



Contra Costa College



# Student Equity Plan



# **CONTRA COSTA COLLEGE**

## **Student Equity Plan**

**November 2015**

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# CONTRA COSTA STUDENT EQUITY PLAN

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# Signature Page

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## **CONTRA COSTA COLLEGE** ***Student Equity Plan Signature Page***

**District:** Contra Costa Community College  
District

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**Board of Trustees Approval Date:**

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I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

mmehdizadeh@contracosta.edu  
[Mojdeh Mehdizadeh, Interim President] Email

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I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

mmagalong@contracosta.edu  
[Mariles Magalong, Mariles, College Chief  
Business Officer] Email

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jnicholas@4cd.edu  
[Jonah Nicholas, District Chief Business Officer<sup>1</sup> ] Email

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I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

jharmon@contracosta.edu  
[Dr. Jane Harmon, Chief Student Services Officer] Email

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I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

jharmon@contracosta.edu  
[Dr. Jane Harmon, Chief Instructional Officer] Email

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<sup>1</sup> If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *College* Chief Business Officer need sign.

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

---

[Beth Goehring, Academic Senate President]      bgoehring@contracosta.edu  
Email

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

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[Erika Greene, Classified Senate President]      egreene@contracosta.edu  
Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

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[Nakari Syon, Associated Student Body President]      asu@contracosta.edu  
Email

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[Dr. Mayra Padilla, Student Equity Coordinator]      mpadilla@contracosta.edu      510-215-3880  
Email      Phone

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# Executive Summary

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Contra Costa College (CCC) is an urban community college in San Pablo, California. Primarily serving the residents of West Contra Costa County, CCC is home to a diverse student population and has the distinction of being a Hispanic Serving Institution (HSI). This fall 2015 CCC is serving 6613 students – 20% African American, 20% Asian, 42% Latino, and 10% White. The institution is challenged with serving a population that is commonly underprepared for college and that experiences academic and personal hardships that make it difficult to succeed both in and out of the classroom. CCC's Student Equity Plan presented here seeks to *equalize* academic success across all student populations without lowering the performance of its top performing groups.

In order to accomplish this overarching goal, CCC has established a number of framing principles for the institution as a whole. These principles will serve to guide CCC as it develops the capacity to implement, scale and sustain planned activities.

The framing principles are as follows:

1. CCC will align institutional efforts with equity goals through collaborative planning, budgeting, research, and evaluation in order to scale and institutionalize activities that close equity gaps and promote academic excellence for all student groups.
2. CCC will increase institutional capacity for inquiry, research, evaluation, and use of data in decision-making.
3. CCC will foster an institutional culture of equity, academic excellence, student-centered decision-making, and continuous improvement by aligning professional development activities with these values.

The first principle will be implemented through the college's commitment to shared governance. At CCC, decisions are made through the deliberations of the "Big Four" shared governance committees—Budget, Planning, Student Success, and Operations. Equity provides a lens through which the deliberations of these committees are viewed. The budget committee, for example, makes allocation decisions based largely on program review findings. The newly adopted program review template calls for departments to analyze Equity data and address disproportionate impacts on different student populations. The Budget Committee will also be asked to make Equity a standing agenda item. A similar request will be made of the Operations Committee. As the Planning Committee develops its strategic plan, the group is in regular contact with Equity Task Force members, and the Equity Coordinator actually chairs the Student Success Committee. The Equity Coordinator also attends the weekly meetings of the college's academic and student services deans and makes regular reports on the implementation of the college's Student Equity Plan (SEP). Finally, the Equity Task Force—a cross-constituency group of

faculty, managers, and classified staff—holds regular monthly meetings, where each area subcommittee makes progress reports on its activities around each of the SEP indicators.

The second principle mentioned above, increasing institutional capacity for inquiry, research, evaluation, and the use of data in decision-making, will be implemented largely through the college district's hiring of a new research collaboration director. Additionally, Equity funding will support efforts to increase college community engagement. For example, next semester a faculty inquiry group facilitated by staff from the district's Research Office will be created to discuss and implement ideas presented in Thomas Bailey's *Redesigning America's Community Colleges*. Further to bring the student voice into these discussions, CCC will facilitate the Community College Survey of Engagement and use the results to guide its work.

Efforts to implement the third principle, fostering an institutional culture of equity, academic excellence, student-centered decision-making, and continuous improvement, will be led by the college's Professional Development committee. Indeed, the committee has already begun to promote relevant activities, arranging, for example, for a group of CCC faculty to participate in training offered by the Center for Organizational Responsibility and Advancement (CORA) on "Teaching Community College Men of Color." Furthermore, CCC will use the RP Group's "Six Factors of Student Success" to guide the research, development, implementation, and evaluation of activities.

The philosophical grounding provided by these three principles will guide the implementation of all the activities discussed in this Student Equity Plan. They will allow CCC to develop interventions, focus on activities and support campus-wide efforts to change CCC's culture to one that focuses consistently on efforts to promote **Educational Equity**—the goal of "providing *all* students with the individual support they need to reach and exceed a common standard" (Linton, 2011; p.39). Adherence to these principles will make CCC's work more effective and efficient and, more importantly, create the conditions that will allow CCC to scale up our programs and have greater institutional impact.

Last year, while CCC's Student Equity Plan supported activities related to all the indicators, the primary focus was on course completion and the major portion of Equity funding went to student support services, in particular tutoring. State funding allowed CCC to dramatically improve its tutoring services by increasing the position of the tutorial coordinator from a half-time to a full-time position; enabling the creation of an extensive Peer-Led Team-Learning (PLTL) program; supporting the provision of other group tutoring services, such as Supplemental Instruction, walk-in tutoring, and online tutoring; and allowing the college to hire a minority retention specialist dedicated to assuring that CCC target populations are utilizing and benefiting from these tutoring services.

This support has allowed Campus Wide Tutoring to (CWT) serve more students. In 2013-2014, CWT served only 6.5% of the student population. By contrast, in 2014-2015 CCC saw tutoring usage double to 13% and this fall 2015, approximately 16% of students are accessing

tutoring. The percentage of students from target populations participating in tutoring mirrors that of the college. Students that use tutoring services are more successful than students who do not. PLTL programming resulted in the largest gains for students; 73% of students who attended PLTL workshops successfully completed their courses compared to 66.7% for drop-in tutoring and 53% for students who did not receive any tutoring support.

This year, CCC will, of course, maintain a strong focus on completion (and all the other indicators), but CCC will also be placing a special emphasis on basic skills courses and promoting PLTL as a best practice to increase student success.

### Indicators and Target Population Summary

CCC’s SEP will focus on the following indicators and target populations:

Success Indicators	Target Populations			
ACCESS	Latino	ESL	Males	Veterans
COURSE COMPLETION	Foster Youth	African Americans	Latino	
ESL COMPLETION	Latino	Males	<i>Some Other Race</i>	
BASIC SKILLS - ENGLISH	African Americans	Males	Foster Youth	
BASIC SKILLS - MATH	African Americans	Foster Youth	Males	<i>UnKnown Gender</i>
DEGREE AND CERTIFICATE COMPLETION	Males	White	ESL	
TRANSFER	Latino	White	Low-Income	

The Research Office will provide CCC with a list of students from each of the target populations to best focus CCC outreach efforts. CCC will provide training for all staff working on these activities. Training will ensure that *all* students benefit from the services provided and reduce the possibility of stigmatizing subset(s) of students as “at-risk.” CCC strategies are designed to provide programming that is for broad groups and that is relevant to all student categories in order to avoid the unintended consequences of such “labeling.”

To increase the success of identified target populations the Equity Task Force will engage the college community in the activities listed below:

## **Access Goal**

Assure that the percentage of Latino, ESL, Male, and Veteran students enrolled at Contra Costa College is equal to the percentage in which they are represented in CCC feeder high schools or in the adult population in the county.

### Activities

- Increase focus on target populations in CCC pre-orientation efforts and education planning courses.
- Supplement marketing materials with information, and intentional messaging that would be attractive and relevant to target populations.
- Create outreach workshops that are relevant to target populations, train facilitators to deliver the message in an engaging and authentic manner, and facilitate these workshops at CCC feeder High Schools and at community organizations.

## **Course Completion Goal**

Improve course completion of former foster youth, African American, and Latino students to the average of all students.

### Activities

- Increase the number of basic skills and historically difficult courses that offer Peer-Led Team Learning.
- Embed online tutoring in CCC online and hybrid courses. Market online tutoring as a resource to students that are unable to attend tutoring programming.

## **ESL Completion Goal**

Improve ESL completion of Latino and male students to the average of all students.

### Activities

- Survey residents of the CCC service area to determine why they are not attending Contra Costa College.
- Investigate reasons for high absenteeism and non-compliance with course requirements.

- Conduct faculty workshops focused on calibrating standards and classroom pedagogy.
- Conduct student college success workshops.
- Develop upper-level ESL courses cross-listed with general education electives.
- Develop bilingual/bicultural studies certificate.

### **Basic Skills English Goal**

Improve basic skills English completion for African American, foster youth, and male students to the average of all students.

#### Activities

- Offer intersession workshops to allow students to move directly into transfer-level classes.
- Develop accelerated English classes to shorten the “pipeline” through basic-skills sequence.
- Develop department-wide assessments to standardize ENGL142B (one level below).
- Offer special section of ENGL1A (college level) with a Pre-1A workshop for students who pass the course two-levels below ENGL1A, allowing them the opportunity to move more quickly through basic-skills sequence.
- Develop noncredit supplemental classes for ENGL142B (one level below).
- Adopt multiple measures for English placement.
- Create a Community of Practice for English acceleration (along with other professional development activities).
- Host a West Contra Costa Unified School District/Contra Costa College English Department summit.
- Per Ankh Academy will support African American students in completing basic skills English.

## **Basic Skills Math Goal**

Improve basic skills math completion for African American, foster youth, and male students to the average of all students.

### Activities

- Develop accelerated math classes to shorten the “pipeline” through basic-skills sequence.
- Offer a special corequisite for college level math allowing students that are one and two levels below to more quickly through the basic skills sequence.
- Re-activate the supplemental bridge class for college level math course.
- Offer self-paced college level math course.
- Expand the number of pre-statistics pathway courses, which do not have any pre-requisites, to allow non-STEM majors to move more quickly to college level math.
- Continue to offer and expand Math Jam intersession workshops to improve student success in math courses.
- Implement Multiple Measures placement.
- Create a Community of Practice for math acceleration (along with other professional development activities).
- Hold a West Contra Costa Unified School District/Contra Costa College Math Department summit.

## **Degree and Certificate Completion Goal**

Increase degree and certificate completion of ESL, Males, and White students to the average of all students.

### Activities

- Develop an inquiry group made up of deans and department chairs to identify barriers and solutions to completion.

- Clearly define pathways and develop a schedule that allows students to reach their goal as quickly as possible.
- Identify students that are at the 30 unit benchmark and connect them with resources to make sure they stay on track.
- Identify students that are 30 units from completion and who have not persisted. Invite them to return to CCC and offer them resources to update their educational plan and enroll in appropriate courses.

### Transfer Goal

Increase transfer for White, Latino, and low-income students to the average of all students.

### Activities

- Increase focus on target populations in our transfer services.
- Supplement marketing materials with information and intentional messaging that would be attractive and relevant to target populations.
- Create transfer workshops and fieldtrips that are relevant to target populations, train facilitators to deliver the message in an engaging and authentic manner.

### Budget Summary

CCC has prioritized support for these activities as follows:

Indicators	ID	Equity Budget
ACCESS	A.1	\$61,019.00
COURSE COMPLETION	B.1	\$251,874.00
ESL COMPLETION	C.1	\$10,000.00
BASIC SKILLS - ENGLISH	C.2	\$46,000.00
BASIC SKILLS - MATH	C.3	\$20,000.00
DEGREE AND CERTIFICATE COMPLETION	D.1	\$11,802.77
TRANSFER	E.1	\$10,000.00
Common Activities	ID	Equity Budget
Research	F.1	\$19,904.23
Research Engagement & Capacity Dev	F.2	\$10,000.00

Professional Development Alignment	F.3	\$30,377.00
Wellness & Mental Health Support	F.4	\$20,000.00
Emergency Grants	F.5	\$65,193.00
<b>Total Expenses</b>		<b>\$556,170.00</b>

The objectives and activities outlined are reasonable milestones because they are aligned with efforts that the 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 Program (3SP), CTE grants, Basic Skills Initiative, HSI STEM grant, and the general college budget.

