[Link to Equity Plan](https://www.contracosta.edu/wp-content/uploads/2019/09/CCC_Student-Equity-Plan_Exec-Summary_2019-2022_Final-Submission_June-17-2019.pdf). Please refer to page 39-41 for more information.

[STRATEGIC PLAN 2020-2025](https://www.contracosta.edu/wp-content/uploads/2021/01/Strategic-Plan-1-5-21.pdf)

TOPIC AREA 3: STUDENT SUCCESS

Contra Costa College’s role is ultimately to help each student achieve success by building a better life for themselves and their community. Each student’s goals are different, and they will therefore have different definitions of success and follow different paths of study. Student success, broadly considered, is defined by students meeting their own educational goals. With that in mind, our primary goals include improving career advancement through specific skill and knowledge building, Career Technical Education (CTE) program completion, degree and certificate completion, and transfer to four-year colleges and universities.

Our current educational priorities for student success can be measured by these objective outcomes:

• The number of Pell Grant recipients;

• The number of students completing college-level math and English within the first year;

• The number of part-time students completing 15 units per year;

• The number of full-time students completing 24 units per year;

• The number of students achieving CTE job attainment;

• The number of certificates and degrees conferred; and

• The number of students transferring to four-year institutions.

Additionally, Contra Costa College seeks to improve college preparedness and reduction of achievement gaps through equity-focused strategies, which we believe will lead to improvement in the measurable student success outcomes noted above. Contra Costa College must, in order to achieve these outcomes that we define as student success, provide the necessary resources such as:

• Comprehensive educational plans that are tailored for both FT and PT students;

• Student engagement through participation in counseling courses or learning communities;

• Program pathway maps that lead students to career goals;

• Expanded early college credit programs, including dual enrollment, high school articulation, concurrent enrollment, summer bridge programs; and

• An expanded First-Year Experience program.

Student success is the center of Contra Costa College’s mission, vision, and values, and we are committed to transforming the lives of our students through their educational experience and responsive student services, helping students learn in order to improve the economic and social vitality of our community, and implementing strategic enrollment management practices to bolster student success through the entire student cycle, from entry to graduation. According to surveyed students, an attitude of positivity, support and openness is one of the most important things we can do as a college to support student success, so it is important that those attributes are present in our mission, vision and values.

The vitality of our local economy is driven by the student-success outcomes of Contra Costa College. Contra Costa College is directly responsible to our community and must respond to its needs because the economic health and success of our students will feed back into the local economy. Students surveyed indicated that goal-focused curriculum was the second most important thing that Contra Costa College could do to support and teach students. When the college prioritizes data-informed decisions to build new programs or modify existing programs, we ensure that the college’s academic offerings align directly with the skills, certificates, and/or degrees that our local community members need to obtain employment in upcoming and high demand fields that are relevant to our community. This approach is necessary to meet the future workforce demand of our regional economy and employers.

• The new Student-Centered Funding Formula (SCFF) has an allocation specifically tied to outcomes that include:

• The number of students earning associate degrees and credit certificates;

• The number of students transferring to four-year colleges and universities;

• The number of students who complete transfer-level math and English within their first year;

• The number of students who complete nine or more career education units; and

• The number of students who have attained the regional living wage.

Additionally, the State Chancellor’s Office Vision for Success outlines student success measures and goals for the entire California Community College system including:

• Increase by at least 20 percent the number of students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job

• Increase by 35 percent the number of students transferring annually to a UC or CSU

• Decrease the average number of units accumulated by students earning associate degrees

• Increase the percent of exiting CTE students who report being employed in their field of study

• Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

CCC has identified African American, Latinx, and Pell Grant recipients as our equity target populations. In order to achieve student success, it is imperative that the college understands who its community is:

• The over-65 population is growing while there has been a decrease in residents under 20;

• West County is predominantly Hispanic;

• The Hispanic and Asian/Pacific Islander population is growing while the African American population is declining;

• West Contra Costa Unified School District (WCCUSD) is predominantly Latinx at 55%;

• WCCUSD experienced a 6.5% growth in 7-8th graders last year;

• Approximately 74% of all WCCUSD students are English Language Learners, Foster Youth, and or qualify for free/reduced lunch.

