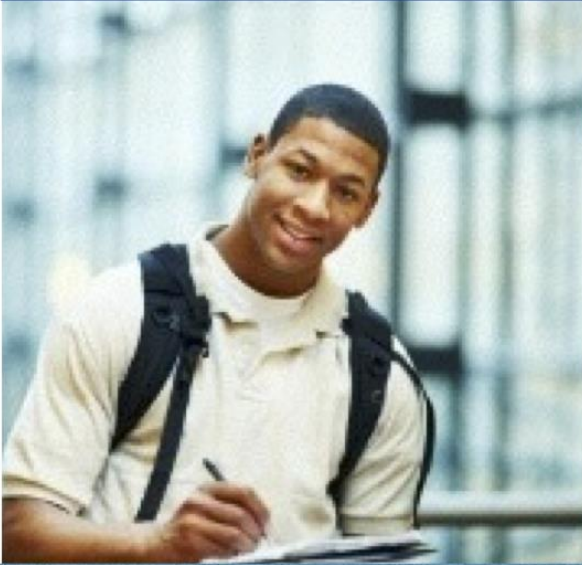


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Contra Costa College



Student Equity Report



September 2014

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District: _____

Date Approved by Board of Trustees: _____

College President: _____

Vice President of Student Services: _____

Vice President of Instruction: _____

Academic Senate President: _____

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Executive Summary

Contra Costa College is an urban community college located in San Pablo, CA. Primarily serving the residents of West Contra Costa County, Contra Costa College is home to a diverse student population that includes 36% Hispanic and 24% African American students. Our institution serves around 7,087 students with 53% of our student population receiving financial aid benefits. With 18% of our students attaining degrees or certificates and a 34% transfer rate, the institution is challenged with serving a population that is most commonly underprepared for college and facing deficits in basic life necessities that are required to be successful inside and outside of the classroom. Harboring strong ties with our surrounding communities the college strives to increase access and provide comprehensive support for our students while accelerating them towards successful course completion, degree completion and transfer.

In light of the student population that we serve, we have created an equity plan that will cut across disciplines and have the broadest impact on student success. The indicators show that essentially all groups are disproportionately impacted in terms of one or more indicators. To attain our goals we will align, utilize, and enhance student success efforts that are already in place and collaborate across campus committees and constituency groups to develop and implement new strategies that will equalize the completion, retention, and success rates across all our student populations.

Our equity plan promotes *equalized* academic success across all student populations.

Goal

In year one, Contra Costa College is focused on activities that cut across disciplines and that are likely to have the broadest impact on student success. We intend for these activities to lead to changes in the budget allocation and program review processes, which in turn will make equity concerns a driving force of all college planning.

Objectives

- 1) Investigate key indicators: Access, Course Completion, ESL & Basic Skills (English and Math) Completion, Degree & Certificate Completion, and Transfer.

- 2) Identify populations that experience the greatest adverse outcomes for each indicator.
- 3) Reframe campus-wide student success efforts so equity and inquiry drive our actions. Prioritize equity in the budget allocation and program review processes.
- 4) Conduct research on questions arising from the equity data for each indicator. Ascertain the effect size we need to mitigate the greatest adverse impact.
- 5) Align equity activities with institutional efforts on student success, e.g. Student Success and Support Program (3SP), Basic Skills, CTE Pathways (SB1070/CPT), AB86, HSI STEM, and so on.
- 6) Develop and monitor strategies that increase the success of all groups and simultaneously mitigate and equalize the success of the groups experiencing any disproportionate impact (gaps).

As of this writing we have already begun implementing objectives one and two.

In June 2014, select members of the college staff attended a two-day Equity Institute sponsored by the Center for Urban Education at the University of Southern California. The goal of the institute was to help colleges reframe issues of inequity in educational outcomes in ways that are actionable in order to meet the Chancellor's requirements for our Student Equity Plan.

A group of eight faculty, staff, and administrators from Contra Costa College participated in the Equity Institute. We investigated the following indicators:

- Access
- Course Completion
- ESL Completion
- Basic Skills English Completion
- Basic Skills Math Completion
- Degree & Certificate Completion
- Transfer

Next, we identified groups that experienced the greatest adverse effects for each indicator, and generated questions that we will use during this first year plan to investigate strategies that may potentially mitigate disproportionate impacts (For additional information on questions that were formulated please see Attachment B).

In the evaluation of each indicator we identified the following target group/s that experience the greatest adverse effects and developed goals to increase their performance to the level of the top-performing groups.

INDICATOR	TARGET GROUP
Access - HS Graduates	Hispanic
Access - Service Area	White
Course Completion	African American
ESL Completion	Hispanic
Basic Skills English Completion	African American
Basic Skills Math Completion	African American
Degree & Certificate Completion	White & Asian
Transfer	White & Hispanic

Access – HS Graduates: The proportion of **Hispanic** students enrolled at CCC is lower than the proportion of Hispanic high school graduates in the service district (.77 proportionality index) while the proportion of African American students enrolled at CCC is higher than the proportion of African American high school graduates in the service district (1.38 proportionality index). *Therefore our goal is to increase enrollment of Hispanic HS graduates at CCC from 33% to 43% over the next five years.*

Access – Service Area: The proportion of **White** students enrolled at CCC is lower than the proportion of White students within the community served (.53 proportionality index) while the proportion of African American students enrolled at CCC is higher than the proportion of African American students within the service area (1.36 proportionality index). *Therefore our goal is to increase enrollment of White students from 13% to 23% over the next five years.*

Course Completion: The data indicate that **African-American** students who have a 61% success rate in course completion experience the greatest adverse impact, compared with 76% success rate of White students, the highest performing group. *Therefore our goal is to increase the success rate in course completion of African American students from 61% to 76% over the next five years.*

ESL Completion: The data indicate that **Hispanic** students who have a 19% success rate in ESL experience the greatest adverse impact, compared with 43% success rate of Asian students, the highest performing group. *Therefore our goal is to increase the success rate in ESL of Latino students from 19% to 43% over the next five years.*

Basic Skills English Completion: The data indicate that **African American** students who have a **22%** success rate in Basic Skills English experience the

greatest adverse impact, compared with **52%** success rate of Asian students, the highest performing group. It should be noted that Latino students experience the next greatest adverse impact at a **27%** improvement rate. *Therefore our goal is to increase the success rate of African American students in Basic Skills Math from 22% to 52% over the next five years.*

Basic Skills Math: The data indicate that **African-American** students who have a **20%** success rate in basic skills math experience the greatest adverse impact, compared with **50%** success rate of Asian students, the highest performing group. It should be noted that Latino students experience the next greatest adverse impact at a **25%** improvement rate. *Therefore our goal is to increase the success rate of African American students in Basic Skills Math from 20% to 50% over the next five years.*

Degree and Certificate Completion: The data indicate that **White** students, who have an **11%** award rate, experience the greatest adverse impact, compared with a **22%** award rate of Filipino students. It should be noted that African American students make up a more significant number of students in the starting cohort and have a **21%** award rate and **Asian** students experience the next greatest adverse impact at a **14%** award rate. *Therefore our goals are to 1) Increase the degree and certificate completion rate of White students from 11% to 22% over the next five years and 2) Increase the degree and certificate completion rate of Asian students from 14% to 22% over the next five years.*

Transfer: The data indicate that **White** students who have a 23% transfer rate and **Latino** students who have a 29% transfer rate experience the greatest adverse impact, compared with the 42% transfer rate of Asian students. It should be noted that **African American** students experience the next greatest adverse impact at a 31% transfer rate. *Therefore our goals are to 1) Increase transfer completion rate of White students from 23% to 42% over the next five years and 2) Increase the degree and certificate completion rate of Latino students from 29% to 42% over the next five years.*

To achieve these target group goals, the campus community under the leadership of the Equity Planning Committee will work during this initial year to execute objectives three to six, listed above (For more details please see the Evaluation Schedule and Process section below).

In an effort to lay a strong foundation for lasting change and a true shift in culture, we will reframe campus-wide student success efforts so equity and inquiry drive our actions. We will prioritize equity in the budget allocation and program review processes to incentivize the campus community.

In parallel, the Equity Planning Committee will conduct research on questions and hunches that arose during our evaluation of the data. This will be done with the intention of identifying the underlying causes of poor academic performance and

inequity so that our actions are guided by substantiated evidence and not by assumptions. During this phase, we will also develop an indication of the effect sizes we need to achieve in order to close any equity gaps.

Finally, data in tow, we will set up new working groups or join ongoing student success efforts on campus to complete the activities outlined in the indicator summary sheets. The goal of these working groups will be to develop and monitor strategies that increase the success of all students and simultaneously mitigate and equalize the success of groups experiencing any disproportionate impact on all relevant indicators.

While the spirit of this plan is ambitious, the objectives and activities we have outlined are reasonable milestones because they are aligned with efforts that our campus community has prioritized and has already resourced with time, energy, and funds. These efforts are supported by funds from the Student Success and Support Initiative, Career Technical Education grants, Basic Skills Initiative, HSI STEM grant, and the general college budget (For more information please see Attachment A). The bulk of the equity funds will thus be spent to support our most recent college-wide student success effort: enhancement of instructional support.

Together, this plan assures that our work will be effective and have a significant impact in closing our equity gaps.

The chair of the Student Success Committee, Mayra Padilla, has been identified as the student equity coordinator. Her contact information is mpadilla@contracosta.edu

Campus Based Research

All data in this report were taken directly from The Scorecard and Data Mart. The tables in this section examine ethnicity, age, gender, and disability for the following indicators:

1. Access – HS Graduates
2. Access – Service Area
3. Course Completion
4. ESL Completion
5. Basic Skills English Completion
6. Basic Skills Math Completion
7. Degree & Certificate Completion
8. Transfer

The charge before us is, for each indicator, to identify groups that experience a disproportionate impact. A disproportionate impact refers to the finding that a particular group experiences lower levels of access or academic attainment compared to another group. The group that experiences the greatest adverse effect will be the target group.

To identify target groups for each indicator, our evaluation of the data will focus on ethnicity. The data on Filipinos will be segregated in some tables and in others will be grouped in the “Other” category.

Disproportionate impacts will be identified using a Proportionality Index or the 80% Index Rule.

The proportionality index is a ratio that denotes the proportion of students in a specific ethnic group in the outcome condition to the proportion of that same ethnic group in the baseline condition (outcome % for group A/original cohort % for group A).

The 80% index rule creates a threshold to compare the outcome of a particular group to that of a reference group. In this analysis, the reference group is the highest performing group. If the ratio of the sample group to the reference group is below .8 (80%), then the rule suggests that the sample group is experiencing a disproportionate adverse impact.

A. ACCESS – Service Area: The percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

<1.0-0.9 – mildly disproportionate; <0.9-0.8 – moderately disproportionate; <0.8 – highly disproportionate

2013 Population	Annual Participation Rate	Number in Student Population	Number in County Population 18-64 Yrs Old	% Distribution of Student Population	% Distribution of County Population	Difference Between Population Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(a-b)	(a/b)	(rate/highest rate)
Total	13%	22,216	165,150	100%	100%		1.000	
Female	15%	12,904	84,849	58%	51%	7%	1.131	1.000
Male	11%	8,946	80,301	40%	49%	-8%	0.828	0.733
Undeclared	<i>Not App</i>	366	0	2%	0%	<i>Not App</i>	<i>Not App</i>	<i>Not App</i>
RACE/ETHNICITY								
Total	13%	22,216	165,150	100%	100%		1.000	
African-American	18%	5,594	30,674	25%	19%	7%	1.356	1.000
American Indian	17%	100	592	0%	0%	0%	1.256	0.926
Asian	12%	4,272	34,928	19%	21%	-2%	0.909	0.671
Hispanic	13%	7,366	54,719	33%	33%	0%	1.001	0.738
Pacific Islander	13%	126	956	1%	1%	0%	0.980	0.723
Two or more races	18%	806	4,542	4%	3%	1%	1.319	0.973
White	7%	2,778	38,739	13%	23%	-11%	0.533	0.393
Undeclared	<i>Not App</i>	1,174	0	5%	0%	<i>Not App</i>	<i>Not App</i>	<i>Not App</i>
AGE GROUP								
Total	13%	22,186	165,150	100%	100%		1.000	
Under 20 years*	97%	6,458	6,650	29%	4%	25%	7.229	1.000
20 to 24 years	38%	6,656	17,346	30%	11%	19%	2.856	0.395
25 to 39 years	10%	5,384	53,138	24%	32%	-8%	0.754	0.104
40 or more years*	4%	3,688	88,016	17%	53%	-37%	0.312	0.043
Undeclared	<i>Not App</i>	0	0	0%	0%	<i>Not App</i>	<i>Not App</i>	<i>Not App</i>

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

*Regardless of the college population the county comparison group is limited to adults ages 18-64 years old.