CCC believes this plan assures that its work will be effective and have a significant impact in closing the equity gaps without adversely affecting the success of high performing groups.

### **Student Equity Coordinator**

*The chair of the Student Success Committee, Mayra Padilla, has been identified as the Student Equity Coordinator. Her contact information is [mpadilla@contracosta.edu](mailto:mpadilla@contracosta.edu)*

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# Planning Committee and Collaboration

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## Formation of Equity Task Force

An Equity Task Force was formed to develop, implement, and evaluate Contra Costa College's Equity Plan. The Task force is committed to achieving institutional equity by bringing together members from across the college community.

In its planning process, the college tied strategic planning to equity. As a result, Contra Costa College has adopted an institution-wide, holistic approach to planning, budgeting and delivery of instruction and services designed to support equity in student access and success. Institutional effectiveness will be viewed through an equity lens, and such regular processes as accreditation and program review will all feature a focus on equity goals.

There is also a great deal of alignment between Equity, 3SP, and Basic Skills plans, facilitated through coordination among various college committees. For example, the chair and several members of the college's Student Success Committee (one of the "Big Four" committees on campus) regularly attend meetings of the college's Basic Skills Initiative Committee. The ensuing discussions have led the BSI Committee to adopt a more holistic approach to project development. Whereas in the past the committee focused more on distribution of resources, the discussions with the Student Success (Equity Task Force) participants have encouraged committee members to think more broadly about institution-wide basic-skills related challenges and develop specific interventions to address these challenges. For example, the BSI Committee has analyzed data showing which college-level classes have high proportions of basic-skills students and begun discussions on ways to offer targeted support to these students. Overall, the collaboration with Equity has led BSI to explore ways to target large-scale issues, rather than smaller "boutique" projects.

The Equity Task Force has also collaborated with the district research office to get better data to drive decision-making. For example, in looking at "Access," the data initially showed that white students were disproportionately underrepresented at CCC; however, these data were based on the entire Contra Costa district. Working with the research office, CCC was able to establish that, in CCC service area, Hispanic/Latino students were actually more disproportionately impacted, and CCC adjusted its planning accordingly.

The Equity Task Force shares data with various college constituencies through ongoing interactions across the college community. The Student Equity Coordinator has developed a "Road Show" presentation, visiting academic and student-services division meetings. Presentations have also been or will be made to the College Council, the Associated Student Union, the Faculty Senate, and the Classified Senate. At these presentations, the Student Equity Coordinator and/or other members of the Equity Task

Force identify current projects focused on student success and collect research questions that departments or programs need to answer in order to develop interventions. The Equity Task Force also conducted an integrated budget planning meeting with deans and directors to finalize the SEP budget.

In spring 2016, the Equity Task Force will focus on collaboration with categorical programs and service areas, including Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), foster youth services, veteran's services, CalWORKS, and the Student Financial Aid Administration. CCC will develop plans for student emergency grants; book loan programs; college wellness and mental health services; and strengthening connection for all CCC staff and students. CCC will also develop partnerships with community organizations.

### **Student Success Committee**

#### **Voting Members:**

##### **Management**

Dr. Mayra Padilla, Chair  
Dennis Franco

##### **Students**

Christian Mejia  
Luanna Waters

##### **Faculty**

Agustin Palacios  
Luci Castruita

##### **Classified**

Patty Herrera  
Kelly Ramos

#### **Other Members:**

Dr. Karl Debro  
Brandy Gibson  
Erika Greene  
Carolyn Hodge  
Jason Berner  
Monica Rodriguez  
Judy Flum  
Andrew Kuo  
Ashley Patterson  
Liz Xiezopolski  
Mary Kate Rossi

Andrea Phillips  
Dr. Ghada Al-Masri

**Equity Task Force Members:**

<b>Indicator</b>	<b>Task Force Members</b>
<b>ACCESS</b>	Dennis Franco
	Mary Kate Rossi
	Dionne Perez
	Leticia Mendoza
	Liz Xiezopolski
<b>COURSE COMPLETION</b>	Brandy Gibson
	Tracy Nunley
	Ashley Patterson
<b>ESL COMPLETION</b>	Dr. Gabriela Segade
	Leticia Mendoza
	Jason Berner
<b>BASIC SKILLS - ENGLISH</b>	Jason Berner
	Elvia Ornelas
	Ashley Patterson
<b>BASIC SKILLS - MATH</b>	Dr. Ghada Al-Masri
	Kelly Ramos
	Terrill Mead
	Evren Gurson
<b>DEGREE AND CERTIFICATE COMPLETION</b>	Dr. Mayra Padilla
	Dr. Jane Harmon
	Kelly Schelin
<b>TRANSFER</b>	Vicki Ferguson
	Andrea Phillips
	Maritza Guerrero

### Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Dr. Mayra Padilla	Director, HSI-STEM	Student Success Committee Chair, Equity Coordinator
Dr. Jane Harman	Interim Vice President	Operations, Enrollment Management, Council of Chairs, Dean's Meeting
Jason Berner	Dean, Liberal Arts Division	English, ESL, Basic Skills Committee
Dr. Ghada Al-Masri	Dean, Natural, Social & Applied Sciences	Math, SLO Committee, College Equal Opportunity Advisory Committee
Dennis Franco	Dean, Enrollment Management	3SP Co-coordinator
Agustin Palacios	Professor, La Raza Studies	BSI coordinator
Sherry Sharufa	Professor, Mathematics	Per Ankh coordinator
Dionne Perez	Counselor	EOPS coordinator
Terrill Mead	Professor, Mathematics	Math Department chair
Elvia Ornelas-Garcia	Professor, English	English Department co-chair
Dr. Gabriela Segade	Professor, ESL	CIC coordinator
Brandy Gibson	Tutoring Coordinator	Campus-Wide Tutoring
Andrew Kuo	Librarian	Professional Development coordinator
Marykate Rossi	Counseling Assistant	Counseling
Kelly Ramos	Retention Specialist	HSI-STEM
Tracy Nunley	Retention Specialist	Campus-Wide Tutoring
Ashley Patterson	Retention Specialist	3SP
Liz Xiezopolski	Professor, ESL	ESL Department chair
Leticia Mendoza	Counseling Assistant	Counseling
Evren Gurson	Computer and Network Technician	Math
Kelly Schelin	Director of Economic and Workforce Development	CTE
Vicki Ferguson	Dean, Student Services	3SP Co-coordinator
Andrea Phillips	Counselor	Per Ankh

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# Access

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## **Definition of Access Indicator for Conducting Research**

***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.***

While the state Chancellor's Office Research Unit's standardized metric (listed above) is useful in offering a comparison of each of the identified population groups to their corresponding demographic rate in the district wide service area, CCC found it appropriate to utilize an additional comparative methodology. The location of Contra Costa College on the western end of Contra Costa County reflects a different demographic service area that is not shared throughout the entire District. CCC has thus chosen to utilize data comparing the ethnicity of students in feeder high schools in the local service area to the ethnicity and gender of incoming Contra Costa College students. Since data were not available for the additional special population groups (ESL, Veterans, Foster Youth, low-income, and disabilities), CCC utilized county data for these groups in the adult population within the community served, rather than relying on feeder high school data.

To summarize:

- Ethnicity & gender data (utilized feeder high school data for comparison)
- ESL, Foster Youth, Veterans, Disability, and Low-income special population groups (utilized county data for comparison)

This additional comparative methodology reveals that Hispanic or Latino students experience disproportionately low representation at CCC. This is followed by English as a Second Language students, Male students, and student Veterans. Outreach interventions have been developed through Enrollment Services to strengthen outreach activities for these identified populations, with an emphasis on building institutional infrastructure to respond to inequity in access for all target population groups.

### ACCESS: College population compared to high school graduates

Compare the percentage of each population group that is enrolled to the percentage of each group in the feeder high schools.

Target Population(s)	# of your College's total enrollment in Fall 2014-Spring 2015	% of your college's total enrollment (proportion)	% of service area feeder high school graduates (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)*
	A	B	C	(B-C)
American Indian/Alaska Native	20	0%	0%	0%
Asian	2,022	20%	21%	-1%
Black or African American	2,181	21%	20%	1%
Hispanic or Latino	3,867	38%	45%	-7%
Native Hawaiian or other Pacific Islander	61	1%	1%	0%
White	1,154	11%	11%	1%
Undeclared/Some other race	312	3%	0%	3%
More than one race	529	5%	1%	4%
<b>Total of 8 cells above (100%)</b>	<b>10,146</b>	<b>100%</b>	<b>100%</b>	
Males	4,131	41%	45%	-4%
Females	5,811	57%	45%	12%
Unknown Gender	204	2%	10%	-8%
<b>Total of 3 cells above (100%)</b>	<b>10,146</b>	<b>100%</b>	<b>100%</b>	
Current or former foster youth	475	7%	NA	NA
Individuals with disabilities	384	6%	NA	NA
Low-income students	4,931	44%	NA	NA
Veterans	112	2%	NA	NA

\*Calculated by subtracting the % of the adult population within the community served from the % of your college's total enrollment-- paying close attention the +/- designation. Note: Because it would be confusing for positive values to represent a loss of proportion and negative values to represent a gain in proportion, the worksheet switches the order of the operation. Where the college's population is lower than the high school population, a negative value will result.

The lack of decimals may cause rounding error.

Source: Overall student population from CCCCO Data Mart, Annual 2014-2015. Student foster youth, individuals with disabilities, low-income students, and veterans from 4CD Colleague system. Feeder high school population distribution from California Dept. of Education: <http://dq.cde.ca.gov/dataquest/> JD

**CAMPUS-BASED RESEARCH: ACCESS**

**A. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Target Population(s)	# of your college's total enrollment in Fall 2014 – Spring 2015	% of your college's total enrollment (proportion)	% of adult population within the community served or % of feeder High School (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)*	Number of students needed to close the current gap
American Indian / Alaska Native	20	0%	0%	0%	0
Asian	2,022	20%	21%	-1%	20
Black or African American	2,181	21%	20%	1%	
Hispanic or Latino	3,867	38%	45%	-7%	271
Native Hawaiian or other Pacific Islander	61	1%	1%	0%	
White	1,154	11%	11%	1%	
Undeclared/Some other race	312	3%	0%	3%	
More than one race	529	5%	1%	4%	
<b>All students</b>	<b>10,146</b>	<b>100%</b>	<b>100%</b>		
Males	4,131	41%	45%	-4%	165
Females	5,811	57%	45%	12%	
Unknown	204	2%	10%	-8%	16
<b>All students</b>	<b>10,146</b>	<b>100%</b>	<b>100%</b>		
Current or former foster youth*	475	7%	Not available	Not available	
Individuals with disabilities*	589	9%	9%	0%	1
Low-income students*	4,931	44%	15%	30%	
Veterans*	112	2%	6%	-4%	4
English as a Second Language (ESL) students*	535	8%	13%	-5%	27

For proportionality comparisons, ethnicity and gender group data collected from feeder high school graduating demographic groups.

\* For foster youth, disability, low-income, veterans, and ESL, proportionality comparison drawn from county demographic data. Regardless of the college population the county comparison group is limited to adults ages 18-64 years old.

The lack of decimals may cause rounding error.

