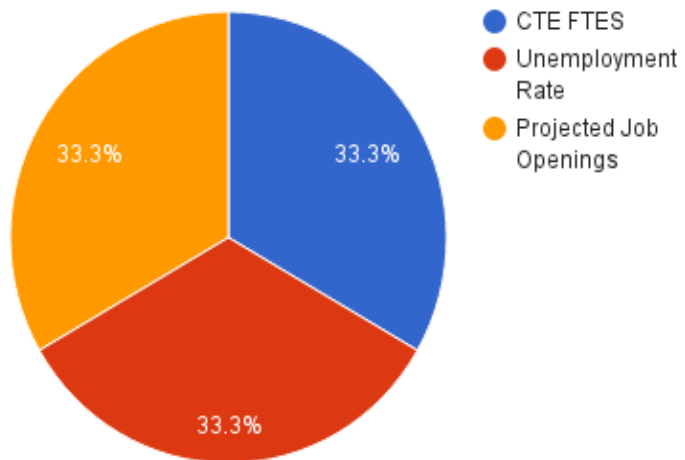
Second quarter earnings

Median change in earnings

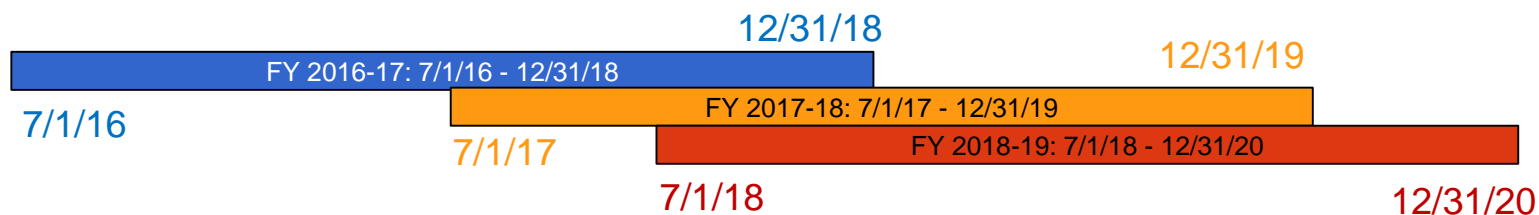
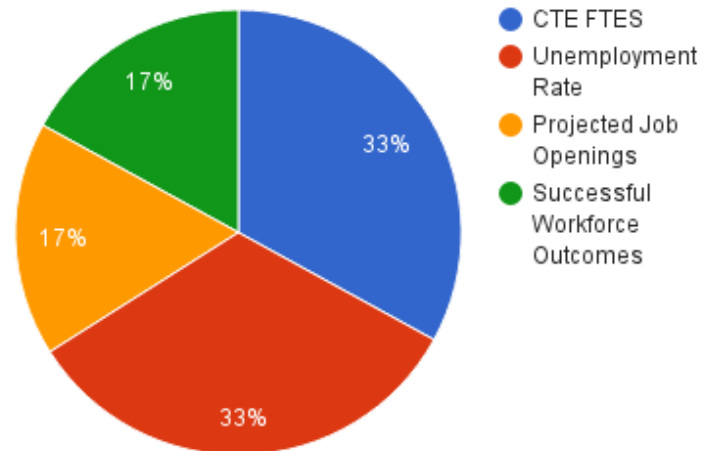
Proportion of students who attained a living wage

SWP Funding

2016-17



2017-18 & beyond



Round 3 Allocation

Local - \$1,046,947

Regional - \$493,607

TOTAL: \$1,526,304

Types of Grants

Local Funds – Grants given to colleges that directly support local CTE programs and students

Regional Funds – Grants given to colleges to invest in regional infrastructure and common projects across colleges

Allowable Uses of Funds

- **Increase quantity of CTE**
 - **Improve quality of CTE**
- Courses, programs, pathways, credentials (licensure), certificates, degrees

Requirement: labor market demand!

- **Directed student services**
- Provide career exploration, job readiness, job placement, work-based learning – *leveraging Student Success/Students Equity funds, Local Workforce Investment Board resources, etc.*

Application & Allocation Process

- 1) Input from CTE Committee investment strategies and categories
- 2) CTE faculty complete Annual Plan/Program Review
- 3) CTE faculty complete two-page application for CTE funding (SWP, Perkins, etc.)
- 4) Collaboration with marketing, outreach, student services, HSI STEM, integrated plan, etc.
- 5) Dean of Workforce Development creates a proposal for how to meet program needs by leveraging various funding streams
- 6) CTE Committee reviews and approves proposal
- 7) College Council reviews and approves proposal

Round 3

Investment Strategy

Program-Level Investments

Program Area	Type of Investment	Amount
Administration of Justice	Laptops and equipment	\$15,000
Automotive Services	Release Time for T-Ten Coordinator(s), evening Instructional Asst., equipment for Toyota T-Ten Program	\$290,030
Business	1 FT Faculty – 70% (Round 1 investment)	\$64,000
Business Office Tech/Computer Information Systems	1 FT Faculty – 70% (Round 1 investment)	\$93,000
Forklift & Logistics (FLOW)	PT Faculty, Instructional Assistant, Equipment	\$45,000
Medical Assisting	Release Time for Accreditation prep EHR licensing & equipment/supplies	\$30,000
Nursing	1 FT Faculty – 70% (Round 1 investment) PT Faculty for additional cohort Instructional Equipment	\$116,000
Paramedic	Release time for Program Director Medical Director & Consultant	\$106,000

Across Program Investments

Description	Type of Investment	Amount
Career Center	% of Coordinator and program asst. Funds to renovate space Supplies & subscriptions	\$104,700
Guided Pathways	Faculty release time & OAS Materials & Consultants	\$30,000
K-14 Pathways	Early College Credit Coordinator (%) Support staff & materials	\$65,000
Marketing & Outreach	Marketing materials & multi-media ad buys, content writer/website support, Outreach Manager (%)	\$80,800
Professional Development & Travel	PD Funds for CTE faculty & staff	\$15,000
Support Services/ CBO Partnerships	SparkPoint San Pablo EDC (internships)	\$30,000
Workforce Development. Department	Partial salaries for dean and manager, travel expenses, supplies	\$128,884