Source: Student population from CCCC Data Mart, Annual 2012-13. County population 18-64 years old from Economic Modeling Specialist, Inc. (EMSI) demographic data for 2013.

With regard to access indicator, because there is a demographic shift occurring in our county, the ethnic make up of the county is different than the ethnic make up of the students in our feeder district. Therefore, we have included an additional indicator for access – one that focuses on the HS graduates in our feeder schools.

B. ACCESS – HS Graduates: The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

<div> <div><1.0-0.9- mildly disproportionate;</div> <div><0.9-0.8- moderately disproportionate;</div> <div><0.8-highly disproportionate</div> </div>									
2014 Population	Annual Participation Rate	Number in Student Population	Number in County Population 18-64 Yrs Old	% Distribution of Student Population	% Distribution of County Population	Difference Between Population Groups	Proportionality Index for District	Proportionality Index for District	80-Percent Index
Race/Ethnicity				a	b	(a-b)			rate)
Total		5517	34549	100%	100%	~			
African-American	18%	1009	3260	18%	9%	9%	2.67	1.38	1.00
American Indian	0%	11	132	0%	0%	0%	1.31	2.51	1.82
Asian	12%	648	3532	12%	10%	2%	1.36	1.18	0.86
Hispanic	43%	2387	8998	43%	26%	17%	1.27	0.77	0.56
Filipino	6%	349	1491	6%	4%	2%	1.23	0.84	0.61
Pacific Islander	1%	37	260	1%	1%	0%	0.80	0.89	0.65
Two or more races	1%	34	1026	1%	3%	-2%	0.47	2.27	1.65
White	11%	627	15267	11%	44%	-33%	0.28	1.10	0.80
Undeclared	8%	415	583	8%	2%	6%	4.33	0.97	~

Source: Data retrieved from the California Department of Education, <http://www.cde.ca.gov/ds/sd/sd/filesgrad.asp>. Contra Costa College 2012-2013 enrollment data retrieved from the 2013 Student Success Scorecard. Notes: Race/ethnicity of HS graduates is a 3-year average of graduates from all high schools in the district, 2011-2013.

C. COURSE COMPLETION: The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Student Population - Fall 2013	Successful Course Completion Rate	Number Enrolled	Number Successfully Completing Course	% Distribution of Enrollment	% Distribution of Successful Completion	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER								
Total	68%	104,339	71,212	na	na	na	na	na
Female	69%	60,244	41,777	na	na	na	na	na
Male	67%	41,594	27,703	na	na	na	na	na
Undeclared	69%	2,501	1,732	na	na	na	na	na
RACE/ETHNICITY								
Total	68%	104,339	71,212	na	na	na	na	na
African-American	61%	29,480	17,852	na	na	na	na	na
American Indian	67%	498	335	na	na	na	na	na
Asian	75%	21,119	15,908	na	na	na	na	na
Hispanic	68%	32,586	22,200	na	na	na	na	na
Pacific Islander	64%	825	527	na	na	na	na	na
Two or more races	66%	2,827	1,873	na	na	na	na	na
White	76%	10,425	7,903	na	na	na	na	na
Undeclared	70%	6,579	4,614	na	na	na	na	na
AGE GROUP								
Total	68%	104,339	71,212	na	na	na	na	na
Under 20 years	69%	31,264	21,590	na	na	na	na	na
20 to 24 years	64%	35,462	22,838	na	na	na	na	na
25 to 39 years	70%	23,952	16,678	na	na	na	na	na
40 or more years	74%	13,603	10,061	na	na	na	na	na
Undeclared	78%	58	45	na	na	na	na	na

NOTE: Because course success rate is based on seat count (enrollment) instead of head count, the metrics are not applicable (na).

Enrollment count is number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW,W,DR

Success count is number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP

Source: CCCCO Data Mart, Outcomes, Success Rate, Fall 2013.

D. ESL COMPLETION: The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL course compared to the number of those students who complete such a final ESL course.

<1.0-0.9 – mildly disproportionate;
<0.9-0.8 – moderately disproportionate;
<0.8 – highly disproportionate

2007-2008 to 2012-2013 Cohort	Improvement Rate	Number in Starting Cohort	Number Improving	% Distribution of Starting Cohort	% Distribution of Improving Group	Difference Between Groups	Proportionality Index	80-Percent Index (rate/highest rate)
GENDER								
Total	25%	288	73	100%	100%		1.000	
Female	30%	164	49	57%	67%	10%	1.179	1.000
Male	21%	92	19	32%	26%	-6%	0.815	0.691
Undeclared	16%	32	5	11%	7%	-4%	0.616	0.523
RACE/ETHNICITY								
Total	25%	288	73	100%	100%		1.000	
African-American	0%	4	0	1%	0%	-1%	~	0.000
American Indian	~	0	0	0%	0%	~	~	~
Asian	43%	74	32	26%	44%	18%	1.706	1.000
Filipino	40%	5	2	2%	3%	1%	~	0.925
Hispanic	19%	170	32	59%	44%	-15%	0.743	0.435
Pacific Islander	0%	1	0	0%	0%	0%	~	0.000
White	33%	6	2	2%	3%	1%	~	0.771
Undeclared	18%	28	5	10%	7%	-3%	0.705	0.413
AGE GROUP								
Total	25%	288	73	100%	100%		1.000	
Under 20 years	47%	34	16	12%	22%	10%	1.857	1.000
20 to 24 years	34%	62	21	22%	29%	7%	1.336	0.720
25 to 39 years	19%	120	23	42%	32%	-10%	0.756	0.407
40 or more years	18%	72	13	25%	18%	-7%	0.712	0.384
Undeclared	~	0	0	0%	0%	~	~	~
ECONOMICALLY DISADVANTAGED								
Total	25%	288	73	100%	100%		1.000	
Yes	29%	136	40	47%	55%	8%	1.160	1.000
No	22%	152	33	53%	45%	-8%	0.857	0.738
DISABLED STUDENTS								
Total	26%	288	76	100%	100%		1.000	
Yes	60%	5	3	2%	4%	2%	2.274	1.000
No	26%	283	73	98%	96%	-2%	0.977	0.430

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The percentage of credit students who attempted a course designated at "levels below transfer" in ESL and successfully completed a college-level ESL course or a college-level English course within six years. The cohort is defined as the year the student attempts a course at "levels below transfer" in ESL at that college.

Economically Disadvantaged: Data Element (SV03) Student-VTEA-Economically-Disadv-Status - Student is a recipient of CalWORKS/TANF/AFDC, Supplemental Security Income Program (SSI), general assistance program (GA), or other self-identified source approved in the VTEA state plan.

Disabled Students: Data Element (SD) Student DSPS - Student coded with any type of primary and/or secondary disability are coded Yes. Students without disabilities are coded No.

Source: CCCCO Data On Demand, 2014 Scorecard, 2007-2008 BSI Cohort.

E. BASIC SKILLS ENGLISH COMPLETION: The ratio of the number of students by population group who complete a degree-applicable course after having completed the final basic skills course compared to the number of those students who complete such a final basic skills course.

<1.0-0.9 – mildly disproportionate;
<0.9-0.8 – moderately disproportionate;
<0.8 – highly disproportionate

2007-2008 to 2012-2013 Cohort	Improvement Rate	Number in Starting Cohort	Number Improving	% Distribution of Starting Cohort	% Distribution of Improving Group	Difference Between Groups	Proportionality Index	80-Percent Index (rate/highest rate)
GENDER				a	b	(b-a)	(b/a)	
Total	30%	428	127	100%	100%		1.000	
Female	33%	244	80	57%	63%	6%	1.105	1.000
Male	27%	166	44	39%	35%	-4%	0.893	0.808
Undeclared	17%	18	3	4%	2%	-2%	0.562	0.508
RACE/ETHNICITY								
Total	30%	428	127	100%	100%		1.000	
African-American	22%	175	38	41%	30%	-11%	0.732	0.420
American Indian	0%	1	0	0%	0%	0%	na	0.000
Asian	52%	60	31	14%	24%	10%	1.741	1.000
Filipino	31%	26	8	6%	6%	0%	1.037	0.596
Hispanic	27%	114	31	27%	24%	-2%	0.916	0.526
Pacific Islander	50%	4	2	1%	2%	1%	na	0.968
White	44%	25	11	6%	9%	3%	1.483	0.852
Undeclared	26%	23	6	5%	5%	-1%	0.879	0.505
AGE GROUP								
Total	30%	428	127	100%	100%		1.000	
Under 20 years	34%	245	84	57%	66%	9%	1.155	1.000
20 to 24 years	22%	88	19	21%	15%	-6%	0.728	0.630
25 to 39 years	25%	55	14	13%	11%	-2%	0.858	0.742
40 or more years	25%	40	10	9%	8%	-1%	0.843	0.729
Undeclared		0	0	0%	0%			
ECONOMICALLY DISADVANTAGED								
Total	30%	428	127	100%	100%		1.000	
Yes	32%	292	93	68%	73%	5%	1.073	1.000
No	25%	136	34	32%	27%	-5%	0.843	0.785
DISABLED STUDENTS								
Total	30%	428	127	100%	100%		1.000	
Yes	40%	43	17	10%	13%	3%	1.332	1.000
No	29%	385	110	90%	87%	-3%	0.963	0.723

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The percentage of credit students who attempted a course designated at "levels below transfer" in English and successfully completed a college-level course in English within six years. The cohort is defined as the year the student attempts a course at "levels below transfer" in English at that college.

Economically Disadvantaged: Data Element (SV03) Student-VTEA-Economically-Disadv-Status - Student is a recipient of CalWORKS/TANF/AFDC, Supplemental Security Income Program (SSI), general assistance program (GA), or other self-identified source approved in the VTEA state plan.

Disabled Students: Data Element (SD) Student DSPS - Student coded with any type of primary and/or secondary disability are coded Yes. Students without disabilities are coded No.

Source: CCCCO Data On Demand, 2014 Scorecard, 2007-2008 BSI Cohort.

E. BASIC SKILLS MATH COMPLETION: The ratio of the number of students by population group who complete a degree-applicable course after having completed the final basic skills course compared to the number of those students who complete such a final basic skills course.