• Only about 50% of WCCUSD graduates meet UC and CSU course requirements and small percentages of students take or earn competitive scores on the SAT.

We must also understand enrollment trends:

• 2014 to 2018, enrollment increased by 4.8%;

• Students are predominantly female and predominantly Hispanic;

• Student age ranges fairly equally between age groups;

• 70% of our students attend Part-time;

• 27% of our students are Full-time taking 12 units or more;

• 3% of our students take non-credit courses;

• Few students of any background complete transfer-level math and English their first year;

• Students persist from fall to spring at a rate of about 70%, while our spring to fall rate is much lower at 51%;

• African American females are most likely to apply to Contra Costa College but never enroll, followed by African American males;

• We retain African American students at lower rates;

• Latino males are less likely to earn degrees or transfer.

So, while West Contra Costa County is growing, the growth appears greater in the adult population (20 years and older) than in the high school population. Additionally, there is significant growth in the Asian/Pacific Islander population but a loss of potential growth in the African American female population. These factors present opportunities for outreach, recruitment, program development, and strategic enrollment management that can impact these populations. Additionally, strategic initiatives to address the Latinx, female, and adult demographics of Contra Costa College could produce lasting positive impacts on the overall student success outcomes at our college.

**Goal 3.1 Increase the number of community members who see Contra Costa College as their top choice for higher education**

* Action Area 3.1.1 Develop program offerings that respond to student populations with diverse educational goals such as re-entry, early-college, non-credit, life-long learners, skills builders, adult learners, and degree and transfer seeking students.
* Action Area 3.1.2 Assure that students that apply also enroll
* Action Area 3.1.3 Build strategies to support students with financial needs
* Action Area 3.1.4 Build support for first-time college students and for groups that are disproportionately impacted
* Action Area 3.1.5 Create a sense of belonging and pride in our cultural diversity within the community on campus
* Action Area 3.1.6 Develop an equity focused outreach and marketing strategy

**Goal 3.2 Increase the number of students annually who complete their educational and career goals in a timely way**

* Action Area 3.2.1 Assure that student services, instructional support and curriculum respond to the changing needs of students with diverse educational goals such as re-entry, early-college, non-credit, life-long learners, skills-builders, adult learners, and degree and transfer seeking students
* Action Area 3.2.2 Develop strategies to increase the number of students annually who achieve living wage jobs or advance in their careers
* Action Area 3.2.3 Build a culture of collaboration and integration between Student Services and Instruction to increase impact
* Action Area 3.2.4 Utilize GPs and SEM Strategies to support student goals Contra Costa College

**Goal 3.3 Improve the educational experience for students with particular emphasis on activities proven to support completion goals**

* Action Area 3.3.1 Support and celebrate the continuous improvement of equity minded teaching practices
* Action Area 3.3.2 Support and celebrate the continuous improvement of multicultural and equity-minded pedagogy
* Action Area 3.3.3 Encourage and expand mentoring and career development practices
* Action Area 3.3.4 Encourage students to meet with counseling faculty to develop and follow a comprehensive Educational Plan
* Action Area 3.3.5 Encourage students to take the appropriate unit load for their life circumstances, and provide direct student support to enable them to participate more fully in their education, reduce their time to completion and achieve success
* Action Area 3.3.6 Support strategies for students to complete math and English their first year
* Action Area 3.3.7 Utilize milestone data to analyze effectiveness of our strategies including Unit Load, Units Toward Degree, Course Success, Retention, and Persistence

**Goal 3.4 Respond equitably to the unique needs of our diverse students in order to provide the support they need to achieve their full academic and career potential**

* Action Area 3.4.1 Embed wrap-around supports in Learning Communities
* Action Area 3.4.2 Engage in proactive, inclusive and culturally-relevant student support and case management
* Action Area 3.4.3 Promote direct student support for students’ basic needs
* Action Area 3.4.4 Promote instructional support
* Action Area 3.4.5 Promote career readiness experiences
* Action Area 3.4.6 Promote Safe Zone, Dreamers Alliance, and other special population support programs