



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

See Appendix C tab “Planned Expenditures” for 2017-2018 Budget Plan.

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:

Executive Summary

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). In 2016-2017 the student headcount was 10,041– 19% African-American, 20% Asian, 42% LatinX, and 11% White. The institution is challenged with serving a population that is commonly underprepared for college and that experiences academic and personal hardship, which makes it difficult to succeed both in and out of the classroom.

In order to better serve its students, CCC is committed to establishing a guided pathways approach, embarking on work that will transform instructional programs and student support services into highly coherent pathways to increase the number of students completing their programs of study and the rates at which they complete. Toward this end, CCC has convened a leadership body and various cross-functional teams, comprised of instructional and student services managers, faculty and classified staff. The Academic Senate has taken the lead on a campus wide effort to map all programs of study and to begin clustering programs into “Meta-Majors.” The Student Success Committee will be a thought partner in developing a vision for integrating instruction and student support efforts in order to help students stay on track and progress toward their goals.

The goals and indicators identified in this integrated plan are aligned with the guided pathways effort, strategic goals, and the Chancellor’s Vision for Success 2020.

CCC is working with the Contra Costa Community College District (CCCCD) to develop new measures to assess how the college’s various activities and interventions impact indicators and the completion agenda, in order to make more informed decisions about which activities to take to scale. CCC will disaggregate data by level of English, Math, and/or ESL placement as well as by class year and



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

demographics. The college expects these measures to be available as early as fall 2017. The cross-functional teams referenced above will review this data and use it as a foundation for constructing pathways.

Equity

The student success outcomes are clear: academically speaking, CCC does not serve African-American students effectively. On the most critical student-success measures, African-American outcomes fall between 10-16% below the college average. Comparisons to the average are unsatisfactory. And though LatinX academic outcomes are consistently better, CCC has ample room for growth there, too. CCC will use an equity lens to design Guided Pathways and to select professional development that improves service to these two historically marginalized populations. An equity-minded approach will drive increased academic success, with the goal of achieving academic excellence and not just average performance, for all students in every Guided Pathway. We expect all students to achieve academic excellence by helping pathway designers maintain rigorous standards while making sure that all pathways deploy high impact Interdisciplinary Acceleration practices for our most disproportionately impacted students. Equity-mindedness will also help the college select professional learning options, particularly where they directly impact classroom practice, which will help all students succeed in rigorous, college-level curricula.

The following pages provide an overview on the progress CCC has made in closing its equity gaps.

See Appendix C tab “Equity Expenditures” for 2014-2015 to 2017-2018 Budget Summary.

Access

Previous Goal

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

Progress Toward Goal

(See Quest. 1 Equity 1)

Focused outreach efforts have resulted in increased enrollment of LatinXs and Veterans, two of the target populations identified in the equity efforts for 2014-16.

CCC achieved this success by hiring an outreach coordinator, who identified community and high school events targeting LatinXs and Veterans. CCC also rolled out a social media campaign geared at engaging these populations. Translation of print materials into Spanish also contributed to this success. Finally, CCC hosted a veterans’ “Welcome Home” event, drawing prospective veteran students to the campus.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

While CCC saw an increase in its LatinX student population, the increase in the LatinX population in the West Contra Costa Unified School District outstripped the increase at CCC. Similarly, the percentage of CCC's population comprised of veterans is smaller than that of Contra Costa County as a whole; therefore, this population continues to be underrepresented at CCC. CCC also saw a decline in male and African-American student enrollment. In contrast, the college saw an increase in the enrollment of low-income individuals and those with disabilities.

2017-2018 Goal

*Increase **access** for Latino, ESL, African-American, and veteran students – especially males*

2017-2018 Activities

CCC has upgraded the position of outreach coordinator to a managerial level, in order to facilitate the redesign of outreach strategies and to better coordinate outreach activities. The college is committed to refocusing its outreach efforts by providing career and major exploration workshops, especially focused on the target populations described above. CCC will strengthen relationships with community organizations and high schools that serve the target populations in order to increase its yield of students. CCC will make a concentrated effort to target males by engaging sports organizations, especially soccer and American football organizations. The college will strengthen bilingual outreach efforts; indeed, CCC has already devoted resources in this area to support the translation of print materials into Spanish, Simplified Chinese, and Tagalog, the top three spoken languages in its service area. In addition, CCC has increased funding for marketing, in order to develop higher impact social media campaigns with the intention of reaching target populations. The college is bolstering the Veterans Center, which is currently run by volunteer staff, with part-time support staff. Finally, in light of the increase in low-income and disabled student populations, CCC will undertake a needs assessment of these populations.

Course Completion

Previous Goal

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

Progress Toward Goal

(See Quest. 1 Equity 2 and Quest. 2)

Tutoring

To improve completion and close the achievement gap, CCC focused its efforts on tutoring support services, coordinated by the Campus-Wide Tutoring (CWT) program. Over the past four years, tutoring for most disciplines has been centralized, Peer-Led Team Learning (PLTL) group study sessions have



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

been organized, and student participation in tutoring has increased. CWT identified courses with low success and retention rates and expanded tutorial offerings for those courses. CWT also built up the PLTL program, increasing offerings where possible. From fall 2013 through spring 2017, the number of unique students being served has increased substantially. CWT has served **4 times more students** than fall 2013 and continues to market its services with the goal of serving an ever-larger portion of the CCC population. Students that participated in tutoring services from FA15 to SP17 saw an increased 5% course success rate (72%) compared to students that were not served (67%). African American students had a course success gap of 10% and LatinX students a gap of 2%. We saw increased success for African American students participating in tutoring from 57% with no tutoring to 65% with tutoring. However, we were not successful in fully closing the equity gap for African American students. While there was only 5% course success improvement for all students, African American students experienced 8% improvement, suggesting their success was accelerated. By contrast, LatinX students that participated in PLTL saw a closing of the course success gap; 73% of LatinX students in PLTL successfully completed their courses, 1% higher than the average course success for all students that participated in PLTL. Information for the Foster Youth population has been difficult to obtain, but CWT is working with the district to improve data collection and analysis for this population. This data includes all academic courses for which tutoring is provided (approximately 100 courses per semester).