 <1.0-0.9 – mildly disproportionate;
 <0.9-0.8 – moderately disproportionate;
 <0.8 – highly disproportionate

2007-2008 to 2012-2013 Cohort	Improvement Rate	Number in Starting Cohort	Number Improving	% Distribution of Starting Cohort	% Distribution of Improving Group	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(b-a)	(b/a)	(rate/highest rate)
Total	28%	964	272	100%	100%		1.000	
Female	29%	522	152	54%	56%	2%	1.032	1.000
Male	26%	405	104	42%	38%	-4%	0.910	0.882
Undeclared	43%	37	16	4%	6%	2%	1.533	1.485
RACE/ETHNICITY								
Total	28%	964	272	100%	100%		1.000	
African-American	20%	332	65	34%	24%	-11%	0.694	0.392
American Indian	38%	8	3	1%	1%	0%	na	0.750
Asian	50%	108	54	11%	20%	9%	1.772	1.000
Filipino	39%	71	28	7%	10%	3%	1.398	0.789
Hispanic	25%	271	67	28%	25%	-3%	0.876	0.494
Pacific Islander	8%	13	1	1%	0%	-1%	0.273	0.154
White	34%	88	30	9%	11%	2%	1.208	0.682
Undeclared	33%	73	24	8%	9%	1%	1.165	0.658
AGE GROUP								
Total	28%	964	272	100%	100%		1.000	
Under 20 years	30%	552	166	57%	61%	4%	1.066	0.945
20 to 24 years	24%	181	44	19%	16%	-3%	0.862	0.764
25 to 39 years	32%	154	49	16%	18%	2%	1.128	1.000
40 or more years	17%	76	13	8%	5%	-3%	0.606	0.538
Undeclared	0%	1	0	0%	0%	0%	na	0.000
ECONOMICALLY DISADVANTAGED								
Total	28%	964	272	100%	100%		1.000	
Yes	28%	507	140	53%	51%	-1%	0.979	0.956
No	29%	457	132	47%	49%	1%	1.024	1.000
DISABLED STUDENTS								
Total	28%	964	272	100%	100%		1.000	
Yes	33%	70	23	7%	8%	1%	1.164	1.000
No	28%	894	249	93%	92%	-1%	0.987	0.848

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The percentage of credit students who attempted a course designated at "levels below transfer" in Math and successfully completed a college-level course in Math within six years. The cohort is defined as the year the student attempts a course at "levels below transfer" in Math at that college.

Economically Disadvantaged: Data Element (SV03) Student-VTEA-Econmically-Disadv-Status - Student is a recipient of CalWORKS/TANF/AFDC, Supplemental Security Income Program (SSI), general assistance program (GA), or other self-identified source approved in the VTEA state plan.

Disabled Students: Data Element (SD) Student DSPS - Student coded with any type of primary and/or secondary disability are coded Yes. Students without disabilities are coded No.

Source: CCCC Data On Demand, 2014 Scorecard, 2007-2008 BSI Cohort.

Contra Costa College

DEGREE AND CERTIFICATE COMPLETION

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

<1.0-0.9 – mildly disproportionate;
<0.9-0.8 – moderately disproportionate;
<0.8 – highly disproportionate

2007-2008 to 2012-2013 Cohort	Award Rate	Number in Starting Cohort	Number Receiving Award	% Distribution of Starting Cohort	% Distribution of Students with Awards	Difference Between Groups	Proportionality Index	80-Percent Index (rate/highest rate)
GENDER								
Total	18%	995	177	100%	100%		1.000	
Female	20%	536	106	54%	60%	6%	1.112	1.000
Male	16%	418	67	42%	38%	-4%	0.901	0.811
Undeclared	10%	41	4	4%	2%	-2%	0.548	0.493
RACE/ETHNICITY								
Total	18%	995	177	100%	100%		1.000	
African-American	21%	257	54	26%	31%	5%	1.181	0.951
American Indian	14%	7	1	1%	1%	0%	na	0.646
Asian	14%	178	25	18%	14%	-4%	0.790	0.635
Filipino	22%	95	21	10%	12%	2%	1.243	1.000
Hispanic	19%	274	51	28%	29%	1%	1.046	0.842
Pacific Islander	17%	12	2	1%	1%	0%	0.937	0.754
White	11%	92	10	9%	6%	-4%	0.611	0.492
Undeclared	16%	80	13	8%	7%	-1%	0.913	0.735
AGE GROUP								
Total	18%	995	177	100%	100%		1.000	
Under 20 years	17%	808	138	81%	78%	-3%	0.960	0.745
20 to 24 years	21%	81	17	8%	10%	1%	1.180	0.916
25 to 39 years	20%	56	11	6%	6%	1%	1.104	0.857
40 or more years	23%	48	11	5%	6%	1%	1.288	1.000
Undeclared	0%	2	0	0%	0%	0%	na	0.000
ECONOMICALLY DISADVANTAGED								
Total	18%	995	177	100%	100%		1.000	
Yes	20%	668	136	67%	77%	10%	1.144	1.000
No	13%	327	41	33%	23%	-10%	0.705	0.616
DISABLED STUDENTS								
Total	18%	995	177	100%	100%		1.000	
Yes	19%	68	13	7%	7%	1%	1.075	1.000
No	18%	926	163	93%	92%	-1%	0.990	0.921
Limited Services	100%	1	1	0%	1%	0%	na	5.231

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned AA/AS or credit (Chancellor's Office approved) Certificate.

Economically Disadvantaged: Data Element (SV03) Student-VTEA-Economically-Disadv-Status - Student is a recipient of CalWORKS/TANF/AFDC, Supplemental Security Income Program (SSI), general assistance program (GA), or other self-identified source approved in the VTEA state plan.

Disabled Students: Data Element (SD) Student DSPS - Student coded with any type of primary and/or secondary disability are coded Yes. Students without disabilities are coded No.

Source: CCCC Data On Demand, 2014 Scorecard, 2007-2008 SPAR Cohort.

Contra Costa College

TRANSFER

The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

<1.0-0.9 – mildly disproportionate;
<0.9-0.8 – moderately disproportionate;
<0.8 – highly disproportionate

2007-2008 to 2012-2013 Cohort	Transfer Rate	Number in Starting Cohort	Number Transferring	% Distribution of Starting Cohort	% Distribution of Students Transferring	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(b-a)	(b/a)	(rate/highest rate)
Total	34%	1,172	394	100%	100%		1.000	
Female	35%	669	232	57%	59%	2%	1.032	1.000
Male	33%	458	151	39%	38%	-1%	0.981	0.951
Undeclared	24%	45	11	4%	3%	-1%	0.727	0.705
RACE/ETHNICITY								
Total	34%	1,172	394	100%	100%		1.000	
African-American	31%	306	96	26%	24%	-2%	0.933	0.739
American Indian	33%	3	1	0%	0%	0%	na	0.785
Asian	42%	219	93	19%	24%	5%	1.263	1.000
Filipino	38%	107	41	9%	10%	1%	1.140	0.902
Hispanic	29%	320	94	27%	24%	-3%	0.874	0.692
Pacific Islander	78%	9	7	1%	2%	1%	na	1.832
White	23%	86	20	7%	5%	-2%	0.692	0.548
Undeclared	34%	122	42	10%	11%	0%	1.024	0.811
AGE GROUP								
Total	34%	1,172	394	100%	100%		1.000	
Under 20 years	34%	965	328	82%	83%	1%	1.011	0.935
20 to 24 years	36%	99	36	8%	9%	1%	1.082	1.000
25 to 39 years	26%	61	16	5%	4%	-1%	0.780	0.721
40 or more years	30%	47	14	4%	4%	0%	0.886	0.819
Undeclared	34%	0	0	0%	0%	0%	na	na
CalWORKS								
Total	34%	1,172	394	100%	100%		1.000	
Yes	14%	50	7	4%	2%	-2%	0.416	0.406
No	34%	1,122	387	96%	98%	2%	1.026	1.000
DISABLED STUDENTS								
Total	34%	1,172	394	100%	100%		1.000	
Yes	31%	90	28	8%	7%	-1%	0.925	0.920
No	34%	1,082	366	92%	93%	1%	1.006	1.000

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The initial group or cohort of first-time students is evaluated six years after initial enrollment in order to determine if they have shown behavioral intent to transfer. If by six years after initial enrollment a student has completed twelve credit units and attempted transfer-level math or English, the student then enters into the Transfer Cohort and that student's transfer outcome is calculated for a time frame of six years after initial enrollment.

Economically Disadvantaged: Data Element (SV03) Student-VTEA-Economically-Disadv-Status - Student is a recipient of CalWORKS/TANF/AFDC, Supplemental Security Income Program (SSI), general assistance program (GA), or other self-identified source approved in the VTEA state plan.

Disabled Students: Data Element (SD) Student DSPS - Student coded with any type of primary and/or secondary disability are coded Yes. Students without disabilities are coded No.

Source: CCCC Data Mart, Outcomes, Transfer Velocity, 2007-2008 Cohort, 6 Year Period.

Goals/Outcomes and Activities

The following Indicator Summary Sheets graphically represent the data for each indicator. While the tables in the previous section examine ethnicity, age, gender, and disability, here we focus on the disproportionate effects observed between ethnic groups. The summary sheets also define the indicator and describe the disproportionate impact observed. The target group, which experiences the most adverse effect, is identified. The sheets also include an outline of the resources the campus has available to improve the outcomes for each particular indicator. Activities that we expect will mitigate the adverse effects are listed. Finally, the goal and objectives are stated. The funds used to support these activities are outlined in the Budget section of the plan and the list of individuals responsible for the completion of the activities is listed in the Evaluation Schedule and Process section of the report.

STUDENT EQUITY PLAN SUMMARY

INDICATOR: ACCESS – SERVICE AREA

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

The data below indicate that the proportion of White students enrolled at CCC is lower than the proportion of White students within the community served (.53 proportionality index) while the proportion of African American students enrolled at CCC is higher than the proportion of African American students within the service area (1.36 proportionality index).

Source: Student population from CCCCO Data Mart, Annual 2012-13. County population 18-64 years old from Economic Modeling Specialist, Inc. (EMSI) demographic data for 2013.

RESOURCES

Organizational Structures

- Admissions & Records
- Counseling Dept.
- Academic Senate
- Transfer/Welcome Center
- Prof. Development
- Council of Chairs
- Tutoring Center
- Student Success
- Enrollment Management

Policies/Procedures

- Enrollment Priority
- Financial Aid

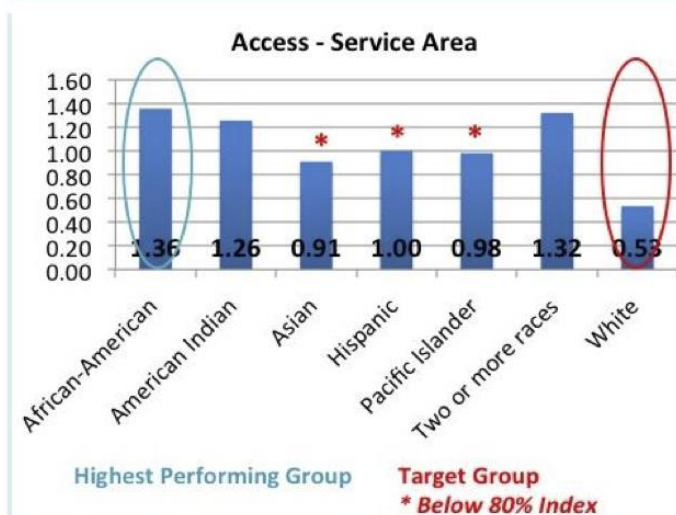
Special Programs

- Puente
- STEM Programs
- CTE Programs
- ASU Ambassadors
- MCHS & GTC
- Concurrent Enrollment

Institutional Practices

- HS Outreach
- Orientation
- Flex Activities
- Program Review
- Budget Allocation Process

DATA ANALYSIS AND FINDINGS



PRIMARY INDICATOR: THE PERCENTAGE OF EACH POPULATION GROUP THAT IS ENROLLED COMPARED TO THAT GROUP'S REPRESENTATION IN THE ADULT POPULATION WITHIN THE COMMUNITY SERVED. THIS PERCENTAGE IS FREQUENTLY CALCULATED AS A PARTICIPATION RATE.

GOAL

Increase enrollment of White students from 13% to 23% over the next five years.

ACTIVITIES

Conduct and Analyze Research

Coordinate the review of data from different sources to inform institutional and instructional practices. Coordinate research on hunches and questions that are informed by data reviewed.

Increase Full-Time Student Enrollment

Work with outreach, counseling, and disciplines to develop scheduling pathways that allow and encourage students to enroll in at least 12 units per term.

Enhance Outreach Practices

Develop equity focused outreach strategies and increase outreach resources.

Revise Orientation and Advisement Practices

Assure that all new students receive support in order to declare a major and create informed educational plans.