Source: Overall student population and DSPS from CCCCO Data Mart, Annual 2014-2015. Student foster youth, low-income students, veterans and ESL student information from 4CD Colleague system. County population 18-64 years old from Economic Modeling Specialist, Inc. (EMSI) demographic data for 2014. Comparison statistics for foster youth from kidsdata.org. Disabled adults (tbl\_S1810), poverty (tbl\_B17001), veterans (tbl\_S2101), and ESL (tbl\_S1601) information from U.S. Census ACS\_2013\_5YR estimates. JD

Student Groups experiencing the greatest gaps in percentage points:

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	# of your college's total enrollment in Fall 2014-Spring 2015	= Number of Students "Lost"
Largest Gap	<b>Hispanic or Latino</b>	<b>7%</b>	<u>.07</u>	x	<b>3,867</b>	= <b>271</b>
Second Largest	<b>ESL</b>	<b>5%</b>	<u>.05</u>	x	<b>535</b>	= <b>27</b>
Third Largest	<b>Males</b>	<b>4%</b>	<u>.04</u>	x	<b>4,131</b>	= <b>165</b>
Fourth Largest	<b>Veterans</b>	<b>4%</b>	<u>.04</u>	X	<b>112</b>	= <b>4</b>

Campus-based research regarding college access indicated that the population with the largest disproportionate impact are those who do not identify or select Unknown gender. However, as the population is classified as “unknown,” coordinated and targeted outreach strategies are impractical—and furthermore would impact only 16 additional students to close the gap. A broader strategy that would increase the positive impact on students is to focus on Hispanic/Latino student outreach, where an additional 271 students are needed to close the access gap for this population. The second largest gap is identified for ESL students, followed by males and student Veterans.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS**

**GOAL A.**

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, Data year	Goal*	Goal Year
Hispanic or Latino	7%, 2014	0% gap	2020
ESL	5%, 2013**	0% gap	2020
Males	4%, 2014	0% gap	2020
Veterans	4%, 2013**	0% gap	2020

\*Expressed as either a percentage or number

\*\*gap based on 2013 census data for these groups

**ACTIVITIES: A. ACCESS**

**A.1**

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.1	Hispanic or Latino	3,867
	ESL	535
	Males	4,131
	Veterans	112

- **Activity Implementation Plan**

*Using SSSP dollars:*

Contra Costa College has hired **three full time counselor assistants** to aide in outreach activities visiting local high schools to support pre-orientation activities, facilitating the completion of the online application, preparing for and administering assessment tests, and completing online orientation. **Adjunct counselors** (3.5 FTES) will also be hired to manage priority registration and caseloads to aid those students missing essential support service components, such as educational planning, counseling, completion of orientation, and assessment. These adjunct counselors will also aide full-time counselors in the Counseling-108 – Educational Planning course to help students complete the abbreviated educational planning requirements.

*Using Equity dollars:*

Currently, the college does not have a designated **Outreach Coordinator** to organize and implement ongoing outreach activities to connect community populations to the college. Equity funding will be utilized to secure a full-time Outreach Coordinator to manage outreach services at local high schools, conduct workshops that include career and academic pathway programs, and serve as a liaison with high school campuses to facilitate opportunities for concurrent/dual and standard college enrollment. The Outreach Coordinator will focus on outreach to the four target student groups identified by campus-based research—Hispanic/Latino students, ESL students, males, and Veterans.

More detailed activities to be coordinated by the Outreach Coordinator include distribution of informational flyers at local venues, such as the Richmond Flea Market, Familias Unidas, Catholic Charities, local high schools (Kennedy and Richmond), Helms Middle School, the Albany/Solano Stroll, and various Latino markets in San Pablo and Richmond. These outreach activities will also include visiting churches, mosques, and temples in the service area to connect with community members and organization staff who work with community affairs so that CCC can present its information and organize workshops on career pathways and financial aid resources. Additionally, CCC is developing welcome/basic information recruitment videos (in different languages) that people in the community can access via a link on the CCC website to support information access for community members and potential students. **Workshop Facilitators** will also develop trainings to support student outreach and develop students' ability to navigate college and academic preparation. Development of **marketing materials** to support the growth of career and academic pathways will be distributed through outreach activities.

*Using BSI dollars:*

According to the environmental scan, from 2000 to 2011, the percentage of individuals speaking a language other than English at home increased by 38.6%. Furthermore, the percentage of participants who stated they “do not speak English very well”, increased from 44.1% in 2000 to 71.4% in 2011. Clearly, there is a great need for ESL classes in the community; however, CCC is not effectively reaching these individuals, thus creating a situation of inequitable access. The ESL Department used to have a dedicated office assistant to help all prospective and current ESL students. This position was eliminated by the college in 2008. Since then, enrollment in ESL classes has consistently declined. This can be attributed to a gap in student services for ESL students, exacerbated by the college’s move to an entirely online information and matriculation system which is particularly difficult for ESL students to navigate.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
A.1	Counselor Assistants (direct student support) (spring 2016- ongoing)		SSSP – \$108,628
	Adjunct Counselors (direct student support) (spring 2016 – ongoing)		SSSP – \$102,000
	Outreach Coordinator (spring 2016- ongoing)	\$47,000	
	Workshop Facilitators (outreach) (spring 2016)	\$4,019	
	Marketing (spring 2016)	\$10,000	
	Outreach Hourly Staff (fall 2015- ongoing)		BSI grant --\$10,000

• **Link to Goal**

The goal is to increase the opportunities for students from the identified risk populations to access college and career development workshops and offer enrollment assistance to minimize the barriers to college enrollment. Having a dedicated full-time Outreach Coordinator to manage multiple ongoing outreach activities to serve disproportionately impacted populations in the community—Hispanic/Latino, ESL, males, and veterans—will serve to close the identified gaps in access for these populations. In coordinating this work, the college will ensure that community members with ESL needs, veterans, males, and Hispanic/Latino students have equitable

access to academic and career pathways and support these populations through the application, assessment, and registration processes.

- **Evaluation**

<b>Activity</b>	<b>Evaluation/ Data</b>	<b>Timeline / Frequency</b>
Increase target population focus in pre-orientation efforts and education planning courses	Data will be collected on student outreach and enrollment; disaggregated by ethnicity, gender, and ESL and Veteran status. This will be compared to prior year access data.	Data will be collected each semester beginning in spring 2016, with ongoing data collection every semester.
Outreach workshops relevant to target populations	Data will be collected on student participation and disaggregated by ethnicity, gender, and ESL and Veteran status. Satisfaction surveys will be collected and tracked.	Data will be collected each semester beginning in spring 2016, with ongoing data collection every semester.

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## Success Indicator: Course Completion

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### ***Course Completion (Retention<sup>2</sup>)***

***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.***

“Course Completion” means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.”

The academic progress probation and disqualification process has recently been restructured. The policies were evaluated and more stringent policies put in place. Students placed on academic or progress dismissal are blocked from registration. In order to be reinstated to the college, a new three-step process was established in summer 2015. 1) Students are required to attend a 1.5-hour Reinstatement Workshop with the Minority Retention Specialist. The workshop gives students an overview of how probation/dismissal works, issues and factors hindering student success and how to write the required letter of appeal. 2) Students will attend a 30-minute appointment with a counselor to review their letter of appeal and make recommendations. 3) A reinstatement form along with the student’s letter of appeal and transcript is submitted to the Dean of Student Services for approval. Once reinstated, students receive notification via phone and a copy of the reinstatement form is sent to the student. A follow-up email via our marketing software, Constant Contact, is sent to students from the Minority Retention Specialist stressing the necessary resources that students should take advantage of to get back on track. Campus Wide Tutoring also notifies students of their tutoring options and how to enroll. The Campus-Wide Tutoring Minority Retention Specialist has assisted in outreach to students who are at risk of being dismissed or placed on academic probation. In fall 2015, the Minority Retention Specialist contacted 75 students who were recently reinstated, as well as 220 Students on Warning status after spring and summer 2015.

### **Students on Academic/Progress Probation:**

Follow-Up Services were provided to both levels of Academic/Progress Probation students

<b>Academic/Progress Probation</b>	<b>Fall 2014</b>	<b>Spring 2015</b>
Level 1	435	383
Level 2	270	316
Dismissal	165	129

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<sup>2</sup> Although title 5 refers to “retention” the term “course completion” is deemed to embody that term in the guidelines.

The completion data shows that *Black or African American* students, *Latino* students and *current or former foster youth* experience the largest disparity when it comes to course completion.

Equity funding has been supporting Campus-Wide Tutoring (CWT) initiatives aimed at improving student retention and success. With the support of Equity funds — as well as additional support from BSI, HSI/STEM and a budget increase from the general funds — CWT has increased the number of students accessing tutoring. In 2013-2014, CWT served only 6.5% of the student population. The 2014-2015 academic year saw tutoring usage double to 13%. In fall 2015, approximately 16% of students are accessing tutoring.

In spring 2015, CWT introduced Peer-Led Team Learning (PLTL) in Basic Skills English and Math courses, as well as historically difficult Math and Science courses. In the first semester, PLTL was available in 8 English courses at three different levels — all under transfer level. Thirty-seven (37) students accessed PLTL for a total of 164 contacts. PLTL was also offered in 18 math sections. Eighty-seven (87) students accessed math PLTL for a total of 447 contacts. In the sciences, PLTL was available in 6 sections, with 41 students accessing PLTL for a total of 164 contacts. While PLTL data still needs to be disaggregated from overall tutoring data, a preliminary analysis shows that, in most cases, students who accessed PLTL were not only more successful than those who never sought tutorial assistance, but also those who accessed traditional drop-in tutoring. For instance ENGL-142A, two-below freshman level, students who accessed tutoring showed marked improvements. In spring 2015, 11 students (5.4%) in ENGL-142A attended PLTL while 13 (6.4%) accessed drop-in tutoring. Students in PLTL had a 73% success rate. Students who accessed drop in tutoring had a 61.5% success rate. Students who did not access tutoring had a 45% success rate. For MATH-118, beginning Algebra, a total of 75 (18%) students accessed tutoring services in spring 2015. 9 accessed PLTL with 100% success and retention. Students accessing drop in tutoring had a 66.7% success rate, while students who did not access tutoring services had a 53% success rate. Particularly telling — in MATH-118, 27% of the students who accessed tutoring were African American. These students were 29% more likely to pass than African American students who did not take advantage of tutoring services. CCC anticipates findings to be consistent among other courses once data disaggregation and analysis is complete.

### CAMPUS-BASED RESEARCH: COURSE COMPLETION

**B. 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. Calculate course completion rates by dividing:

Target Population(s)	the # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*	Number of course successes needed to close the gap
American Indian / Alaska Native	36	29	81%	71%	9%	
Asian	3,597	2,816	78%	71%	7%	
Black or African American	4,196	2,680	64%	71%	-7%	294
Hispanic or Latino	7,059	4,860	69%	71%	-2%	141
Native Hawaiian or other Pacific Islander	112	73	65%	71%	-6%	7
White	1,493	1,151	77%	71%	6%	
Some other race	501	409	82%	71%	10%	
More than one race	919	619	67%	71%	-4%	36
<b>All Students</b>	<b>17,913</b>	<b>12,637</b>	<b>*71%</b>			
Males	7,521	5,218	69%	71%	-2%	143
Females	10,062	7,198	72%	71%	0%	
Unknown	330	221	67%	71%	-4%	14
Current or former foster youth	764	469	61%	71%	-10%	76
Individuals with disabilities	565	426	75%	71%	4%	
Low-income students	9,152	6,580	72%	71%	1%	
Veterans	202	160	79%	71%	8%	
English as a Second Language (ESL) students	356	279	78%	71%	7%	

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

The lack of decimals may cause rounding error.

#### Rate of Course Completion

Denominator: Number of enrollments with grade of A,B,C,D,F,P,NP,I\*,IPP,INP,FW,W,DR

Numerator: Number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP

Source: CCCCO Data Mart, Outcomes, Success Rate, Fall 2014. JD

Student Groups experiencing the greatest gaps in percentage points:

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	= Number of Students "Lost"
Largest Gap	<b>Foster Youth</b>	<b>10%</b>	<u>.10</u>	<b>X</b>	<b>764</b>	<b>= 76</b>
Second Largest	<b>African American</b>	<b>7%</b>	<u>.07</u>	<b>X</b>	<b>4196</b>	<b>= 294</b>
Third Largest	<b>Native Hawaiian or Pacific Islander</b>	<b>6%</b>	<u>.06</u>	<b>X</b>	<b>112</b>	<b>= 7</b>

While the Native Hawaiian or other Pacific Islander population has a larger gap (-6%) when compared to the Hispanic or Latino population (-2%), the overall number of courses Latino students need to complete, at 172, is substantially higher than that of the Native Hawaiian or other Pacific Islander population (7).

Third Largest in terms of Students	<b>Hispanic or Latino</b>	<b>2%</b>	<u>.02</u>	<b>X</b>	<b>7059</b>	<b>= 141</b>
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**GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION**

**GOAL B.**

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Black or African American	7%, 2014	0% gap	2020
Hispanic or Latino	2%, 2014	0% gap	2020
Foster Youth	10%, 2014	0% gap	2020

\*Expressed as either a percentage or number.

**ACTIVITIES: B. COURSE COMPLETION**

**B.1**

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
B.1	African Americans	4,196
	Hispanic or Latino	7,059
	Foster Youth	764

- **Activity Implementation Plan**

Contra Costa College implemented **Peer-Led Team Learning (PLTL)** in Basic Skills and Historically Difficult courses at the beginning of spring 2015. Initial results from the first semester show improved retention and success among students who participated. CCC's plan is to increase the number of students in target groups who are attending Peer-Led Team Learning workshops.