Develop Schedule Philosophy & Curriculum Map

Assess course offerings schedule and explore expanding course times, location and format to accelerate student completion and avoid course conflicts. Create maps for every degree and certificate depicting courses need for completion.

Redesign Assessment Process

Identify shared assessment that can be used for student entering from other human service and educational systems as part of multiple measures for placement (WIB's, Adult Ed, TANF, K12, Jail/Probation systems).

Explore Impact of Career Exploration Course

Review data on success rates and impact on student degree completion for students taking career exploration courses. Discuss whether to reinstate career exploration course into curriculum offerings.

Enhance Transfer Center and Pathway Development

Reinvest in support for transfer center availability and offerings, including workshops, pathway maps & resources for students. Increase focus on HSI and HBCU campuses.

Investigate Implementation of New Special Programs

Research and collaborate on development of Summer bridge programs, such as Math Jam, and first year experience programs, like Puente, that support adversely impacted groups.

OBJECTIVES

- 1) Increase full-time enrollment
- 2) Develop strategies that result in equal proportion of students enrolled to adults in service area for all groups.
- 3) Investigate why the proportion of White students enrolled is lower than the proportion of White adults in the service area and develop strategies to mitigate this disproportionate effect.

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
13%	15%	18%	21%	23%

STUDENT EQUITY PLAN SUMMARY

INDICATOR: ACCESS – HS GRADUATES

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

The data below indicate that the proportion of Hispanic students enrolled at CCC is lower than the proportion of Hispanic high school graduates in the service district (.77 proportionality index) while the proportion of African American students enrolled at CCC is higher than the proportion of African American high school graduates in the service district (1.38 proportionality index).

Source: Data retrieved from the California Department of Education, <http://www.cde.ca.gov/ds/sd/filesgrad.asp>. Contra Costa College 2012-2013 enrollment data retrieved from the 2013 Student Success Scorecard. Notes: Race/ethnicity of HS graduates is a 3-year average of graduates from all high schools in the district, 2011-2013.

RESOURCES

Organizational Structures

- Admissions & Records
- Counseling Dept.
- Academic Senate
- Transfer/Welcome Center
- Prof. Development
- Council of Chairs
- Tutoring Center
- Student Success
- Enrollment Management

Policies/Procedures

- Enrollment Priority
- Financial Aid

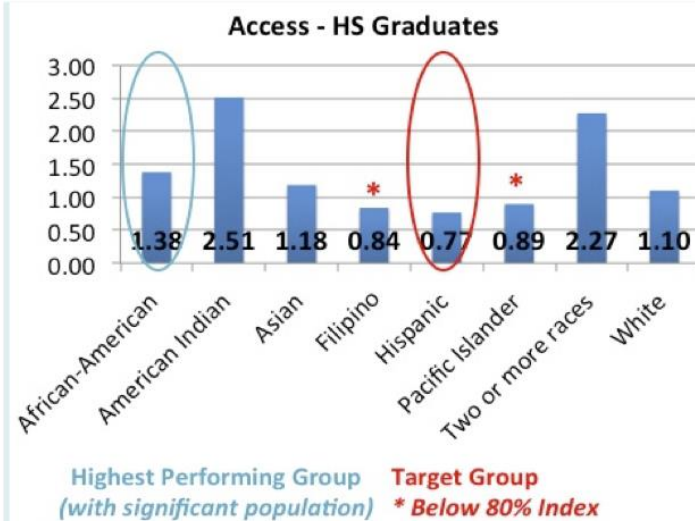
Special Programs

- Puente
- STEM Programs
- CTE Programs
- ASU Ambassadors
- MCHS & GTC
- Concurrent Enrollment

Institutional Practices

- HS Outreach
- Orientation
- Flex Activities
- Program Review
- Budget Allocation Process

DATA ANALYSIS AND FINDINGS



PRIMARY INDICATOR: THE PERCENTAGE OF EACH POPULATION GROUP THAT IS ENROLLED COMPARED TO THAT GROUP'S REPRESENTATION IN THE ADULT POPULATION WITHIN THE COMMUNITY SERVED. THIS PERCENTAGE IS FREQUENTLY CALCULATED AS A PARTICIPATION RATE.

GOAL

Increase enrollment of Hispanic HS graduates enrolling at CCC from 33% to 43% over the next five years.

ACTIVITIES

Conduct and Analyze Research

Coordinate the review of data from different sources to inform institutional and instructional practices. Coordinate research on hunches and questions that are informed by data reviewed.

Increase Full-Time Student Enrollment

Work with outreach, counseling, and disciplines to develop scheduling pathways that allow and encourage students to enroll in at least 12 units per term.

Enhance Outreach Practices

Develop equity focused outreach strategies and increase outreach resources.

Revise Orientation and Advisement Practices

Assure that all new students receive support in order to declare a major and create informed educational plans.

Develop Schedule Philosophy & Curriculum Map

Assess course offerings schedule and explore expanding course times, location and format to accelerate student completion and avoid course conflicts. Create maps for every degree and certificate depicting courses need for completion.

Redesign Assessment Process

Identify shared assessment that can be used for student entering from other human service and educational systems as part of multiple measures for placement (WIB's, Adult Ed, TANF, K12, Jail/Probation systems).

Explore Impact of Career Exploration Course

Review data on success rates and impact on student degree completion for students taking career exploration courses. Discuss whether to reinstate career exploration course into curriculum offerings.

Enhance Transfer Center and Pathway Development

Reinvest in support for transfer center availability and offerings, including workshops, pathway maps & resources for students. Increase focus on HSI and HBCU campuses.

Investigate Implementation of New Special Programs

Research and collaborate on development of Summer bridge programs, such as Math Jam, and first year experience programs, like Puente, that support adversely impacted groups.

OBJECTIVES

- 1) Increase full-time enrollment
- 2) Develop strategies that result in equal proportion of students enrolled to HS graduates in the district for all groups.
- 3) Investigate why the proportion of Latino students enrolled at CCC is lower than the proportion of Latino HS graduates from feeder schools in the district.

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
33%	35%	38%	41%	43%

STUDENT EQUITY PLAN SUMMARY

INDICATOR: COURSE COMPLETION

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

The data indicate that African -American students who have a 61% success rate in course completion experience the greatest adverse impact, compared with 76% success rate of White students, the highest performing group.

Source: Source: CCCCO Data Mart, Outcomes, Success Rate, Fall 2013.

RESOURCES

Organizational Structures

- Counseling Dept.
- Academic Senate
- Transfer/Welcome Center
- Prof. Development
- Council of Chairs
- Tutoring Center
- Student Success Committee
- Basic Skills Committee
- Enrollment Management

Policies/Procedures

- Enrollment Priority
- Repetition and Withdrawal
- Financial Aid

Special Programs

- Puente
- Adelante with STEM
- CSE
- CTE Cohort Programs
- MCHS
- EOPS

Institutional Practices

- Early Alert
- Orientation
- Flex Activities
- Faculty Assignments
- Program Review
- Budget Allocation Process

DATA ANALYSIS AND FINDINGS



PRIMARY INDICATOR: THE RATIO OF THE NUMBER OF CREDIT COURSES THAT STUDENTS, BY POPULATION GROUP, COMPLETE COMPARED TO THE NUMBER OF COURSES IN WHICH STUDENTS IN THAT GROUP ARE ENROLLED ON THE CENSUS DAY OF THE TERM.

GOAL

Increase the success rate in course completion of African American students from 61% to 76% over the next five years.

ACTIVITIES

Conduct and Analyze Research

Coordinate the review of data from different sources to inform institutional and instructional practices. Coordinate research on hunches and questions that are informed by data reviewed.

Enhance Campus-wide Instructional Support

The Tutoring Advisory Committee (TAC) and new Campus Tutoring Coordinator will develop baseline success data on student tutoring, create an outreach plan, enhance tutor training, and assess tutoring hours. The TAC will utilize an equity lens in assessing and delivering services.

Revise Orientation and Advisement Practices

Assure that all new students receive support in order to declare a major and create informed educational plans.

Develop Schedule Philosophy & Curriculum Map

Assess course offerings schedule and explore expanding course times, location and format to accelerate student completion and avoid course conflicts. Create maps for every degree and certificate depicting courses need for completion.

Redesign Assessment Process

Identify shared assessment that can be used for student entering from other human service and educational systems as part of multiple measures for placement (WIB's, Adult Ed, TANF, K12, Jail/Probation systems).

Reactivate and Upgrade Early Alert System

Explore strategies to enhance effectiveness of the Early Alert System

Align Professional Development

Assess quality and scope of current professional development opportunities. Develop a plan to align professional development with student success and equity measures.

Investigate Implementation of New Special Programs

Research and collaborate on development of programs such as Adelante with STEM, CTE Pathway Cohorts, and Puente that support adversely impacted groups.

OBJECTIVES

- 1) Identify barriers to successful course completion experienced by African American students.
- 2) Develop strategies that increase course completion success rates for all groups and equalize course completion success rates of African American and White students.
- 3) Investigate how African American students experience instructional support services in order to identify strategies to enhance these.

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
61%	65%	69%	73%	76%

STUDENT EQUITY PLAN SUMMARY

INDICATOR: ESL

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

The data indicate that Hispanic students who have a 19% success rate in ESL experience the greatest adverse impact, compared with 43% success rate of Asian students, the highest performing group.

Source: CCCCO Data On Demand, 2014 Scorecard, 2007-2008 BSI Cohort.

RESOURCES

Organizational Structures

- Counseling Dept.
- Academic Senate
- Transfer/Welcome Center
- Prof. Development
- Council of Chairs
- Tutoring Center
- Student Success Committee
- Basic Skills Committee
- Enrollment Management

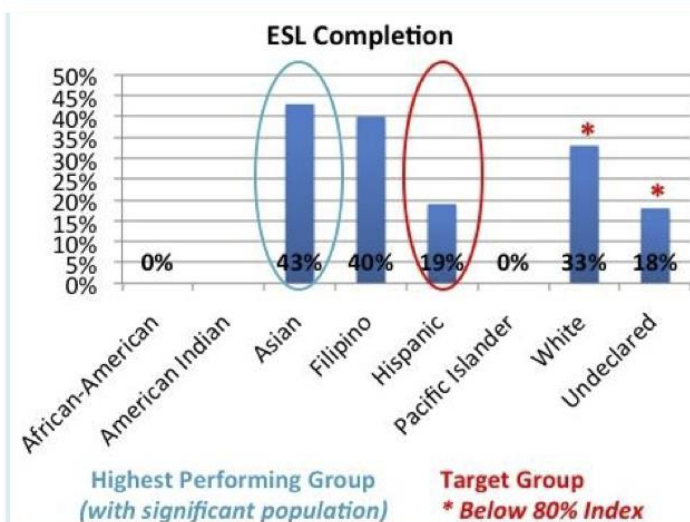
Policies/Procedures

- Enrollment Priority
- Repetition and Withdrawal
- Financial Aid

Special Programs

- Institutional Practices
 - Assessment
 - Early Alert
 - Orientation
 - Flex Activities
 - Faculty Assignments
 - ESL Program Review
 - Budget Allocation Process

DATA ANALYSIS AND FINDINGS



PRIMARY INDICATOR: THE RATIO OF THE NUMBER OF STUDENTS BY POPULATION GROUP WHO COMPLETE A DEGREE-APPLICABLE COURSE AFTER HAVING COMPLETED THE FINAL ESL COURSE COMPARED TO THE NUMBER OF THOSE STUDENTS WHO COMPLETE SUCH A FINAL ESL COURSE.

GOAL

Increase the success rate in ESL of Latino students from 19% to 43% over the next five years.

ACTIVITIES

Conduct and Analyze Research

Coordinate the review of data from different sources to inform institutional and instructional practices. Coordinate research on hunches and questions that are informed by data reviewed.

Enhance Campus-wide Instructional Support

The Tutoring Advisory Committee (TAC) and new Campus Tutoring Coordinator will develop baseline success data on student tutoring, create an outreach plan, enhance tutor training, and assess tutoring hours. The TAC will utilize an equity lens in assessing and delivering services.

Revise Orientation and Advisement Practices

Assure that all new students receive support in order to declare a major and create informed educational plans.

Develop Schedule Philosophy & Curriculum Map

Assess course offerings schedule and explore expanding course times, location and format to accelerate student completion and avoid course conflicts. Create maps for every degree and certificate depicting courses need for completion.

Redesign Assessment Process

Identify shared assessment that can be used for student entering from other human service and educational systems as part of multiple measures for placement (WIB's, Adult Ed, TANF, K12, Jail/Probation systems).

Reactivate and Upgrade Early Alert System

Explore strategies to enhance effectiveness of the Early Alert System

Align Professional Development

Assess quality and scope of current professional development opportunities. Develop a plan to align professional development with student success and equity measures.

Investigate Implementation of New Special Programs

Research and collaborate on development of programs such as Adelante with STEM, CTE Pathway Cohorts, and Puente that support adversely impacted groups.

OBJECTIVES

- 1) Investigate academic goals of students taking ESL courses to align course offerings and support resources.
- 2) Develop strategies that increase ESL success rates for all groups and equalize success rates of Hispanic and Asian students.
- 3) Identify barriers that affect how Latino students experience ESL resources.
- 4) Enhance instructional support for ESL.
- 5) Develop pathway maps for all certificates and degrees including ESL courses.
- 6) Develop ESL courses that accelerate completion and meet students' goals.
- 7) Develop a special support program for ESL students.

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
19%	25%	32%	38%	43%

STUDENT EQUITY PLAN SUMMARY

INDICATOR: BASIC SKILLS ENGLISH

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

The data indicate that African American students who have a **22%** success rate in Basic Skills English experience the greatest adverse impact, compared with **52%** success rate of Asian students, the highest performing group. It should be noted that Latino students experience the next greatest adverse impact at a **27%** improvement rate.

Source: CCCCO Data On Demand, 2014 Scorecard, 2007-2008 BSI Cohort.

RESOURCES

Organizational Structures

- Counseling Dept.
- Academic Senate
- Transfer/Welcome Center
- Prof. Development
- Council of Chairs
- Tutoring Center
- Student Success Committee
- Basic Skills Committee
- Enrollment Management

Policies/Procedures

- Enrollment Priority
- Repetition and Withdrawal
- Financial Aid

Special Programs

- Accelerated Courses
- Puente
- CTE Programs
- MCHS
- GTC

Institutional Practices

- Assessment
- Early Alert
- Orientation
- Flex Activities
- Faculty Assignments
- English Department Program Review
- Budget Allocation Process

DATA ANALYSIS AND FINDINGS



PRIMARY INDICATOR: THE RATIO OF THE NUMBER OF STUDENTS BY POPULATION GROUP WHO COMPLETE A DEGREE-APPLICABLE COURSE AFTER HAVING COMPLETED THE FINAL BASIC SKILLS COURSE COMPARED TO THE NUMBER OF THOSE STUDENTS WHO COMPLETE SUCH A FINAL BASIC SKILLS COURSE.

GOAL

Increase the success rate of African American students in Basic Skills English from 22% to 52% over the next five years.

ACTIVITIES

Conduct and Analyze Research

Coordinate the review of data from different sources to inform institutional and instructional practices. Coordinate research on hunches and questions that are informed by data reviewed.

Enhance Campus-wide Instructional Support

The Tutoring Advisory Committee (TAC) and new Campus Tutoring Coordinator will develop baseline success data on student tutoring, create an outreach plan, enhance tutor training, and assess tutoring hours. The TAC will utilize an equity lens in assessing and delivering services.

Revise Orientation and Advisement Practices

Assure that all new students receive support in order to declare a major and create informed educational plans.

Develop Schedule Philosophy & Curriculum Map

Assess course offerings schedule and explore expanding course times, location and format to accelerate student completion and avoid course conflicts. Create maps for every degree and certificate depicting courses need for completion.

Redesign Assessment Process

Identify shared assessment that can be used for student entering from other human service and educational systems as part of multiple measures for placement (WIB's, Adult Ed, TANF, K12, Jail/Probation systems).

Reactivate and Upgrade Early Alert System

Explore strategies to enhance effectiveness of the Early Alert System

Align Professional Development

Assess quality and scope of current professional development opportunities. Develop a plan to align professional development with student success and equity measures.

Investigate Implementation of New Special Programs

Research and collaborate on development of programs such as CTE Pathway Cohorts, and Puente that support adversely impacted groups.

OBJECTIVES

- 1) Investigate academic goals of students taking Basic Skills English courses to align course offerings and support resources.
- 2) Develop strategies that increase Basic Skills English success rates for all groups and equalize success rates of African American and Asian students.
- 3) Identify barriers that affect how African American students experience Basic Skills English resources.
- 4) Enhance instructional support for Basic Skills English.
- 5) Develop pathway maps for all certificates and degrees including Basic Skills English.
- 6) Develop Basic Skills English courses that accelerate completion and meet students' goals.

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
22%	30%	37%	45%	52%

STUDENT EQUITY PLAN SUMMARY

INDICATOR: BASIC SKILLS MATH

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

The data indicate that African-American students who have a **20%** success rate in basic skills math experience the greatest adverse impact, compared with **50%** success rate of Asian students, the highest performing group. It should be noted that Latino students experience the next greatest adverse impact at a **25%** improvement rate.

Source: CCCCO Data On Demand, 2014 Scorecard, 2007-2008 BSI Cohort.

RESOURCES

Organizational Structures

- Counseling Dept.
- Academic Senate
- Transfer/Welcome Center
- Prof. Development
- Council of Chairs
- Tutoring Center
- Student Success Committee
- Basic Skills Committee
- Enrollment Management
- Policies/Procedures
- Enrollment Priority
- Repetition and Withdrawal
- Financial Aid

Special Programs

- Accelerated Courses
- Summer Math Jam
- Adelante with STEM
- CTE Programs
- MCHS
- GTC

Institutional Practices

- Assessment
- Early Alert
- Orientation
- Flex Activities
- Faculty Assignments
- Math Dept. Program Review
- Budget Allocation Process

DATA ANALYSIS AND FINDINGS



PRIMARY INDICATOR: THE RATIO OF THE NUMBER OF STUDENTS BY POPULATION GROUP WHO COMPLETE A DEGREE-APPLICABLE COURSE AFTER HAVING COMPLETED THE FINAL BASIC SKILLS COURSE COMPARED TO THE NUMBER OF THOSE STUDENTS WHO COMPLETE SUCH A FINAL BASIC SKILLS COURSE.

GOAL

Increase the success rate of African American students in Basic Skills Math from 20% to 50% over the next five years

ACTIVITIES

Conduct and Analyze Research

Coordinate the review of data from different sources to inform institutional and instructional practices. Coordinate research on hunches and questions that are informed by data reviewed.

Enhance Campus-wide Instructional Support

The Tutoring Advisory Committee (TAC) and new Campus Tutoring Coordinator will develop baseline success data on student tutoring, create an outreach plan, enhance tutor training, and assess tutoring hours. The TAC will utilize an equity lens in assessing and delivering services.

Revise Orientation and Advisement Practices

Assure that all new students receive support in order to declare a major and create informed educational plans.

Develop Schedule Philosophy & Curriculum Map

Assess course offerings schedule and explore expanding course times, location and format to accelerate student completion and avoid course conflicts. Create maps for every degree and certificate depicting courses need for completion.

Redesign Assessment Process

Identify shared assessment that can be used for student entering from other human service and educational systems as part of multiple measures for placement (WIB's, Adult Ed, TANF, K12, Jail/Probation systems).

Reactivate and Upgrade Early Alert System

Explore strategies to enhance effectiveness of the Early Alert System

Align Professional Development

Assess quality and scope of current professional development opportunities. Develop a plan to align professional development with student success and equity measures.

Investigate Implementation of New Special Programs

Research and collaborate on development of programs such as Adelante with STEM, CTE Pathway Cohorts, and Puente that support adversely impacted groups.

OBJECTIVES

- 1) Investigate academic goals of students taking Basic Skills Math courses to align course offerings and support resources.
- 2) Develop strategies that increase Basic Skills Math success rates for all groups and equalize success rates of African American and Asian students.
- 3) Identify barriers that affect how African American students experience Basic Skills Math resources.
- 4) Enhance instructional support for Basic Skills Math.
- 5) Develop pathway maps for all certificates and degrees including Basic Skills Math.
- 6) Develop Basic Skills Math courses that accelerate completion and meet students' goals.

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
20%	28%	35%	43%	50%

STUDENT EQUITY PLAN SUMMARY

INDICATOR: DEGREE & CERTIFICATE COMPLETION

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

The data indicate that White students, who have an **11%** award rate, experience the greatest adverse impact, compared with a **22%** award rate of Filipino students. It should be noted that African American students make up a more significant number of students in the starting cohort and have a **21%** award rate and Asian students experience the next greatest adverse impact at a **14%** award rate.

Source: CCCC Data On Demand, 2014 Scorecard, 2007-2008 SPAR Cohort.

RESOURCES

Organizational Structures

- Counseling Dept.
- Academic Senate
- Transfer/Welcome Center
- Prof. Development
- Council of Chairs
- Tutoring Center
- Student Success Committee
- Basic Skills Committee
- Enrollment Management

Policies/Procedures

- Enrollment Priority
- Repetition and Withdrawal
- Financial Aid

Special Programs

- Puente
- Adelante with STEM
- Center for Science Excellence
- CTE Cohort Programs
- MCHS
- EOPS

Institutional Practices

- Early Alert
- Orientation
- Flex Activities
- Faculty Assignments
- Program Review
- Budget Allocation Process

DATA ANALYSIS AND FINDINGS



PRIMARY INDICATOR: THE RATIO OF THE NUMBER OF STUDENTS BY POPULATION GROUP WHO RECEIVE A DEGREE OR CERTIFICATE TO THE NUMBER OF STUDENTS IN THAT GROUP WITH THE SAME INFORMED MATRICULATION GOAL AS DOCUMENTED IN THE STUDENT EDUCATIONAL PLAN DEVELOPED WITH A COUNSELOR/ADVISOR.

GOAL

- 1) Increase the degree and certificate completion rate of White students from 11% to 22% over the next five years.
- 2) Increase the degree and certificate completion rate of Asian students from 14% to 22% over the next five years.

ACTIVITIES

Conduct and Analyze Research

Coordinate the review of data from different sources to inform institutional and instructional practices. Coordinate research on hunches and questions that are informed by data reviewed.

Revise Orientation and Advisement Practices

Assure that all new students receive support in order to declare a major and create informed educational plans.

Develop Schedule Philosophy & Curriculum Map

Assess course offerings schedule and explore expanding course times, location and format to accelerate student completion and avoid course conflicts. Create maps for every degree and certificate depicting courses need for completion.

Enhance Transfer Center and Pathway Development

Reinvest in support for transfer center availability and offerings, including workshops, pathway maps & resources for students. Increase focus on HSI and HBCU campuses.

Enhance Campus-wide Instructional Support

The Tutoring Advisory Committee (TAC) and new Campus Tutoring Coordinator will develop baseline success data on student tutoring, create an outreach plan, enhance tutor training, and assess tutoring hours. The TAC will utilize an equity lens in assessing and delivering services.

Reactivate and Upgrade Early Alert System

Explore strategies to enhance effectiveness of the Early Alert System

Explore Impact of Career Exploration Course

Review data on success rates and impact on student degree completion for students taking career exploration courses. Discuss whether to reinstate career exploration course into curriculum offerings.

Align Professional Development

Assess quality and scope of current professional development opportunities. Develop a plan to align professional development with student success and equity measures.

OBJECTIVES

- 1) Investigate academic goals of White and Asian students in order to align degree/certificate offerings and support resources.
- 2) Identify barriers to successful degree and certificate completion experienced by White and Asian students.
- 3) Develop strategies that increase degree and certificate completion rates for all groups and equalize completion rates between groups.