In spring 2015, CCC offered PLTL workshops in eight sections of Basic Skills English Classes, reaching 37 students. In ENGL-92, three levels below transfer, 52.6% of students who completed the course participated in PLTL. These students had an 80% success rate. Students who accessed PLTL workshops were 27% more likely to remain in the course and 40% more likely to successfully complete this course. In the ENGL-142A course, which is two levels below transfer, 11 students participated in PLTL. 72% of these students passed the course, as compared to 45% of those who did not access tutoring in any form. In fall 2015, CCC is offering PLTL workshops in five sections of Basic Skills English Classes. To reach 50% adoption for spring 2016, CCC needs to increase the number of sections recommending PLTL by approximately 10.

In spring 2015, CCC offered PLTL workshops in 18 sections of math courses, reaching 87 students. In fall 2015, CCC is offering 27 sections of PLTL in Math. Thirteen (13) of the sections focus on basic skills math, while the remaining 14 focus on transfer or degree applicable courses. To reach the goal of 75% for fall 2015, CCC needs to increase the number of courses offering PLTL by approximately eight sections.

Additionally, all faculty teaching **online or hybrid courses** will be encouraged to provide online tutoring to students in their courses. CCC anticipates that 50% of online and hybrid courses will have online tutoring embedded in their online course Desire2Learn (D2L) shell by spring 2016. Online tutoring will continue to be available to students who are enrolled in tutoring (875N) courses.

Another component of the completion and success plan is **outreach**. The Minority Retention Specialist, working closely with special programs and Basic Skills faculty, works to identify students who need additional academic support and direct them to appropriate services.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.1	50% adoption of PLTL or other group tutoring solutions in Basic Skills courses by SP16; 75% adoption of PLTL or group tutoring solutions in Basic Skills Courses by FA16. Increased adoption in Historically Difficult courses, ongoing. (September 2015-September 2016)	\$203,850	HSI STEM grant --\$206,800 BSI grant--\$33,600
	Implementation of online tutoring, with a goal of embedding tutoring in 50% of online and Hybrid courses by SP16 and 100% adoption by FA16. (September 2015-September 2016)	\$10,000	None
	Increased outreach, including but not limited to individual student contacts via phone and email, participating in program orientations, classroom visits and workshops. (September 2015-September 2016)	\$17,277.60	None

• **Link to Goal**

Preliminary data indicate improved retention and success in most courses among students who participate in Peer-Led Team Learning. Data from spring 2015 show students who participated in Peer-Led Team Learning were more likely to pass their course than students who did not access tutoring.

Online tutoring will help to support those students taking online courses who cannot access traditional tutoring. Online tutoring is already available to students who are enrolled in tutoring through D2L.

Increased outreach to target populations through orientations, workshops and direct contact.

• **Evaluation**

<b>Activity</b>	<b>Evaluation/ Data</b>	<b>Timeline / Frequency</b>
Increase the number of basic skills and historically difficult courses that offer Peer-Led Team Learning	Data will be collected on number of courses offering PLTL and on student success - disaggregated by ethnicity, gender, and current or former foster youth status for courses. This will be compared to student success for students who did not participate in PLTL.	End of spring 2016 semester for the 2015-2016 academic year; ongoing.
Embed online tutoring in online and hybrid courses	Data will be collected on number of courses offering online tutoring and on student success - disaggregated by ethnicity, gender, and current or former foster youth status. This will be compared to students who do not access tutoring either online or in person	End of spring 2016 semester for the 2015-2016 academic year; ongoing.

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## Success Indicator: ESL and Basic Skills Completion

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### ESL and Basic Skills Completion

*The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.*

Contra Costa College is committed to improving the overall completion rates of students in basic skills English, math, and ESL sequences and to closing equity gaps between various groups of students. This section provides information on various interventions designed to achieve these goals. One area of continuing concern, however, is the reliability of data used to inform decisions and measure progress toward achievement of CCC goals. As the college completed its most recent Basic Skills Initiative report, for example, CCC discovered a number of issues with the data in the cohort tracker that complicated CCC's ability to assess the effectiveness of interventions. CCC discovered, specifically, that the coding of basic skills classes continued to have errors, despite various attempts to clarify the coding over the years. For example, courses that are two levels below transfer are listed as three levels below in some (but not all) years. A course one level below transfer—the largest basic-skills English class in terms of enrollment—is not listed at all in some semesters. Since this class provides the largest “pool” from which students would move from basic-skills to transfer-level English, this lack of data obviously skews CCC's reported results. Other, smaller errors were also found. The point is that, as CCC moves forward, one important factor in implementing and assessing any projects will be CCC's ability to get clean and accurate data.

As was mentioned in the previous section (“Course Completion”), Contra Costa College's academic progress probation and disqualification process has recently been restructured, with a series of stringent policies put in place. Students on academic or progress dismissal are blocked from registration. In order to be reinstated to the college, students must complete a new three-step process, which was established in summer 2015: 1) Students are required to attend a 1.5 hour Reinstatement Workshop with the Minority Retention Specialist. The workshop gives students an overview of how probation/dismissal works, describes issues and factors hindering student success and offers information on writing the required letter of appeal. 2) Students will attend a 30-minute appointment with a counselor to review their letter of appeal and make recommendations. 3) A reinstatement form along with the student's letter of appeal and transcript is submitted to the Dean of Student Services for approval. Once reinstated, students receive notification via phone and a copy of the reinstatement form is sent to the student. A follow-up email via Constant Contact is sent to students from the Minority Retention Specialist stressing the necessary resources that students should take advantage of to get back on track.

### CAMPUS-BASED RESEARCH: ESL COMPLETION

**C.1 ESL COMPLETION.** The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of < (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*	Number of students needed to close current gap
American Indian / Alaska Native	~~	~~	~~	27%	~~	~~
Asian	76	33	43%	27%	17%	
Black or African American	1	0	0%	27%	-27%	0
Hispanic or Latino	184	38	21%	27%	-6%	11
Native Hawaiian or other Pacific Islander	2	1	50%	27%	23%	
White	2	2	100%	27%	73%	
Some other race	28	4	14%	27%	-12%	3
More than one race			~~	27%	~~	
<b>All Students</b>	<b>293</b>	<b>78</b>	<b>27%</b>			
Males	116	26	22%	27%	-4%	5
Females	152	46	30%	27%	4%	
Unknown Gender	25	6	24%	27%	-3%	1
Current or former foster youth	6	3	50%	27%	23%	
Individuals with disabilities	4	3	75%	27%	48%	
Low-income students	131	45	34%	27%	8%	
Veterans	1	0	0%	27%	-27%	0

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

The lack of decimals may cause rounding error.

#### Rate of ESL and Basic Skills Completion

Denominator: Number of students who complete a final basic skills course with grade of A,B,C,D,F,P,NP,I\*,IPP,INP,FW,W,DR

Numerator: Number of students out of the <<(denominator) that complete a degree applicable course with grade of

A,B,C,P,IA,IB,IC,IPP

Source: CCCCO Data On Demand, 2015 Scorecard, 2008-2009 BSI Cohort. JD

Student Groups experiencing the greatest gaps in percentage points:

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit = Number of Students "Lost"
Second Largest	<b>Hispanic or Latino</b>	<b>6%</b>	<u>.06</u>	<b>x</b>	<b>184</b> = <b>11</b>
Third Largest	<b>Males</b>	<b>4%</b>	<u>.04</u>	<b>x</b>	<b>116</b> = <b>5</b>

Technically, the groups experiencing the largest gaps are African-Americans and veterans, each of which had a gap of -27%; however, the population of each group in this cohort consists of a single (unsuccessful) student. Therefore, CCC will focus on student groups with larger populations. Given that the largest group experiencing inequity in ESL completion are "some other race" which is unknown, interventions to support an unknown category group would be too general and difficult to measure. Thus, CCC decided to focus on the two largest groups experiencing inequity in this indicator—Hispanic or Latino and Males.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION**

**GOAL C.1**

The goal is to improve ESL completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, Scorecard year	Goal*	Goal Year
Hispanic or Latino	6%, 2015	0% gap	2020
Male	4%, 2015	0% gap	2020

\*Expressed as either a percentage or number

**ACTIVITIES: C.1 ESL COMPLETION**

Last year, the ESL Department used Equity funds to support its “Proud to Be Bilingual” campaign, a campus-wide program that celebrated the diversity of the Contra Costa College community and increased awareness of the benefits of bilingualism to faculty, staff, and students. The ESL Department also continued to work closely with the English Department to identify students enrolled in English classes who might more profitably be served by ESL instruction. These efforts will continue and ultimately enhanced by the development of new ESL courses and certificates: Once these are in place, CCC expects more students to enroll in ESL courses, as the courses themselves will allow them not only to strengthen their English skills, but also to earn degree-applicable credits at the same time.

**C.1**

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
C.1	Hispanic or Latino	184
	Male students	116

• **Activity Implementation Plan**

In terms of sheer numbers, the equity gaps for ESL course completion at Contra Costa College are fairly small. In other words, a relatively small increase in the number of students completing a college-level course after completing the ESL sequence will close the equity gaps. That being said, the total number of students comprising this population is fairly small, so a number of interventions designed to increase the number of completers will, CCC hopes, also close equity gaps.

A number of **research projects** are underway to determine better ways to serve the ESL population at Contra Costa College. CCC is surveying language minority residents in the CCC service area to determine the main reasons why residents with ESL needs are not attending the college. CCC is also designing a research project to determine reasons for the high degree of absenteeism and non-compliance with ESL course requirements. This is an ongoing problem in ESL classes, and if CCC can reduce absenteeism and non-compliance it will increase completion rates.

The ESL Department will also conduct **faculty workshops** on setting high standards for ESL students and supporting students in reaching those outcomes. Workshops may cover such topics as designing rigorous assignments, holding students accountable for learning, designing tasks that result in transfer of learning, effective language, academic literacy, etc. Additionally, CCC will develop **student workshops** designed to help students understand the rigor of college-level work. This will address difficulties students may have in adjusting to the demands of college classes, particularly if they come from “non-traditional” backgrounds, e.g., adult school students, international students, etc.

Finally, ESL faculty are developing a set of **upper level courses that can be cross-listed** as linguistics or education classes. Currently, too many students drop out of the ESL sequence out of frustration that they are not progressing in their college education. With the creation of cross-listed courses, students can begin to earn general education credits while they continue to improve their language proficiency. Along these lines the ESL Department also plans to develop a **bilingual/bicultural studies certificate of achievement** that can give students with a foreign education the language skills and multicultural communication expertise to help them succeed in the American workforce.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Research projects (ongoing, September 2015 – September 2016)		BSI -- \$6,000
	Faculty workshops (ongoing, January 2016 – September 2016)	\$5,000	
	Student workshops (ongoing, January 2016 – September 2016)		BSI--\$10,000
	Cross-listed upper-level courses (curriculum development begun in September 2015 – September 2016; ready to be offered spring 2017)	\$2,500	
	Certificates of achievement (In development September 2015-September 2016; offered spring 2017)	\$2,500	

• **Link to Goal**

Since a significant percentage of CCC’s ESL student population is Hispanic/Latino, research projects aimed at improving outcomes for ESL students will consequently improve outcomes for Hispanic students, and thus reduce the gaps identified above.

• **Evaluation**

Activity	Evaluation/Data	Timeline/Frequency
Survey residents of the CCC service area to determine why they are not attending CCC	During outreach efforts surveys will be administered to determine the reasons residents of the service area do not attend CCC. These surveys will provide CCC with data to develop effective interventions.	Beginning spring 2016/ongoing.
Investigate reasons for absenteeism or “non-compliance” with class assignments	Surveys will be administered to current ESL students with high degrees of absenteeism or “non-compliance” with class assignments. These surveys will provide CCC with data to develop effective interventions. Data on student performance will be gathered, and CCC expect to see reductions in absenteeism and greater successful course completion.	Beginning spring 2016/ongoing.
Faculty workshops to calibrate standards and classroom pedagogy	As part of regular ESL Department faculty training, workshops on standards and student support will be conducted. Faculty will develop specific strategies for improving student success.	Monthly meetings in spring 2016 and ongoing.