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
11%	14%	17%	20%	22%
14%	16%	18%	20%	22%

STUDENT EQUITY PLAN SUMMARY

INDICATOR: TRANSFER

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

The data indicate that White students who have a 23% transfer rate and Latino students who have a 29% transfer rate experience the greatest adverse impact, compared with the 42% transfer rate of Asian students. It should be noted that African American students experience the next greatest adverse impact at a 31% transfer rate.

Source: CCCCO Data Mart, Outcomes, Transfer Velocity, 2007-2008 Cohort, 6 Year Period.

RESOURCES

Organizational Structures

- Counseling Dept.
- Academic Senate
- Transfer/Welcome Center
- Prof. Development
- Council of Chairs
- Tutoring Center
- Student Success Committee
- Basic Skills Committee
- Enrollment Management

Policies/Procedures

- Enrollment Priority
- Repetition and Withdrawal
- Financial Aid

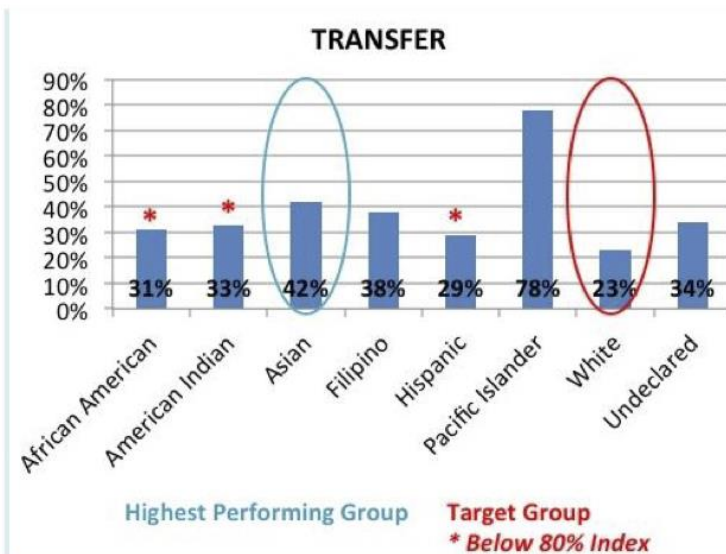
Special Programs

- Puente
- Adelante with STEM
- Center for Science Excellence
- CTE Cohort Programs
- MCHS
- EOPS

Institutional Practices

- Early Alert
- Orientation
- Flex Activities
- Faculty Assignments
- Program Review
- Budget Allocation Process

DATA ANALYSIS AND FINDINGS



PRIMARY INDICATOR: THE RATIO OF THE NUMBER OF STUDENTS BY POPULATION GROUP WHO COMPLETE A MINIMUM OF 12 UNITS AND HAVE ATTEMPTED A TRANSFER LEVEL COURSE IN MATHEMATICS OR ENGLISH, TO THE NUMBER OF STUDENTS IN THAT GROUP WHO ACTUALLY TRANSFER AFTER ONE OR MORE (UP TO SIX) YEARS.

GOAL

- 1) Increase transfer completion rate of White students from 23% to 42% over the next five years.
- 2) Increase the degree and certificate completion rate of Latino students from 29% to 42% over the next five years.

ACTIVITIES

Conduct and Analyze Research

Coordinate the review of data from different sources to inform institutional and instructional practices. Coordinate research on hunches and questions that are informed by data reviewed.

Revise Orientation and Advisement Practices

Assure that all new students receive support in order to declare a major and create informed educational plans.

Develop Schedule Philosophy & Curriculum Map

Assess course offerings schedule and explore expanding course times, location and format to accelerate student completion and avoid course conflicts. Create maps for every degree and certificate depicting courses need for completion.

Enhance Transfer Center and Pathway Development

Reinvest in support for transfer center availability and offerings, including workshops, pathway maps & resources for students. Increase focus on HSI and HBCU campuses.

Enhance Campus-wide Instructional Support

The Tutoring Advisory Committee (TAC) and new Campus Tutoring Coordinator will develop baseline success data on student tutoring, create an outreach plan, enhance tutor training, and assess tutoring hours. The TAC will utilize an equity lens in assessing and delivering services.

Reactivate and Upgrade Early Alert System

Explore strategies to enhance effectiveness of the Early Alert System

Explore Impact of Career Exploration Course

Review data on success rates and impact on student degree completion for students taking career exploration courses. Discuss whether to reinstate career exploration course into curriculum offerings.

Align Professional Development

Assess quality and scope of current professional development opportunities. Develop a plan to align professional development with student success and equity measures.

OBJECTIVES

- 1) Investigate academic goals of White and Latino students in order to align transfer support resources.
- 2) Identify barriers to transfer completion experienced by White and Latino students.
- 3) Develop strategies that increase transfer rates for all groups and equalize completion rates between groups.

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
23%	28%	33%	38%	42%
29%	32%	35%	38%	42%

Budget

The first year of the equity plan we will focus most of the Equity funds on one activity that we believe cuts across all indicators and campus departments and committees, and which already has much support and momentum: Enhancement of Instructional Support.

Nonetheless, because student success is an integral part of the work we do on campus, other activities will be well supported via 3SP, Basic Skills, CTE, HSI STEM, and other funds as outlined below.

Student Equity Budget					
Anticipated Allocation	250,000				
Activity: Enhance Campus- Wide Instructional Support					
Classified Personnel	Expenses	FTE	Salary	Benefits	Total
Tutor Services Coordinator		0.5	32,552	8,138	40,690
Instructional Assistant			36,359	9,090	45,449
Office Assistant II			15,684	3,921	19,605
Tutoring					
Peer Lead Tutor Training	30,000				30,000
Tutor Tracking Software	6,000				6,000
Supplies					
Printing	5,000				3,000
Marketing/Outreach Materials	2,500				2,500
Activity: Align Professional Development					
Professional Development (Equity)					
Conferences	15,000				12,000
Technology Upgrades	8,000				8,000
Activity: Investigate implementation of new special programs					
Special Programs					
Math Acceleration Cohort	30,000				30,000
English Acceleration Cohort	30,000				30,000
Supplies					
Printing	3,000				3,000
Marketing/Outreach Materials	3,000				3,000
				Grand Total	233,244
				Remaining	16,756

Student Success and Support Program Budget Plan 2014-2015 (Credit)							
Anticipated Allocation:	\$866,724						
Activities: Enhance campus- wide instructional support, Revise orientation and assessment practices, Redesign assessment process, Enhance Transfer Center and Pathways development, Explore impact of Career Exploration Course, Enhance outreach practices							
Classified:		Expenses	FTE	Salary	Benefits		
Assessment Technician			1	42,673.00	40,000		
Assessment Technician	Hourly-2			27,251	3,668		
Office Assistant II			1	35,196	8,799		
Office Assistant I	Hourly-2			23,413	2,282		
Counseling Assistant			0.5	20,412	5,103		
Counseling Assistant			1	40,824	10,206		
Student Workers	10			64,800	3,240		
Activities: Enhance campus-wide instructional support, Investigate implementation of new special programs, Increase full-time student enrollment, Enhance outreach practices, Enhance Transfer Center and Pathways Development, Explore impact of Career Exploration Course							
Academic:							
Dean of Student Success				104,160	26,040		
Adjunct Counselor	HS			40,000	10,000		
Adjunct Counselor	Athletic-2			40,000	10,000		
Counselors (C Contract)				100,000	15,000		
Supplies		10,000					
Operating Expenses:							
CoMEvo		23,600					
Compass ACT		15,000					
Conferences		5,000					
Mileage/Transportation		1,000					
ASK Software??							
Printing		2,500					
College Source		3,000					
SARS Software		4,500					
Hyland Software		2,000					
Early Alert		10,000					
Capital Outlay:							
Computers	12	20,000					
Totals:		96,600		538,729.00	99,338	Grand Total:	734,667
						Remaining:	142,057

Evaluation Schedule and Process

Equity Planning Committee Members

The Equity Planning Committee is composed of all the members on the Student Success Committee, one of the “big four” shared governance committees. The chair of Student Success is also the Student Equity Plan Coordinator. In addition, the committee includes all the members that attended the Equity Institute. Finally, we have also assured that the chairs of the Planning, Budget, Basic Skills, SLO/AUO, and Professional Development committees are represented in this important planning effort. Please see chart below for specific committee member information.

Equity Planning Committee	Constituency Group	Committee Affiliation	College Position
Mayra Padilla	Management	Student Equity Plan Coordinator	Director, HSI STEM
<u>Student Success Committee</u>			
Mayra Padilla	Management	Committee Chair	Director, HSI STEM
Karl Debro	Management	Committee Member	Director, Gateway to College
Luci Castruita	Faculty	Committee Member	Academic Counselor
Agustin Palacios	Faculty	Committee Member	Committee Chair, Basic Skills
Kelly Ramos	Classified	Committee Member	Interim Minority Retention Specialist, HSI STEM
Patricia Herrera	Classified	Committee Member	Financial Aid Assistant II
Luanna Waters	Student	Committee Member	Student Senator
<i>Additional Non-Voting Members</i>			
Vicki Ferguson	Management	Chair, Student Services Forum	Dean, Student Services Division
Jason Berner	Management	Dean, Liberal Arts	Dean, Liberal Arts
Catherine Fites	Management	Director, Admissions and Records	Director, Student Services Division
Carolyn Hodge	Faculty	Department Chair, Africana Studies	Faculty, NSAS Division
Sue VanHattum	Faculty	Faculty, Math Department	Faculty, NSAS Division
Gabriela Segade	Faculty	Committee Chair, SLO/AUO	Faculty, LA Division
Mariles Magalong	Management	Committee Chair, Budget	Director, Business Services
Sandra Everhart	Faculty	Committee Chair, Professional	Faculty, LAVA Division
Rick Ramos	Faculty	Department Chair, ADJUS	Faculty, LAVA Division
Wayne Organ	Faculty	President, Academic Senate	Faculty, LA Division
<u>Equity Institute Participants</u>			
Denise Noldon	Management	Chair, President’s Cabinet	President, Contra Costa College
Tammeil Gilkerson	Management	Chair, Planning Committee	Vice President, Contra Costa College
Wayne Organ	Faculty	President, Academic Senate	Faculty, LA Division
Mayra Padilla	Management	Chair, Student Success Committee	Director, HSI STEM
Robert Webster	Faculty	Co-Chair, Academic Counseling	Faculty, Student Services Division
Ed Cruz	Faculty	Faculty, Math Department	Faculty, NSAS Division
Sherry Sharufa	Faculty	Faculty, Math Department	Faculty, NSAS Division
Najia Azizi	Faculty	Coordinator, EOPS	Faculty, Student Services Division

The Student Equity Coordinator will present the Equity Plan to College Council in September 2014 for a first read and again in October 2014 for final approval.

In October 2014, when the plan is formally approved, the Student Equity Coordinator and the President of Academic Senate will present the plan at President's Cabinet.

Following, the plan will be taken by the Student Success Classified voting members to Classified Senate and by the Student voting members to the Associated Students Union.

In order for the plan to have the strongest impact it will be woven into the strategic planning process for our college. Therefore, Student Success Committee members will be an active presence in the strategic planning process.

To reframe campus-wide student success efforts so equity and inquiry drive our actions (Objective 3) Student Success Committee members will also engage divisions and departments both directly and through Council of Chairs. (See Objectives - Summary Table 1 & Objective #3 - Summary Table 2 below for more details)

Student Success will recommend to College Council to task out to the Integration Committee (composed of the chairs of the "big four" committees) the coordination of adding an equity focus to the budget allocation and program review processes (Objective 3). (See Objectives - Summary Table 1 & Objective #3 - Summary Table 2 below for more details)

Student Success Committee will lead the effort to conduct research on questions arising from the equity data and ascertain the effect size we need to mitigate the greatest adverse impact for each indicator (Objective 4). (See Objectives - Summary Table 1 for more details)

Alignment of activities with institutional efforts on student success will require the leaders over each effort to meet collectively in an ongoing forum (Objective 5). (See Objectives - Summary Table 1 for more details)

Finally, in order to develop and monitor strategies that increase the success of all groups and simultaneously mitigate and equalize the success of the groups experiencing any disproportionate impact (Objective 6) working groups will be formed for each activity outlined in the Indicator Summary Sheets. (See

Objectives - Summary Table 1

	Objectives	Facilitators	Timeframe	Completion Date
1	Investigate key indicators: Access, Course Completion, ESL & Basic Skills (English and Math) Completion, Degree & Certificate Completion, and Transfer.	Equity Institute Participants	June 2014- September 2014	June 2014
2	Identify populations that experience the greatest adverse outcomes for each indicator.	Equity Institute Participants	June 2014- September 2014	June 2014
3	Reframe campus-wide student success efforts so equity and inquiry drive our actions. Prioritize equity in the budget allocation and program review processes.	Planning Committee, Student Success Committee, Equity Institute Participants, Council of Chairs, SLO/AUO Committee, Budget Committee	August 2014- May 2014	
4	Conduct research on questions arising from the equity data for each indicator. Ascertain the effect size we need to mitigate the greatest adverse impact.	Student Success Committee, Equity Institute Participants, Council of Chairs	September 2014- December 2014	
5	Align equity strategies with institutional efforts on student success, e.g. Student Success and Support Program (3SP), Basic Skills, CTE Pathways (SB1070/CPT), AB86, HSI STEM, and so on.	Planning Committee, Student Success Committee, Equity Institute Participants, Council of Chairs, Student Services, President's Cabinet, Senior Leadership, Constituency Group Leadership	December 2014- August 2015	
6	Develop and monitor strategies that increase the success of all groups while simultaneously mitigate and equalize the success of the groups experiencing any disproportionate impact.	(See activities table for responsible parties)	Development & Implementation: December 2014-May 2015 Evaluation: May 2015-August 2015	

Objective #3 - Summary Table 2

Campus Entity	Liaison	Liaison	Liaison
<u>Division Meetings</u>			
Student Services	Luci Castruita	Vicki Ferguson	Mayra Padilla
NSAS	Ed Cruz	Carolyn Hodge	Donna Floyd
LAVA	Susan Lee		
LA	Jason Berner		
President	Karl Debro		
<u>Departments</u>			
ESL	Gabriela Segade		
Math	Ed Cruz		
English	Jason Berner		
<u>Leadership Groups</u>			
President's Cabinet	Wayne Organ		
Academic Senate	Wayne Organ		
Management Council	Mayra Padilla		
Classified Senate	Kelly Ramos		
Associated Students Union	Luanna Waters		
<u>Campus Committees</u>			
College Council	Jason Berner	Vicki Ferguson	
Professional Development	Sandra Everhart		
Basic Skills	Agustin Palacios		
SLO/AUO	Gabriela Segade		
CTE Pathways	Donna De Russo	Rick Ramos	Mayra Padilla
Adult Education	Rick Ramos		
Program Review	Wayne Organ		

Objective #6 – Summary Table 3

Activites	Time Frame	Responsible Parties	Funding Source	Objectives
Conduct and Analyze Research	June 2014-September 2014	Equity Institute Participants, Student Success Committee, District	General College Funds and District	1,2,4
Enhance Campus-wide Instructional Support	January 2014- June 2015	Tutor Advisory Committee (TAC), Basic Skills Committee	Equity Funds	3,5,6
Revise Orientation and Advisement Practices	August 2014- June 2015	3SP, Counseling, Student Services	3SP	5,6
Develop Schedule Philosophy & Curriculum Map	January 2014- July 2015	Council of Chairs, Enrollment Management	General College Funds	5,6
Redesign Assessment Process	August 2014- July 2015	Math Department, English Department, Basic Skills Committee, Academic Counseling, Assessment, Student Services, CTE, HSI STEM, GTC, MCHS	3SP, HSI STEM, CTE	3,4,5,6
Reactivate and Upgrade Early Alert System	August 2014- June 2015	Council of Chairs, Academic Counseling, Student Services	3SP	4,5,6
Align Professional Development	September 2014- July 2015	Professional Development Committee	General College Funds, Equity Funds and District Support	3,5,6
Investigate Implementation of New Special Programs	ongoing	Directors and Coordinators for special programs, Council of Chairs	General College Funds, Equity Funds, 3SP	4,5
Enhance Transfer Center and Pathway Development	June 2014- July 2015	Academic Counseling, Student Services, The Hub, Council of Chairs, Basic Skills Committee, CTE, HSI STEM	3SP	3,4,5,6
Explore Impact of Career Exploration Course	September 2014- July 2015	Student Services, Council of Chairs, Academic Counseling, Curriculum Committee	3SP, HSI STEM, CTE, General College Funds	5,6
Review Local Degree Requirements	September 2014- July 2015	Enrollment Management, Council of Chairs, Curriculum Committee, Student Success Committee	General College Funds	4,5
Increase Full-Time Student Enrollment	ongoing	Everyone, Enrollment Management, Council of Chairs	General College Funds, 3SP	3,4,5
Enhance Outreach Practices	ongoing	Student Services, Enrollment Management, Council of Chairs, Special Programs	3SP, CTE, Equity Funds	3,4,5,6

Attachment A

Ongoing Institutional Efforts on Student Success

CCC has a long commitment to equity. Below we describe the ongoing campus-wide student success efforts that will be aligned with our equity goals, objectives, and activities.

Student Success

Over the last year, we have been focused on making equity a central focus of our institutional practice. To that end, we have re-organized to move the Student Success Committee (formerly the Achievement Gap Committee) into the central role as one of the “big four” Brown Act committees in our shared governance structure.

The first project that Student Success has lead has been the development of campus-wide measures of student success. Woven into accreditation, these measures include the identification, assessment and continuous improvement of student success. By integrating these metrics into program review and our annual unit plan/budget allocation process, we will have built-in student success outcomes as incentives.

The second project has been to enhance campus wide instructional support using an equity lens. Here, a focus on instructional support spans all disciplines and therefore promises to have a broad impact on student success. Thus far we have created a Tutoring Advisory Committee (TAC). The Committee has proposed that our campus-wide tutoring program have centralized administration and decentralized services. TAC has further asked the College to demonstrate a commitment to student success by allocating general funds to support a campus wide Tutor Coordinator position. The college has responded in support by committing to a half time Tutoring Services Coordinator. The TAC will continue to oversee these efforts to assure that the number and diversity of students served is increased; services engage and meet the needs of our most vulnerable students (identified using equity and student success data); student success is increased for all students; in all disciplines, populations that experience the greatest adverse impacts increase their success rates to match the success rates of the highest performing populations.

Because of the potential overarching impact that instructional support may have on our campus, the Student Success Committee, in consultation with the Equity

Planning Committee, has decided to use the bulk of the Equity funds coming from the state to enhance these efforts. Please see Budget section for more details.

Both projects were informed by the work of the Center for Urban Education.

Council of Chairs & Enrollment Management

The college is attempting to move to a yearlong schedule starting with spring, summer and fall 2015. This is a new way to advertise course offerings to students and give more time for students to adjust schedules in their pathways. Faculty are developing learning communities with clearly defined course offerings and times that lead to degree completion. Some new programs will be piloted in the spring. Department chairs and deans reviewed research related to section scheduling patterns and are looking at options for expanding late afternoon, evening, Friday and weekend courses. Support is also being given to develop online & hybrid courses (stipends, professional development, course development support). Working with marketing and publications to develop new components to the schedule of classes that lend to students selecting coursework that pertains to their educational plans. Online educational plans piloted and will be expanding in the next semester, which lends to degree audit and ability for students to see where they are in terms of degree completion. Developed 'Welcome/Transfer' center in summer 2014. Will be working with transfer coordinator to determine needs for developing resources and relationships with four-year colleges and universities.

Student Success and Support

The Student Success and Support Program (SSSP) strives to provide access, services and support to all students who are seeking academic success and completion at Contra Costa College. SSSP, formerly known as matriculation, has a responsibility of providing all students the "core" services, orientation, assessment and student educational planning through counseling, in order for them to have a successful start in their educational journey. At Contra Costa College, goals of the SSSP are to provide students with a Welcome/Transfer Center in order for them to receive application, registration and online orientation assistance as well as provide knowledgeable staff that can answer students' questions and give them proper direction to campus resources. In addition, SSSP will enhance transfer services to students who strive to transfer to a university. SSSP will offer all students a comprehensive online orientation, which consists of multiple modules targeting specific student populations in order for students to stay well informed about their programs. These online orientations will also be offered in Spanish. The SSSP staff will continue to enhance a collaborative partnership with our feeder high schools by providing assessment preparation and testing to all high school seniors. Lastly, the educational planning requirement will be met by students enrolling in a college

counseling course (orientation and assessment must be completed first) where they will be assisted by a counseling faculty who will analyze their assessment scores for proper placement into English and math courses and guide them through the course selection process known as the student education planning tool, an Ellucian product.

Career Technical Education

Career Development Support, Systems, and Pathways: Build infrastructure to make career development/identification a priority and fundamental goal for all incoming and returning students through dedicated career exploration, clearly articulated career on-ramps, well defined certificate and credential sequences, identification of skill-builder sequences, and increased merging of CTE/Career Pathways with AA/AS and transfer pathways that encourage students to identify their career interests early and pursue those to completion.

1. Have content specific high school faculty to college faculty meetings to define pathways from K-12 to transfer as appropriate
2. Develop pathway maps to articulate options for students
3. Market pathways to high school staff, students, families and the community
4. Connect pathways to employers

Accelerated Career On-Ramp Programs: Develop accelerated career on-ramps (CAA) for underserved populations that are linked to employment and ongoing education AA/Transfer opportunities. (short-term accelerated certificates). This allows students to realize immediate benefits (employment) from their education while connecting them to an ongoing educational pathway that leads to continuing education and transfer. Identify a range of on ramp programs at each college aligned to the major career pathway program areas at each college.

1. Develop one semester bridge programs that lead into CTE programs such as FLOW and Bridge to Biotechnology. Focus on pathways in Health, Public Service, ICT and Engineering
2. Offer prep classes as concurrent or dual enrollment for high school students – i.e. CNA model or EMED 107

Contextualized ESL, Basic Skills and Counseling: Develop a comprehensive plan for implementation of contextualized ESL, Basic Skills, and Counseling early student success for students with barriers to educational achievement.

1. Develop an English for CTE and a math for CTE class that meets prerequisites for transfer level sequence.
2. Develop summer Bridge programs in CTE areas

Multiple Measures Assessments: Identify shared assessments that can be used for students entering from other human service and educational systems as part of

multiple measures for placement and entry into programs of study (WIB's, Adult Ed, TANF, K12, Jail/Probation systems).

1. Work with CPT/CCCLLI/SB100 to identify alternate placement strategies
2. Pilot programs in math and English to use high school grades and other standardized high school tests for placement in college classes.
3. Work with ACT to see if WorkKeys can be normed to compass assessment.

Engage Community Partnerships: Develop plans to leverage community partnerships with other systems and non-profits to increase student access through early matriculation strategies and to increase support for students while they are enrolled at the colleges (i.e. leveraging case management, support services, employer relationships, etc).

1. Conduct program specific orientations that meet the requirements of 3SP possibly at community locations. i.e WIB's, high school academy classes, EHSD CalWORKs offices, CBO's
2. Provide enrollment and assessment services at community locations

K12 Early Intervention Program: Work with feeder district high schools to assess and intervene early with students in preparation for matriculating to college. Offer 9th-11th grade enrichment activities, including but not limited to early assessment, intrusive counseling, career exploration/development, and early matriculation. Cross train high school counselors and support staff in college matriculation, career development, and advising practices. Develop a comprehensive and deep engagement proposal outside of outreach and marketing with high school partners.