<p>Conduct college success workshops for students</p>	<p>Workshops will be held on a monthly basis to help acclimate students to the rigors of college-level work. CCC will gather data on student success and retention. CCC expects to see narrowing/elimination of equity gaps, as well as an increase in overall ESL completion rates.</p>	<p>Monthly meetings in spring 2016 and ongoing.</p>
<p>Develop cross-listed courses with general education electives</p>	<p>Data will be collected on students who enroll in cross-listed courses. These courses will encourage a greater number of students to complete their ESL sequence at the same time as they are completing degree-applicable courses.</p>	<p>Courses to be offered by spring 2017.</p>
<p>Develop bilingual/bicultural studies certificate</p>	<p>Students who come to CCC already in possession of degrees or professional training, who simply want to improve their language skills, will be able to obtain these certificates. CCC expects to see increased enrollment in ESL courses. Certificate recipients will be tracked and surveyed to measure the impact of this program on future success (e.g., ability to obtain additional professional certifications or employment).</p>	<p>Certificates to be offered by spring 2017.</p>

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**CAMPUS-BASED RESEARCH: BASIC SKILLS ENGLISH COMPLETION**


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**C.2 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 ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

Target Population(s)	The # of students who complete a final basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*	Number of students needed to close current gap
American Indian / Alaska Native	3	1	33%	38%	-4%	0
Asian	88	47	53%	38%	16%	
Black or African American	206	56	27%	38%	-11%	23
Hispanic or Latino	126	53	42%	38%	4%	
Native Hawaiian or other Pacific Islander	7	3	43%	38%	5%	
White	29	11	38%	38%	0%	
Some other race	31	14	45%	38%	7%	
More than one race			~~	38%	~~	
<b>All Students</b>	<b>490</b>	<b>185</b>	<b>*38%</b>			
Males	184	59	32%	38%	-6%	11
Females	278	116	42%	38%	4%	
Unknown Gender	28	10	36%	38%	-2%	1
Current or former foster youth	55	18	33%	38%	-5%	3
Individuals with disabilities	55	20	36%	38%	-1%	1
Low-income students	326	128	39%	38%	1%	
Veterans	1	0	0%	38%	-38%	0
English as a Second Language (ESL) students	7	5	71%	38%	34%	

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

The lack of decimals may cause rounding error.

**Rate of ESL and Basic Skills Completion**

Denominator: Number of students who complete a final basic skills course with grade of A,B,C,D,F,P,NP,I\*,IPP,INP,FW,W,DR

Numerator: Number of students out of the <<(denominator) that complete a degree applicable course with grade of A,B,C,P,IA,IB,IC,IPP

Source: CCCC Data On Demand, 2015 Scorecard, 2008-2009 BSI Cohort. JD

Student Groups experiencing the greatest gaps in percentage points:

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	= Number of Students "Lost"
Largest Gap	<b>African-American</b>	<b>11%</b>	<u>.11</u>	<b>x</b>	<b>206</b>	<b>= 23</b>
Second Largest	<b>Males</b>	<b>6%</b>	<u>.06</u>	<b>x</b>	<b>184</b>	<b>= 11</b>
Third Largest	<b>Foster Youth</b>	<b>5%</b>	<u>.05</u>	<b>x</b>	<b>55</b>	<b>= 3</b>

Technically, the group experiencing the largest gap is Veterans (-38%); however, the population of veterans in this cohort consists of a single (unsuccessful) student. Therefore, CCC will focus on student groups with larger populations.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION**

**GOAL C.2**

The goal is to improve basic skills English completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, Scorecard year	Goal*	Goal Year
African-American	11%, 2015	0% gap	2020
Males	6%, 2015	0% gap	2020
Former foster youth	5%, 2015	0% gap	2020

\*Expressed as either a percentage or number

**ACTIVITIES: C.2 BASIC SKILLS ENGLISH COMPLETION**

The English Department recognizes that the longer the developmental (basic skills) sequence students must complete before taking transfer-level classes, the less likely students are to ever complete transfer level courses. Thus, the English Department is committed to identifying ways to shorten the pathways students must traverse. This summer, the English Department offered a special one-week “Boot Camp” to incoming students whose assessment test results placed them just below transfer-level courses. For completing this workshop, students were allowed to meet the otherwise required prerequisite course and enroll directly into ENGL1A. Data on these students will be evaluated at the end of this fall semester. Most of the activities planned for this upcoming year build upon this idea of identifying opportunities for students to complete basic-skills requirements more quickly.

**C.2**

- **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

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• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
C.2	African-American	206
	Males	184
	Former foster youth	55

• **Activity Implementation Plan**

Research has indicated that the basic skills pipeline poses barriers to completion for community college students. Furthermore, these barriers compound equity gaps, as minority students (particularly African-American students at Contra Costa College) struggle disproportionately to complete basic-skills sequences and successfully complete degree-applicable courses. Last summer, CCC offered an **English “Boot Camp” or “Jams”** targeting incoming fall 2015 students whose assessment test results placed them in ENGL142B (one level below transfer) but “close” to ENGL1A (transfer level). Specifically, CCC offered students who scored between 75 and 89 on the writing portion of the COMPASS assessment test the opportunity to enroll in a free one-week intensive workshop in late July. This workshop offered general instruction on the conventions of college-level writing, as well as refreshers on basic grammar and composition topics (e.g., thesis statements, paragraph development, sentence structure, etc.). All students who completed the workshop were allowed to register in ENGL1A, thus eliminating one full semester of basic skills classes. Twenty-three (23) students enrolled in this workshop, and 16 are currently taking ENGL1A this semester. CCC plans to offer similar interventions in upcoming intersessions.

Along these lines, CCC plans to pilot a **Pre-1A workshop** next semester. High-performing students currently enrolled in ENGL142A (two levels below transfer) will be offered the opportunity to enroll in a special late-start section of ENGL1A. This class will begin the third week of the semester, but during the first two weeks, students will meet with the 1A instructor at the same time as the 1A class. At these meetings, they will receive an introduction to ENGL1A concepts. As with the intersession workshops, this intervention will replace one full semester of basic skills instruction. Several English Department faculty will also be participating in **California Acceleration Project (CAP)** training to explore additional ways to shorten the pathways through the basic skills English sequence. In order to facilitate implementation of CAP projects, the English Department will form a **professional development community of practice**, specifically designed to allow part-time faculty to participate in the development of accelerated curriculum. In other efforts to increase student success in ENGL142B and ENGL1A, the English Department is undertaking a major curriculum development effort to **standardize instruction and evaluation across ENGL142B**.

Currently, ENGL142A uses department-wide evaluation instruments, and similar instruments, as well as standardized readings, will be developed for ENGL142B. This will ensure that all students are not only able to be successful in ENGL142B, but also successfully prepared for transfer level courses.

Contra Costa College is also a pilot college in the **Multiple Measures Assessment Project**. CCC plans to begin making extensive use of multiple measures (specifically high school transcripts) in English placement beginning with the spring 2016 semester. CCC's ability to implement will depend largely on the ability to access high school data. Research has shown high-school GPA to be a better predictor of eventual student success than standardized assessment tests; furthermore, when high school transcripts are used to place students, a significantly larger percentage of students are able to enroll directly into ENGL1A, bypassing the developmental English pipeline altogether, and greatly reducing equity gaps. Once multiple measures are in place, the English Department will monitor retention and success to ensure that there are no adverse effects on student achievement. Curriculum development and faculty training will be necessary, as the population of ENGL1A classes will change somewhat.

The English Department is also considering ways to offer support to students in basic skills (and other) classes. One option under consideration is the creation of a **linked noncredit support class**. Students in ENGL142B, for example, would be offered the opportunity to register for a weekly noncredit class, ideally taught by their same instructor, to give them extra time to workshop assignments under the guidance of a faculty member. Conceivably, this course could be mandatory for "at-risk" students (e.g., students who have previously taken a class but not successfully completed it).

In order to foster better relationships with ~~our~~ local feeder high schools, as well as to help align curriculum between the two systems, CCC will hold a **West Contra Costa Unified School District (WCCUSD)/Contra Costa College English Summit** in the spring 2016 semester. CCC will invite local WCCUSD English faculty to come to CCC, meet with ~~our~~ English instructors, and begin what CCC hopes will be an ongoing dialogue about best practices.

CCC has also developed the **Per Ankh Academy** to support African American students and provide additional faculty support, especially in Basic Skills English. Per Ankh is a learning community which continues in the tradition of the original institution of learning and is dedicated to enhancing the educational and cultural experiences of students of African descent. Per Ankh actively serves and cultivates student success through curriculum and pedagogy responsive to the legacy of the African diaspora. The goal of this learning community is to increase success rates for African American students in Basic Skills English from 27% to 52% over the next five years.

Planned Start and End Date(s)	Student Equity Funds	Other Funds**
Boot Camps: Intersessions (Jan 2016- Sept 2016)	\$5,000	
Acceleration ENGL142B standardization (Jan 2016- Sept 2016)	\$4,000	
Increased use of multiple measures for English assessment (Nov 2015-Sept 2016)	\$2,000	
Pre-1A workshop & Non-credit support classes (developed Sept 2015; offer spring 2016)	\$2,000	
WCCUSD & CCC English Summit (Plan in spring 2016)	\$1,000	
Professional Development community of practice (Jan 2016- Sept 2016)	\$6,000	
Per Ankh Academy learning community (developed spring 2015; offered fall 2015 and spring 2016)	\$26,000	

• **Link to Goal**

While CCC cannot predict ahead of time the racial-ethnic-gender breakdown of participants in these programs, CCC’s outreach efforts will try to ensure that the participants in the breakdown are representative of the college as a whole. These interventions will, by definition, allow students to move through their basic skills requirements more quickly—potentially skipping semester-length classes. Furthermore, the additional support offered to **“borderline” ENGL1A** students should improve successful course

completion in ENGL1A. Students in the **Per Ankh Academy** will enroll as a cohort in a designated English 1A course and will be provided additional tutoring and faculty support to support student learning and course success. Additionally, in the learning community and cohort model, students will benefit from direct faculty engagement through a team of Per Ankh faculty that will engage Per Ankh students in community building activities.

• **Evaluation**

Activity	Evaluation/Data	Timeline/Frequency
Offer intersession workshops to allow students to move directly into transfer-level classes	Data will be collected on student success and disaggregated by ethnicity, gender, and former foster youth status. This will be compared with the ENGL1A population as a whole (i.e., CCC expects that these students will be at least as successful as “regular” 1A students).	January 2016 intersession (and subsequent intersessions)
Offer special section of ENGL1A (college level) with a Pre-1A workshop for students who pass the course two-levels below ENGL1A, allowing them the opportunity to move more quickly through basic-skills sequence	Data will be collected on student success and disaggregated by ethnicity, gender, and former foster youth status. This will be compared with the ENGL1A population as a whole (i.e., CCC expects that these students will be at least as successful as “regular” 1A students).	Beginning spring 2016 and continuing subsequent semesters.
Develop accelerated English classes to shorten the “pipeline” through basic-skills sequence	Pathways and curriculum will be developed to move students more quickly through their basic-skills sequences. Over time, CCC expects to see an increase in the completion rate for basic skills English, and the ultimate elimination (or at least substantial reduction) in equity gaps.	November 2015: CCC team will attend initial CAP meeting.  Spring 2016: Acceleration plan developed.

Develop department-wide assessments to standardize ENGL142B (one level below)	A standardized evaluation instrument will be developed for ENGL142B.	Spring 2016
Adopt multiple measures for English placement	More students will assess directly into ENGL1A. Students will be assessed to ensure that completion and success rates are not adversely affected.	Beginning spring 2016 (data availability permitting).
Develop non-credit supplemental classes for ENGL142B (one level below)	Success rates for students utilizing support classes will surpass those of non-participating students.	Curriculum development beginning spring 2016.
Create a Community of Practice for English acceleration (along with other professional development activities)	Data will be collected on full-time and adjunct faculty participation and the development and implementation of accelerated courses.	Beginning spring 2016 and continuing subsequent semesters.
Host a West Contra Costa Unified School District/Contra Costa College English Department summit	Surveys will be administered at the event to identify areas of potential alignment and collaboration.	Planning begins in spring 2016
Per Ankh Academy will support African American students in completing basic skills English	Data will be collected on Per Ankh student course success in Basic Skills English and compared to similar demographic data for non-participating students.	The first Per Ankh cohort began in Fall 2015 and will be tracked each semester through the first year and will continue to be tracked for a 6 year period through transfer/certificate completion.

**CAMPUS-BASED RESEARCH: BASIC SKILLS MATH COMPLETION**

**C.3 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.

Target Population(s)	The # of students who complete a final basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*	Number of students needed to close current gap
American Indian / Alaska Native	7	3	43%	<b>31%</b>	12%	
Asian	175	75	43%	<b>31%</b>	12%	
Black or African American	335	70	21%	<b>31%</b>	-10%	34
Hispanic or Latino	316	106	34%	<b>31%</b>	3%	
Native Hawaiian or other Pacific Islander	15	5	33%	<b>31%</b>	2%	
White	96	30	31%	<b>31%</b>	0%	
Some other race	84	29	35%	<b>31%</b>	4%	
More than one race			~~	<b>31%</b>	~~	
<b>All Students</b>	<b>1,028</b>	<b>318</b>	<b>*31%</b>			
Males	370	112	30%	<b>31%</b>	-1%	4
Females	607	195	32%	<b>31%</b>	1%	
Unknown	51	11	22%	<b>31%</b>	-9%	5
Current or former foster youth	84	18	21%	<b>31%</b>	-10%	8
Individuals with disabilities	91	34	37%	<b>31%</b>	6%	
Low-income students	614	201	33%	<b>31%</b>	2%	
Veterans	7	2	29%	<b>31%</b>	-2%	0
English as a Second Language (ESL)	31	16	52%	<b>31%</b>	21%	0

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

The lack of decimals may cause rounding error.

**Rate of ESL and Basic Skills Completion**

Denominator: Number of students who complete a final basic skills course with grade of A,B,C,D,F,P,NP,I\*,IPP,INP,FW,W,DR

Numerator: Number of students out of the <<(denominator) that complete a degree applicable course with grade of A,B,C,P,IA,IB,IC,IPP

Source: CCCC Data On Demand, 2015 Scorecard, 2008-2009 BSI Cohort. JD

Student Groups experiencing the greatest gaps in percentage points:

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit = Number of Students "Lost"
Largest Gap	<b>Black or African American</b>	<b>10%</b>	<u>.10</u>	<b>x</b>	<b>335 = 34</b>
Second Largest	<b>Current or former foster youth</b>	<b>10%</b>	<u>.10</u>	<b>x</b>	<b>84 = 8</b>
Third Largest	<b>Males</b>	<b>1%</b>	<u>.01</u>	<b>x</b>	<b>370 = 4</b>

The data shows that Black or African American students and current or former foster youth experience the largest disparity in Basic Skills Math completion (10% difference), followed by students with an unknown gender (6% difference). However, as this group is unidentified and thus difficult to target specific interventions, male students (1% difference) will be targeted for intervention.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION**

**GOAL C.3**

The goal is to improve basic skills math completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, Scorecard year	Goal*	Goal Year
Black or African American	10%, 2015	0% gap	2020
Foster Youth	10%, 2015	0% gap	2020
Male students	1%, 2015	0% gap	2020

\*Expressed as either a percentage or number

**ACTIVITIES: C.3 BASIC SKILLS MATH COURSE COMPLETION**

**C.3**

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
C.3	Black or African American	335
	Foster Youth	84
	Male Students	370

- **Activity Implementation Plan**

Basic skills math has been identified as a barrier for students in moving through the academic pipeline towards degree/certificate completion. To support students in the pathway toward success and timely completion, the Math Department is building a multi-pronged approach. First is the development and implementation of an **acceleration model of Math 118/120**. In spring 2016 a new course with a Math Lab component will be developed to compress Math 118 (Elementary Algebra) and Math 120 (Intermediate Algebra). In the meantime, the Math Department will offer a compressed of Math 118/120 each semester. CCC will also offer, for non-STEM students, the **pre-statistics pathway course (Math 125)**, which has no prerequisites, to help students reach college level statistics more quickly.

Second, the Math Department will offer an alternative for students who placed into a lower math to enroll in **Math 120 along with a co-requisite**. Rather than having Math 118 be the only prerequisite option for Math 120, this corequisite course will allow students to enroll directly in Math 120 while providing additional support for students. This course will be developed in spring 2016; in the meantime, the existing **Math 890N: Bridge to Math 120 Success** can serve as the corequisite course. These updated courses will go through the Curriculum and Instruction Committee for update and approval beginning in fall 2015. Similarly, a parallel course and co-requisite to Math 164 will be developed. For students who take Math 125 (the Algebra for Statistics Acceleration) this is the first degree-applicable math course they take. Offering the support course as an option, and requiring it for enrollment for at risk students, CCC plans to see improvement in success rates.

As curriculum development takes time, CCC is limited in its options for curriculum-based intervention for spring and fall 2016. It is CCC's intent that while the corequisite courses are created and updates to the prerequisites for Math 120 and Math 164 are developed, the Math Department, as mentioned above, will temporarily use Math 890N to provide support for Math 120 students. This support course will be offered in spring 2016 and will focus on reinforcing concepts from Math 118 and Math 120 along with student success best practices. Students who complete Math 118 in fall 2015 with a grade of "C" would be targeted for outreach via email and telephone. These students are targeted because they are the ones that generally need additional support to be successful in Math 120. Students in this course would attend weekly workshops taught by math faculty members.

The third intervention to expand support and success in Basic Skills Math is the expansion of the **Math Jam Program**. Math Jam is designed to help students face and overcome their fears and anxiety about math in a safe environment. Students reflect upon their past math experiences, deconstruct the myths of math, evaluate how math is relevant to their daily lives, and develop a growth mind set so, they are free to enjoy, have fun with, and succeed in math. The program offers adaptive math preparation led by math faculty, college success skills-building workshops that are taught by counselors, and community building activities that are co-taught. CCC expects that upon completion of Summer

Math Jam students will increase self-knowledge, develop academic confidence, reconnect with their motivation to earn a degree, discover how they learn best, learn about college resources, establish a supportive math community, and successfully complete their next math course!

Math Jam will be scheduled for the winter and summer inter-sessions, beginning with the January 2016 inter-session. CCC has scaled the program to offer support to students in 7 math sections; 5 sections during the day and 2 during the evening. Math 120 and Math 164 (Introduction to Probability and Statistics) will be part of the evening component for the spring 2016 inter-session pilot. The program will be evaluated by tracking student success in their spring semester math courses.

A **Self-Paced Pathway through Math 120** will be created in spring 2016. This would offer a path out of Basic Skills Math to a degree applicable course. This program would utilize computers in the Math Lab and would be offered at specific times. This would enable students who begin to fall behind in Math 118 or Math 120 to switch into a parallel self-paced course. This would improve retention, and shorten steps to student success.

As a pilot college in the **Multiple Measures Assessment Project**, CCC plans to begin making extensive use of multiple measures (specifically high school transcripts) in Math placement beginning with the spring 2016 semester. CCC’s ability to implement will depend largely on access to data through Cal-PASS Plus. Research has shown high-school GPA to be a better predictor of eventual student success than standardized assessment tests; furthermore, when high school transcripts are used to place students, a significantly larger percentage of students are able to enroll directly into collegiate math, bypassing the developmental math pipeline altogether, and this, in turn, greatly reduces equity gaps. Once multiple measures are in place, the Math Department will monitor retention and success to ensure that there are no adverse effects on student achievement. Curriculum development and faculty training will be necessary.

Finally, a **Math Pathway Community of Practice** will engage and support adjunct faculty in pedagogy and best practice for developing and conducting accelerated and/or compressed math courses. The community of practice will engage in readings and case studies on effective models for math acceleration and compression and engage in discussions over pedagogy and development of successful practices through the math pathway. CCC will also host a **WCCUSD/CCC Math Summit** to align curriculum between the two systems in order to improve college readiness of high school seniors and foster smoother transitions to college.

ID	Timeline(s)	Student Equity Funds	Other Funds
C.3	Math 118/120 acceleration (Sept 2015- Sept 2016; ongoing)	\$2000	
	Math 120 with Math 890N	\$1000	

(Jan 2016-Sept 2016)		
Math 120 with co-requisite course (Sept 2015- Sept 2016)	\$2000	
Math Jam (Aug 2015 & Jan 2016)	\$5000	HSI STEM \$24,000
Self-Paced Pathway through Math 120 (Jan 2016- Sept 2016)	\$1000	
Multiple Measures (Jan 2016-Sept 2016)	\$2000	
Math Community of Practice (Jan 2016- Sept 2016)	\$6000	
WCCUSD & CCC Math Summit (spring 2016)	\$1000	HSI STEM Dual Enrollment \$2500

• **Link to Goal**

Black/African American students make up the largest ethnic group enrolled in Basic Skills Math courses. Of the 335 Black/ African American students who enrolled in Basic Skills math course, only 70 (21%) successfully completed the course (10% less than for all students completing the Basic Skills math course). While current and former foster youth make up a small population enrolled in Basic Skills Math (only 84 students; approximately 8% of all Basic Skills Math students), they also show low success indicators, as only 18 students (21%) successfully completed Basic Skills Math. Male students enrolled in Basic Skills Math courses also, showed a disproportionate impact in their success rates.

Implementing an **accelerated model for Math 118/120** while also offering a corequisite course to provide additional support and tutoring presents a promising and targeted intervention that will increase student success outcomes for this disadvantaged group. For non-STEM students offering the **pre-statistics pathway** course (Math 125), which has no prerequisite, will offer an additional option to reach college level statistics more quickly.

Implementing an accelerated model for math will minimize exit points in the math sequence and providing additional tutoring and co-requisite math lab courses will enhance student learning and one-to-one direct support for students.

Utilizing a **co-requisite model or re-activation of the supplemental bridge class (Math 890N) for Math 120** that provide additional tutoring and academic support from a math faculty member will enable the college to move the needle and support the students who otherwise would have been unable to persist and succeed.

Offering a **self-paced pathway through Math 120** will provide a needed intervention for students who have fallen behind in Math 118 or Math 120. Through additional support in the math computer lab, students will be able to get the extra support to enable their successful completion in Math 118 and Math 120. This will provide immediate intervention for the most at risk students, reducing the number of students having to retake a math course and enabling students to remain on track through basic skills math completion.

Using **multiple measures**, specifically an analysis of student high school transcripts, in math placement, holds the promise of more effective and accurate placement of students into a math course that appropriately matches their preparation. Utilizing multiple measures will help students move through the math pathway more effectively and minimize their time spent in remediation level course work, thus increasing student completion success rates. These multiple interventions will be supported through the **Math Pathway Community of Practice**, which will provide math faculty a venue to engage with innovative acceleration and compression models for basic skills math that can more effectively serve students, especially those entering college underprepared in math. This community of practice will also support faculty actively engaged in developing new math curriculum and build skills and capacity among faculty to engage in innovative pedagogies and pathways to support effective learning and develop high impact practices to serve basic skills math students.

• **Evaluation**

Activity	Evaluation/ Data	Timeline / Frequency
Develop accelerated math classes to shorten the “pipeline” through basic-skills sequence	Data will be collected on student success and disaggregated by ethnicity, gender, and current or former foster youth status. Success data from the students that went through the accelerated courses (Math 118/120 and Math 125) will be compared to student success for students who went through the longer pathway.	End of spring 2016 semester for the compression model; end of fall 2017 for the acceleration model.
Re-activate the supplemental bridge class for college level math course	Data will be collected on student success and disaggregated by ethnicity, gender, and current or former foster youth status. This	End of spring 2016 semester

	will be compared to student success in Math 120 without the co-requisite Math 890N offering.	
Offer a special co-requisite for college level math allowing students that are one and two levels below to more quickly through the basic skills sequence	Data will be collected on student success and disaggregated by ethnicity, gender, and current or former foster youth status. This will be compared to student success in Math 120 without the co-requisite offering.	End of spring 2017 semester
Continue to offer and expand Math Jam intersession workshops to improve student success in math courses	Compare math course success of Math Jam students to the success of students that did not attend Math Jam. This will be disaggregated by ethnicity, gender, and current or former foster youth status.	Spring 2016 intersession & pre-fall 2016 session
Offer self-paced college level math course	Data will be collected on students who complete the self-paced path to determine if they are able to improve their success outcomes compared to students who remain in Math 118 and Math 120 but choose not to participate in the self-paced parallel course. This data will be disaggregated by ethnicity, gender, and current or former foster youth status.	End of spring 2018
Implement Multiple Measures placement	Data will be collected on student placement into Math and follow their course success in the Math course sequence.	Beginning in Spring 2016 and each semester thereafter
Create a Community of Practice for math acceleration (along with other professional development activities)	Data will be collected on full and adjunct faculty participation and the implementation and development of through Basic Skills math courses through acceleration and compression models.	Beginning in spring 2016 and continuing through 2017

District: Contra Costa Community College District

College: Contra Costa College

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Hold a West Contra Costa Unified School District/Contra Costa College Math Department summit	Surveys will be administered at the event to identify areas of potential alignment and collaboration.	Planning begins in spring 2016
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## Success Indicator: Degree and Certificate Completion

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### 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.*

The college has chosen to utilize the Student Success Scorecard definition for degree and certificate completion: *The percentage of first-time students by population group 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.*

**CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION**

**D. DEGREE AND CERTIFICATE COMPLETION.** 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.

Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator ) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*	Number of students needed to close current gap
American Indian / Alaska Native	6	1	17%	17%	0%	
Asian	246	45	18%	17%	2%	
Black or African American	211	33	16%	17%	-1%	2
Hispanic or Latino	269	47	17%	17%	1%	
Native Hawaiian or other Pacific Islander	14	3	21%	17%	5%	
White	96	12	13%	17%	-4%	4
Some other race	84	13	15%	17%	-1%	1
More than one race			~~	17%	~~	
<b>All Students</b>	<b>926</b>	<b>154</b>	<b>*17%</b>			
Males	368	43	12%	17%	-5%	18
Females	502	101	20%	17%	3%	
Unknown	56	10	18%	17%	1%	
Current or former foster youth	65	9	14%	17%	-3%	2
Individuals with disabilities	53	12	23%	17%	6%	
Low-income students	651	117	18%	17%	1%	
Veterans	4	1	25%	17%	8%	
English as a Second Language (ESL) students	50	5	10%	17%	-7%	4

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

The lack of decimals may cause rounding error.