Develop a comprehensive transition plan to include:

1. Assess all students in the 11th grade.
2. Coordinate all high school outreach activities/visits from various grants/departments to create a comprehensive calendar of activities
3. Coordinate with high school staff to take early assessment results and develop a plan to elevate students skills in math and English to minimize remediation
4. Conduct professional development for English and math faculty to align skills required for students to success in college classes
5. Conduct extensive professional development for high school and college counselors so each understands the others' systems
6. Offer career development/professional development class for concurrent or dual enrollment
7. Develop a long-term educational planning model i.e. 10 year ed plan
8. Goal to have all high school students earn at least 6 units of college credit before graduating high school.

9. Provide opportunities for k-12 students to visit CCC – i.e. all 4th graders in district have a “College Day.”

Basic Skills Committee

The Basic Skills Initiative Committee will continue to fund and support campus tutoring, supplemental instruction for English and Math classes, expand its partnership with counselors and support faculty development of basic skills instructors. Tutoring efforts will focus on ESL and basic skills math and English courses. Supplemental instructors will provide support outside of the classroom for students in these developmental courses in order to assure that students are successful and moving toward their educational goals. Basic Skills will continue to fund faculty to attend conferences that train them in best practices that support and accelerate the success of our basic skills students. The committee is also committed to funding proposals for innovative projects that promise to enhance the academic performance of our basic skills students.

Attachment B

RESEARCH QUESTIONS

The questions outlined below will be used by the Equity Planning Committee to complete objective four: conduct research on questions arising from the equity data for each indicator.

ACCESS

- Do we lose students at one particular point of entry or at multiple points of entry? How many times must students come in before they can enroll?
- How does the residency determination process affect enrollment?
- How do orientation, assessment, and educational path development affect student motivation to enroll in classes?
- What types of financial aid problems discourage students from attending Contra Costa College? Do students know to list CCC on the FAFSA?
- What is the influence of the campus website on access?
- What type of experience do students have when they engage support services?
- How does having misaligned pathways between CCC and WCCUSD affect students' interest in attending CCC?
- Is the broader community aware of our registration periods and processes?
- Are general recruitment and special programs recruitment efforts too narrow? How can these efforts be broadened?
- What is the perception of CCC in the community? How does this perception influence students' decision to enroll at CCC?
- Are CCC faculty, staff, and administrators sufficiently involved in community efforts? How does our participation in the community impact our enrollment?

COURSE COMPLETION

- What is the success rate of different types of courses? Are different ethnic groups more successful than others in specific gateway courses?
- What is the disaggregated gpa of different ethnic groups in the gateway courses?
- Is there confusion due to the vague language used in our withdraw policy which states that faculty "may" drop a student after 3 absences? Would course success increase by clarifying the language so that it is explicit as to who is responsible for dropping the course? Is our withdraw policy noted in course syllabi?

- Are faculty members communicating to students that all courses including basic skills, ESL, and general education courses affect degree completion and transfer? Are faculty members sharing with students the fact that it is an expectation that they study 2hrs/week outside of class for each unit they are taking? Have we articulated to students what skills a successful student must employ (e.g. read before lecture, take notes, etc.) and what we expect in order for them to be successful?
- Do faculty include study skills and life skills development activities in their curriculum? Do faculty point students in their syllabi, office hours, and class lectures to college and community resources? Do our students experience these support services as accessible, inviting, and/or useful?
- Would having a compressed calendar increase course success by allowing fewer life issues to interrupt course participation?
- Is our course schedule aligned with student needs? Are courses scheduled to optimize learning?
- Do we offer sufficient and effective academic support (tutoring) so that students are able to successfully complete courses? How do our target populations experience tutoring resources? Do they know about them and are they structured in ways that make them accessible and effective for the target populations? Would group instructional support and targeted topic specific workshops be more effective than drop-in tutoring? Is tutoring a course expectation?
- What would we need to do to get the early alert system working? Would an early alert system enhance course success? Would progress reports improve course success?
- Would integrated, contextualized or dynamic courses increase course success of students with different learning styles?
- How would flipped or hybrid courses affect student success?
- Would faculty training on how to identify and provide resources for behaviors that are signs of trauma, marginalization, stress, and depression increase course success?
- Are our students engaged on campus? How would we shift campus from a part-time, commuter feel to a full-time, engaged culture?

ESL

- What are the goals of the Latino population taking ESL courses? Are some of them coming to receive limited English language training in order to get entry-level jobs? Why are students leaving the program before completion? Are students accessing jobs instead of completing?
- Would ESL students benefit from having ESL courses integrated into discipline specific/CTE courses?
- Since 16 courses are required to exit ESL, is this too long of a road for ESL students to complete?

- What questions has the research that was funded by Basic Skills Committee answered? Does this research address why people are dropping out of the program?
- How does having to apply for a financial aid appeal because of unit caps affect completion?
- If students want to leave traditional ESL courses in order to take subject specific courses, what support systems are in place for these students?
- How do different age groups perform in ESL courses? Do older students need different support strategies than young students?
- Do ESL students have a high proportion of non-resident students? How does having to pay out of state tuition affect student retention and completion?
- Are there academic support processes in place specifically designed to assist ESL students or are faculty tutors the only support service available to these students?

BASIC SKILLS –MATH

- Are students taught how to plan for short term versus long-term goals? How do we prepare students to create an Ed Plan?
- What is the current status of our Early Alert system? Who is trained to use it? Could we utilize roll sheets to garner information that could be useful in identifying and intervening with students that are not participating or performing well?
- Are faculty and students engaging in discussions on equity? Could these discussions be beneficial in motivating equity? What would motivate students and faculty to become involved in equity work?
- Are basic skills students and faculty disconnected from the school? Are resources marketed to basic skills students in an effective manner?
- Are online resources accessible and effective for basic skills students? Are the marketing, outreach, and website info aligned?
- Are math department faculty trained to receive Basic Skills students? In what ways could we better align Basic Skills courses with college math courses?
- Are basic skills courses scheduled to meet student needs and maximize learning (i.e. shorter courses more times a week)?
- Are we giving students a clear pathway to exit basic skills? What is the status of our accelerated courses?
- How are first day of class and syllabus used? Could these help with retention? Would it help to make study skills and out of class course expectations explicit?
- How are BS students oriented? Is there info specific for this population in the new orientation? Would creating a FYE with math jam be beneficial?
- Are BS Math courses taught by full-time or part-time faculty? What is the ethnic and racial background of BS Math instructors?
- Do BS students utilize the academic skills lab or the math lab for tutoring? If so what is their usage pattern and what do they think of the services? Is more targeted outreach necessary? Are workshops on specific BS student needs

necessary to enhance support effectiveness? Should tutors be trained as math coaches? Should study skills be taught in tutoring sessions and in math classes?

- Are there any current courses, teachers, or practices that are effective? What can we learn from these efforts?
- What would we need to do to align our BS math courses with our college level math courses and with WCCUSD math courses?

BASIC SKILLS –ENGLISH

- Are students taught how to plan for short term versus long-term goals? How do we prepare students to create an Ed Plan?
- What is the current status of our Early Alert system? Who is trained to use it? Could we utilize roll sheets to garner information that could be useful in identifying and intervening with students that are not participating or performing well?
- Are faculty and students engaging in discussions on equity? Could these discussions be beneficial in motivating equity? What would motivate students and faculty to become involved in equity work?
- Are basic skills students and faculty disconnected from the school? Are resources marketed to basic skills students in an effective manner?
- Are online resources accessible and effective for basic skills students? Are the marketing, outreach, and website info aligned?
- Are English department faculty trained to receive Basic Skills students? In what ways could we better align Basic Skills courses with college English courses?
- Are basic skills English courses scheduled to meet student needs and maximize learning (i.e. shorter courses more times a week)?
- Are we giving students a clear pathway to exit basic skills? What is the status of our accelerated courses?
- How are first day of class and syllabus used? Could these help with retention? Would it help to make study skills and out of class course expectations explicit?
- How are BS students oriented? Is there info specific for this population in the new orientation? Would creating a FYE with reading apprenticeship be beneficial?
- Are BS English courses taught by full-time or part-time faculty? What is the ethnic and racial background of BS English instructors?
- Do BS students utilize the academic skills lab for tutoring? If so what is their usage pattern and what do they think of the services? Is more targeted outreach necessary? Are workshops on specific BS student needs necessary to enhance support effectiveness? Should tutors be trained as reading apprentices? Should study skills be taught in tutoring sessions and in English classes?
- Are there any current courses, teachers, or practices that are effective? What can we learn from these efforts? Would a program like Umoja, increase African American BS English students' success?
- What would we need to do to align our BS English courses with our college level English courses and with WCCUSD English courses?

DEGREE/CERTIFICATE COMPLETION

- Are students aware of pathways? If they are aware is the pathway clear?
- Could the rate of degree attainment be improved by increasing the hours the transfer center is in service?
- Could shorter semesters with increased class offerings increase the number of degrees earned?
- How do career exploration courses impact students' motivation to earn a degree?
- Would articulation and exposure to HSIs and HBCUs, which tend to have more resources for underrepresented students, improve degree attainment?
- Do faculty and counselors have the degree requirement expertise necessary to promote degree completion? Are counselors more familiar with breadth requirements and faculty with discipline requirements?
- Do local degree requirements deter students from completing a degree? Are these aligned with the new transfer degrees?
- How does the instructional support students receive impact degree attainment? Are students that do not successfully complete courses less likely to earn degrees?

TRANSFER

- Do we have resources that effectively convey to students the connection between degree and career path? Do students prefer career tracks that lead to jobs? Do we communicate to students the relationship between earning potential and transfer? Do students have opportunities to explore potential career tracks?
- Would acknowledging and celebrating key milestones to transfer completion motivate students to continue toward transfer?
- What information delivery methods would have the greatest impact? Are there key transfer level courses we could target? Would offering transfer information in these milestone courses in class syllabi, classroom presentations, or outside of class at information tables increase our impact?
- How do our assessment-practices impact students' chosen fields of study? What types of support services could we offer students while in high school that would encourage students to select transfer pathways? Would assessment using multiple measures benefit students' educational outcomes?
- What effects do students experience when curriculum is not aligned between basic skills courses, WCCUSD courses, and college level courses?
- Could the rate of transfer be improved by increasing the hours the transfer center is in service?
- How is the topic of resiliency broached between faculty, staff, and students?
- How can we increase the impact our transfer resources have on students? What resources are being given to students? How many students is our transfer center

serving? How many students participate in transfer counseling sessions? How many students participate in our transfer day activities? In what ways do students think these services can be enhanced?

- Would having a compressed calendar increase transfer success? Would students have time within the academic year to take more classes and thus reach their goals sooner?
- Is our course schedule aligned with student needs?
- Do we offer enough academic support (tutoring) so that students are able to successfully complete courses? How do our target populations experience tutoring resources? Do they know about them and are they structured in ways that make them accessible and effective for the target populations?
- Is the low rate of transfer for the target populations due to low levels of representation in access (enrollment)?

Additional Questions Pertaining to:

Increase full-time enrollment

- Is there capacity in the district if data shows that FTES decrease is proportional to legislative changes (repeatability, etc) and closure of dental and cosmetology programs?
- Increase FTES is important because of funding- However, is it really in the best interest of our students to attend full-time?
- What indicators have changed that suggest that there is an opportunity (capacity) to increase FTES?
- If we increase student retention what is the resulting increase in FTES?
- How do we increase the students' ability to be full-time and how do we retain them?
- What effect does increasing FTES (full-time status and student retention) have on pathway capacity?
- What can we do to increase financial aid?
- What are the barriers to being full-time?

Enhance Outreach

- How do we establish ownership for a group of students, as is done in special programs?
- How can we look at all indicators through this perspective?
- Who is accountable if we don't make progress toward our indicator goals?
- How do we identify what is most valuable to the people we are trying to serve? students.
- Do we want to involve community advisory committees in this process?