**Degree and certificate Completion**

Denominator: Number of first-time students who enrolled in the base year and named certificate and degrees as their goal or took certificate applicable courses.

Numerator: Number of students out of the denominator that earned a degree or certificate within one to six years.

**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.

Source: CCCC Data On Demand, 2015 Scorecard, 2008-2009 SPAR Cohort. JD

Student Groups experiencing the greatest gaps in percentage points:

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal	= Number of Students "Lost"
Largest Gap	<b>English as a Second Language (ESL)</b>	<b>7%</b>	<u>.07</u>	<b>X</b>	<b>50</b>	<b>= 4</b>
Second Largest	<b>Males</b>	<b>5%</b>	<u>.05</u>	<b>X</b>	<b>368</b>	<b>= 18</b>
Third Largest	<b>White</b>	<b>4%</b>	<u>.04</u>	<b>X</b>	<b>96</b>	<b>= 4</b>

ESL students showed the largest gap at 7%, followed by Male students with a 5% equity gap, and White students with a 4% equity gap in degree and certificate completion.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION**

**GOAL D.**

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, Scorecard year	Goal*	Goal Year
English as a Second Language (ESL) students	7%, 2015	0% gap	2020
Males students	5%, 2015	0% gap	2020
White students	4%, 2015	0% gap	2020

\*Expressed as either a percentage or number

**ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION**

**D.1**

• **Activity Type(s)**

Outreach	x	Student Equity Coordination/Planning	Instructional Support Activities
Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	Direct Student Support
Research and Evaluation	x	Professional Development	

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
D.1	English as a Second Language (ESL) students	50
	Males students	368
	White students	96

• **Activity Implementation Plan**

Institutional research indicates that many CCC students extend their time at the college in their “off-track” course taking behavior that does not align with their intended educational goals. **Student Equity Coordination** will identify and **outreach to students at the 30 units benchmark** to ensure they are on track for completion by updating their educational plans. Additionally, CCC will **outreach to students who have less than 30 units to complete but who have not persisted** towards degree/certificate completion, and work with them on getting back on track with their educational goals.

To support these focused outreach projects, CCC is committed to **developing clear educational pathways** toward certificate and degree completion and **develop a course schedule that will allow students to reach their goal as quickly as possible**. CCC has already begun the work of developing stackable certificates and focusing on degrees towards Associate Degrees for Transfer (ADTs). These efforts have been initiated by faculty and have required extensive curriculum development across multiple disciplines.

To support the institutionalization of degree and certificate pathways development CCC has begun the formation of a **Pathways Community of Practice Professional Development** group to support faculty, staff, and administrators in examining institutional effectiveness. Through this community of practice, CCC has planned on a group reading activity to focus on the book, *Redesigning America’s Community Colleges*, by Thomas Bailey. This community of practice will have strong representation from instructional deans and department chairs.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
D.1	Student Outreach Coordination: Outreach to students at the 30 unit benchmark and to students who have completed less than 30 units, but who have not persisted (spring 2016; ongoing)	\$5,802.77	
	Develop clear degree/ certificate pathways and schedule courses (fall 2015; ongoing)	\$4,000	

	Pathways Community of Practice Professional Development (fall 2015; ongoing)	\$2,000	
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• **Link to Goal**

Through the implementation of targeted **outreach** to the student population experiencing disproportionate impacts, CCC will provide the additional support intervention and will also help identify the barriers student face on their path to degree and certificate completion. Initial college data indicates that students take too many “off-track” courses that serve as electives, which limits their movement through their degree pathway and to completion. Thus, by providing the additional outreach intervention and reassessment of student educational plans, CCC will support those students who would drop out and be otherwise lost.

**Developing clear pathways** to support students in making timely progress towards their educational goals will enhance student movement through their degree pathway and increase retention and completion rates not only for the identified student populations, but for all students at CCC. To support faculty in these efforts at eliminating barriers to degree and certificate completion through the development of curriculum and degree pathways, a **Pathways Community of Practice** has been formed, enabling faculty to gather and discuss innovative ideas and best practice models around degree pathway development. This group of faculty, staff, and managers engages in research based/data informed approaches around curriculum and degree development, utilizing institutional data to identify barriers to student completion and engage in professional development on institutional effectiveness and educational pathway building workshops.

• **Evaluation**

<b>Activity</b>	<b>Evaluation/ Data</b>	<b>Timeline / Frequency</b>
Outreach to students at the 30 unit benchmark	Identified students will be contacted and tracked to measure the success of the intervention. This data will be disaggregated by ethnicity, gender, and ESL status.	Each semester
Outreach to students who have completed less than 30 units, but who have not persisted	Identified students will be contacted and tracked to measure the success of the intervention. This data will be disaggregated by ethnicity, gender, and ESL status.	Each semester
Develop clear degree/ certificate pathways	Records on the number of pathways that are developed and data on the number of	Fall 2016

	students who move successfully through the pathways will be collected. These data will include the time to completion of degree/certificate pathways and will be disaggregated by ethnicity, gender, and ESL status.	
Pathways Community of Practice	Participation data and records of group professional development activities will be collected.	End of spring 2016

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# Transfer

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## 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.***

In addition to the above success indicators CCC is also engaged in exploring ways of tracking unknown gender groups (LGBTQIA) and DREAMers. CCC currently does not have a way to tap into these populations, so CCC is looking to find activity interventions that capture the needs of these groups without having them self identify.

**CAMPUS-BASED RESEARCH: TRANSFER**

**E. 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. Calculate transfer rates by dividing:

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*	Number of students needed to close current gap
American Indian / Alaska Native	5	2	40%	28%	12%	
Asian	191	67	35%	28%	7%	
Black or African American	118	34	29%	28%	1%	
Hispanic or Latino	195	41	21%	28%	-7%	14
Native Hawaiian or other Pacific Islander	12	3	25%	28%	-3%	0
White	65	14	22%	28%	-6%	4
Some other race	61	20	33%	28%	5%	
More than one race			~~	28%	~~	
<b>All Students</b>	<b>647</b>	<b>181</b>	<b>*28%</b>			
Males	246	66	27%	28%	-1%	3
Females	367	107	29%	28%	1%	
Unknown	34	8	24%	28%	-4%	2
Current or former foster youth	NA	NA	NA	28%	~~	
Individuals with disabilities	34	8	24%	28%	-4%	2
Low-income students	431	107	25%	28%	-3%	14
Veterans	NA	NA	NA	28%	~~	
English as a Second Language (ESL) students	NA	NA	NA	28%	~~	

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

The lack of decimals may cause rounding error.

**Transfer Rate**

Denominator: The number of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.

Numerator: The number of students out of the denominator who actually transfer after one or more (up to six) years.

**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.

Source: CCCCO Data Mart, Outcomes, Transfer Velocity, 2008-2009 Cohort, 6 Year Period. JD

Student Groups experiencing the greatest gaps in percentage points:

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.	= Number of Students “Lost”
Largest Gap	<b>Hispanic or Latino</b>	<b>7%.</b>	<u>.07</u>	<b>x</b>	<b>195</b>	<b>= 14</b>
Second Largest	<b>White</b>	<b>6%</b>	.06	<b>x</b>	<b>65</b>	<b>= 4</b>
Third Largest	<b>Low Income</b>	<b>3%</b>	<u>.03</u>	<b>x</b>	<b>431</b>	<b>= 14</b>

The population group with the largest gap in transfer are Hispanic or Latino students with a 7% disproportionate impact. The second largest disproportionately impacted group are White students with a 6% gap in transfer. Technically, the third largest impacted group for this indicator are students with disabilities with a 4% gap. However, while students with disabilities have a higher percentage gap, CCC will focus on low-income students with a 3% gap as they represent a larger number of impacted students.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER**

**GOAL E.**

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, Cohort year	Goal*	Goal Year
White	6%, 2008-9	0% gap	2020
Latino/Hispanic	7%, 2008-9	0% gap	2020
Low-Income	3%, 2008-9	0% gap	2020

\*Expressed as either a percentage or number

**ACTIVITIES: E. TRANSFER**

**E.1**

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
E.1	White	65
	Latino/Hispanic	195
	Low income	431

- **Activity Implementation Plan**

Contra Costa College transfer activities are provided to all current students. From a historical perspective, Transfer Services have been in transition for several years. During the 2008 budget cuts, the Transfer Coordinator position was eliminated and those responsibilities were directed to the Counseling Department. During the 2014-15 academic year, a general counselor was reassigned 40% as Transfer Coordinator. Due to the high demand from students needing transfer related services, the college supported the **Transfer Coordinator** in being a 100% reassigned-time position. This position's main responsibility is the coordination of the mandated annual Transfer Day, field trips to 4-year colleges/universities, scheduling of 4-year college/university representatives to meet with students, and designing and facilitating transfer focused workshops, such as TAGS, CSU/IGETC and Personal Statement. Transfer services at Contra Costa College also are encouraged and provided through learning communities such as Puente, Per Ankh, Adelante STEM Academy, and the Center for Science Excellence. The course Psychology 103B: Ensuring Transfer Success is a part of both Puente and Per Ankh cohorts, which serve Latino/Hispanic, African-Americans, and other students of color.

A new intervention to improve outcomes to the targeted populations stated above will include **outreach and direct student support**. For example, the Transfer Coordinator and the Dean of Student Services will work with District Research Department to identify the group of White and Latino/Hispanic students who have a documented goal to transfer or who have completed transfer math and English, in order to provide direct communication and provide direct support services such as transfer workshops.

A new activity to improve outcomes to the targeted populations described above will be **4-year university/college field trips**. This activity will include increased directed outreach and direct student support to the targeted groups. For example, the Transfer Coordinator and the Dean of Student Services will work with the Puente Project and the District Research Department to identify White and Latino/Hispanic students who have a documented goal to transfer or who have completed transfer math and English, in order to market to them and encourage their participation in the fieldtrips. In addition, CCC will provide enhanced direct support services such as a transfer workshop speaker series.

Transfer Services are provided a small budget through general funds that covers basic supplies and the coordination of the state mandated Transfer Day. There are no other funds available to extend direct support for transfer activities, such as fieldtrips to 4-year universities/colleges. Providing fieldtrips to 4-year universities and colleges is part of CCC's plan to decrease the equity gap of White and Latino/Hispanic male students.

The third target group includes low-income students. The Transfer Coordinator works collaboratively with the Extended Opportunity Programs and Services (EOPS) department, coordinating field trips to 4-year colleges/universities. This will continue to be a priority to create opportunities for this student population to visit California State University (CSU) and University of California (UC) institutions, as well as private colleges. This spring 2016, the Puente Project staff will also collaborate on this project.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
	Outreach & direct services to students with the goal of transfer and/or have completed transfer level English and Math (Jan 2016- ongoing)	\$1,000	
	4-year college transfer fieldtrips (Spring 2016)	\$9,000	

• **Link to Goal**

Providing targeted **outreach** communication and **transfer workshops and college/university fieldtrips** to the identified groups, will increase the number of students who will transfer.

The opportunity for the **Transfer Coordinator** to collaborate with programs such as Puente and EOPS is ideal. Coordinating fieldtrips to colleges/universities for these special populations has proven to be successful in the past. In addition, CCC has entered into a Memorandum of Understanding with the University of Davis TOP (Transfer Opportunity Program) which will provide direct services to students and a clearer transfer pathway.

District Research will provide contact information on the identified groups (goal of transfer and/or who have completed transferable English and math) in order to provide outreach and **direct support services**. Data provided by District Research Department will be collected annually. By providing targeted outreach communication, transfer workshops and college/university fieldtrips to the identified groups, the student transfer outcomes will increase.

• **Evaluation**

Activity	Evaluation/ Data	Timeline / Frequency
Outreach & direct services to students from target populations with the goal of transfer and/or have completed transfer level English and Math	Student contact information will be gathered and their participation in transfer services will be tracked. This data will be disaggregated by ethnicity, gender, and income.	Data will be collected each semester to target outreach
4-year college transfer fieldtrips	Student participation in fieldtrips will be recorded and tracked. This will be disaggregated by ethnicity, gender and income.	Data will be collected each semester

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## Other College- or District-wide Initiatives Affecting Several Indicators

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CCC established three framing principles to guide the development to implement, scale, and sustain all planned activities.

The framing principles include:

1. Align institutional efforts with equity goals through collaborative planning, budgeting, research, and evaluation in order to scale and institutionalize activities that close equity gaps and promote academic excellence for all student groups.
2. Increase institutional capacity for inquiry, research, evaluation, and use of data in decision-making.
3. Foster an institutional culture of equity, academic excellence, student-centered decision-making, and continuous improvement by aligning professional development activities with these values.

The following activities will allow CCC to enact these principles and impact all indicators.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS**

**ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS**

**F.1**

• **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	Number of Students Needed to Close the Gap for Each Indicator						Transfer
		Access	Course Completion	ESL Completion	BS English	BS Math	Degree/ Cert. Completion	
F.1	Latinos	62	141	11				14
	ESL students	27					3	
	Males	165		5	10	4	18	
	Veterans	4						
	Foster Youth		76		3	8		
	African American		311		23	34		
	White						4	4
	Low Income							14

- **Activity Implementation Plan**

The District will hire a Director of **Research Collaboration** whose primary duty will be to work directly with faculty and staff at the colleges to facilitate deeper understanding of the college's equity data, raise awareness and facilitate conversations about the strategies and effective practices related to improving student equity, consult on the local design and implementation of those practices and provide on-going assessment of the effectiveness of all equity strategies undertaken.

Given the vast volumes of data being generated to pursue student equity and the growing number of populations being tracked, the need for rich dialogue about the meaning and interpretation of this equity data has become increasingly more important. Likewise, the literature on effective practices has been growing rapidly and awareness of the research findings related to best practices and effective interventions in student equity has remained spotty. The Director of Research Collaboration will work hands-on with faculty and staff to review the colleges equity data, develop a deeper understanding of what the data is telling CCC about students, raise awareness about what strategies appear to be working / not working and facilitate discussions about how the data and literature on student equity might help identify appropriate interventions to improve student equity. As part of this expansion of research and analysis capacity, the college will also continue to engage CCSSE (Community College Survey of Student Engagement) research data.

A college-wide initiative to enhance engagement with **professional development** opportunities that directly support student equity activities. These specific activities include:

- CORA teaching men of color
- Innovative educators
- On course training
- California Great Teachers Seminar
- If These Halls Could Talk, film
- Equity Framework Training for taskforce
- Training on Factors of Success (RP group)
- Starfish training

The creation of a **Wellness Community of Practice** will be established in spring 2016 to serve as a community of staff, students and faculty in a weekly support hour to engage in community building activities. Activities that support healthy practices around wellness, mindfulness, and stress management skills will be highlighted to build capacity of faculty and staff on best practices in supporting students undergoing trauma or crisis. The development of these skills will enable staff, students and faculty to engage with best practices in supporting students through crisis situations.

The college has also committed to additional **direct student support**, which will be provided through the following detailed support activities:

- Book loans
- Transportation grants
- Day care grants
- Food & necessity grants

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
F.1	Director of Research Collaboration (spring 2016)	\$12,904.23	
	Planning and Engagement	\$10,000	
	Professional Development Activities (September 2015-September 2016)	\$30,377	BSI \$10,000
	Wellness Community of Practice -Wellness materials (January 2016-September 2016)	\$30,293	
	Direct Student Support (January 2016-September 2016) -Book loans -Transportation grants -Day care grants -Food & Necessity emergency grants -Wellness materials	\$54,900	
	CCSSE (spring 2016)	\$7,000	

• **Link to Goal**

The **Director of Research Collaboration** will work with the college to establish appropriate baselines for measuring milestone progress and attainment of student completion goals (credential and transfer) for each student population identified in the equity plan and monitor progress against those benchmarks. The Director of Research Collaboration will review equity data with faculty and staff and facilitate thinking and discussions about what the data suggest about the effectiveness of current equity practices and what interventions might be most appropriate to improve progress toward student course success, completion and transfer.

Developing a student equity focused approach to **professional development** for faculty and students will enhance professional and pedagogical approaches and high impact practices that enhance an inclusive learning environment for all students, especially those most affected by student equity gaps. Along with professional development activities, a **Wellness Community of Practice** will create an institutional opening and inclusive space to enhance faculty, staff and student engagement around healthy stress management practices and build the community’s capacity to serve and support students experiencing trauma and crisis. Additional **direct student services** in the form of book loans, transportation and day care grants, as well as emergency food necessity grants will enable emergency assistance to students experiencing trauma or crisis that will enable students to remain enrolled and successfully completing course work in line with their educational goals. This will further support students in persistence and completion outcomes.

• **Evaluation**

Activity	Evaluation/ Data	Timeline / Frequency
Director of Research Collaboration	Student equity data will be directly monitored to track evidence of improvement in both short-term (course completion, SLOs) and long-term outcomes (completion, transfer) associated with the interventions of the Director of Research Collaboration. On-going surveys and assessments of faculty and staff will be conducted to gauge the general satisfaction with the services provided as well as faculty and staff self-	January 2016-September 2016; annual cycle

	assessments of improvement in their own professional development as a result of working with the new Director. Formative and summative findings from the surveys will be used to identify course corrections and avenues for improvement. Formative findings from the data on equity outcomes will be used to anchor conversation with faculty and staff about the effectiveness of the new position in contributing to progress against college equity goals.	
Professional Development	Data on participation will be tracked and disaggregated to enable analysis of how the newly acquired knowledge is implemented into the activities of the student equity plan.	September 2015-September 2016; ongoing
Wellness Community of Practice	Data will be collected on participation and will be disaggregated by demographic groups.	January 2016-September 2016; ongoing
Direct student support	Data will be collected on students accessing direct student support services outlined above; data will be disaggregated by demographic groups.	September 2015-September 2016

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## Summary Budget

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Summary Budget is attached as a separate document.

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## Summary Evaluation

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In order to ensure that Contra Costa College is making adequate progress towards achieving its equity goals, a regular evaluation and reporting process has been developed. The core of this process is a series of regular, monthly meetings of the college's Equity Task Force. At its December 2015 meeting, the task force will review the final 2015-16 Equity Plan and map out a timeline with specific tasks assigned to each task force member for spring 2016. At this meeting, CCC will also present a draft reporting form, which CCC hopes will simplify the reporting process. This will be a one-page form, wherein those responsible for equity-related activities will provide monthly updates on implementation of equity-related activities. The requested information will include:

- The name of the activity.
- Specific goal(s)
- Actions taken over the previous month
- Evaluation—Relationship of actions to goals.
- Evaluation – Interim findings and/or final report.
- Summary of expenses
- Additional resources needed

These forms will be turned in to the Student Equity Coordinator, and task force members will also report on their activities at monthly meetings. This will provide the opportunity for all the equity stakeholders to provide input on any needed changes in implementation.

In addition to the information shared at the Equity Task Force meetings, information on progress in achieving equity goals will also be shared at the college's monthly division meetings and Student Success Committee meetings. The Student Equity Coordinator will make a mid-semester report at the March College Council meeting. This will ensure that all members of the college community are aware of equity-related activities. Also, at the May and June meetings of the Equity Task Force, a final report on 2015-16 will be prepared and a preliminary proposal for 2016-17 will be developed.



**2015-16 Student Equity Plan Summary Budget**  
 Contra Costa CCD  
 Contra Costa College

**Part II: Planned Student Equity (SE) Expenditures**

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Access - Professional Expert - Outreach Coord	A.1	\$ 6,131	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	6,131
	Access - Workshop Facilitators	A.1	\$ 524	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	524
	Course Completion - Office Assistant	B.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,254	\$ -	2,254
	Course Completion - PLTL Leads, Tutors, & Wor	B.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,451	\$ -	15,451
	Minority Retention Specialist	B.1	\$ 4,010	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	4,010
	ESL - OAS	C.1	\$ -	\$ -	\$ -	\$ -	\$ 653	\$ 653	\$ -	\$ -	1,306
	BS English - OAS	C.2	\$ -	\$ -	\$ -	\$ 261	\$ 522	\$ 522	\$ 261	\$ -	1,566
	BS Math - OAS	C.3	\$ -	\$ -	\$ -	\$ 261	\$ 522	\$ 522	\$ 261	\$ -	1,566
	Degree & Cert Completion - OAS	D.1	\$ -	\$ -	\$ -	\$ -	\$ 522	\$ -	\$ -	\$ -	522
	Director of Research	F.1	\$ -	\$ -	\$ 3,491	\$ -	\$ -	\$ -	\$ -	\$ -	3,491
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ 10,665	\$ -	\$ 3,491	\$ 522	\$ 2,219	\$ 1,697	\$ 18,227	\$ -	\$ 36,821
4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Access - Marketing	A.1	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,000
	Course Completion - Tutoring Materials	B.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	5,000
	BS English - Community of Practice Materials	C.2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000	\$ -	\$ -	2,000
	BS English - English Jam	C.2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	5,000
	BS Math - Community of Practice Materials	C.2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000	\$ -	\$ -	2,000
	BS Math - Math Jam	C.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	5,000
	Transfer - Marketing	E.1	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ 6,000	\$ -	\$ -	\$ -	\$ -	\$ 4,000	\$ 15,000	\$ -	\$ 25,000
5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Access - PD Travel	A.1	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,000
	Course Completion - Online Tutoring	B.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ -	10,000
	BS English - WCCUSD & CCC English Summit	C.2	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	1,000
	BS English - Per Ankh Program	C.2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 26,000	\$ -	26,000
	BS Math - WCCUSD & CCC Math Summit	C.3	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	1,000
	Degree & Cert Completion - Pathway Develo	D.1	\$ -	\$ -	\$ -	\$ 5,803	\$ -	\$ 2,000	\$ -	\$ -	7,803
	Transfer - Trips and Workshops	E.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,000	9,000
	CCSSE	F1.	\$ -	\$ -	\$ 7,000	\$ -	\$ -	\$ -	\$ -	\$ -	7,000
	Research Engagement	F.2	\$ -	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	10,000

<b>2015-16 Student Equity Plan Summary Budget</b>
Contra Costa CCD
Contra Costa College

**Part II: Planned Student Equity (SE) Expenditures**

Professional Development Alignment with Val	<b>F.3</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,377	\$ -	\$ -	30,377
College Wellness and Mental Health Support	<b>F.4</b>	\$ -	\$ -	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	20,000
Emergency Grants (Day Care, Books, Transpo	<b>F.5</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 65,193	65,193
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
<b>Subtotal</b>		\$ 5,000	\$ -	\$ 17,000	\$ 17,803	\$ -	\$ 32,377	\$ 36,000	\$ 84,193	\$ 192,373



<b>2015-16 Student Equity Plan Summary Budget</b>
Contra Costa CCD
Contra Costa College

**Part II: Planned Student Equity (SE) Expenditures**

**Student Equity Plan 2015-16 Budget  
Part II: Planned SE Expenditures  
Other Instructions**

**A complete list of eligible and ineligible uses of student equity funds is available on the CCCC website at <http://extranet.cccc.edu/Divisions/StudentServices/StudentEquity.aspx>.** Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

**Eligible expenditures:**

1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

**Ineligible Expenditures:**

1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture -- Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions -- Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.