Below we segregate data for the basic skills math and English courses as African American and LatinX students are disproportionately placed in these courses.

Basic Skills Math

In basic skills math courses -- Math 101, Math 115, and Math 118 -- 390 students (19.26 percent of the total enrollment) accessed either drop-in tutoring or Peer-Led Team Learning between fall 2015 and spring 2017. Basic Skills students who accessed drop-in tutoring had an overall success rate of 59.44 percent, while students who accessed Peer-Led Team Learning had an overall success rate 55.32 percent. Basic skills math students who did not access tutoring had an overall success of 47.50. African American students showed a 10% gap while LatinX students performed 1% above the average. However, course success for all students in math is unacceptably low.

In all, 21.28 percent of African American students enrolled in basic skills math courses attended tutoring. African American students who attended drop-in tutoring had a 50.57 percent success rate. African American students who participated in Peer-Led Team Learning had a 43.08 percent success rate. African American students in these same courses who did not access tutoring had a combined success rate of 36.98 percent. LatinX basic skills math students who accessed drop-in tutoring had an overall success rate of 64.36 percent; those who accessed Peer-Led Team Learning had an overall success rate of 58.14 percent. For LatinX students who did not access tutoring, the success rate was 47.63 percent.

Drop-in math tutoring was more successful than PLTL. This may be due to the independent work required in math; students struggle with unique concepts in math and perhaps working in groups is not as efficient as one-on-one support. Overall students gained a 12% course success improvement while African American students saw a 14% gain and LatinX students a 16% gain, suggesting that tutoring supports accelerated math course success for African American and LatinX students.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Basic Skills English

In basic skills English courses -- English 92, English 142A, and English 142B -- 163 students (6.26 percent of the total enrollment) accessed either drop-in tutoring or Peer-Led Team Learning between fall 2015 and spring 2017. Basic skills English students who accessed drop-in tutoring had an overall success rate of 50.43 percent, while students who accessed Peer-Led Team Learning had an overall success rate of 81.82 percent. Basic skills English students who did not access tutoring had an overall success rate of 61.47 percent. African American students showed a 4% gap while LatinX students performed 1% above the average.

In all, 16.64 percent of African American students enrolled in basic skills English courses attended tutoring. African American students who attended drop-in tutoring had a 45.24 percent success rate. African American students who participated in Peer-Led Team Learning had a 70 percent success rate. African American students in these same courses who did not access tutoring had a combined success rate of 56.61 percent. LatinX basic skills English students who accessed drop-in tutoring had an overall success rate of 45.68 percent; those who accessed Peer-Led Team Learning had an overall success rate of 90.48 percent. For LatinX students who did not access tutoring, the success rate was 61.8 percent.

PLTL English tutoring was significantly more successful than drop-in. Writing and critical thinking are enhanced when we have the opportunity to hear diverse points of view. Therefore, group tutoring may be more efficient than one-on-one support in English. Overall students gained a 21% course success improvement while African American students only saw a 13% gain and LatinX students a 28% gain -- however this is a small sample and only includes data for FA 15 and SP16. Because the equity gap was only 4% for African American students, we expect that their success would be accelerated at the same rate as LatinX students. Unfortunately, that was not the case. We have much work to do to figure out how to accelerate success at the same rate for African American students.

Equity Hour Program

The primary focus of the CCC "Equity-Hour Program" is to increase course completion for African-American and LatinX students, as well as foster youth, by providing professional development in cultural competency and equity-minded teaching and by providing part-time faculty additional paid time to work outside of class with students. The program was launched in fall 2016. A steering committee was identified, and after several meetings, an initial training day was organized. On September 17, 2016, a one-day conference called, "Equity, Community and Mindful Teaching" was held in Fireside Hall. All faculty were invited to attend, and part-time faculty were compensated for attending (up to four hours at their non-instructional rate). Part-time faculty were also told that, in order to participate in the Equity-Hour Program in spring 2017--officially named the Mindful Advising and Mentoring (MAaM) Program, they would need to complete at least four hours of training: two hours in a professional-development workshop on equity-minded teaching; and two hours in a workshop on specific activities (including activities outside of class with students, reporting and self-assessment) that would be part of the program in the spring. The one-day conference satisfied both training requirements.

101 faculty officially registered for the conference; approximately 80 part-time faculty attended and participated. Jeff Duncan-Andrade (of the Teaching Excellence Network [TEN]) described some of the



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

challenges community college students face and noted the ways in which a nurturing environment that respects and encourages cultural expressions can help students overcome barriers. Alliyson Tintiangco-Cubales (also with TEN) and Melissa Salazar (founder of ESCALA, which works with Hispanic-serving institutions) led thought-provoking breakout sessions, one focused on “Community Responsive Teaching” and the other on “Cultural Differences in the Office Hour” as well as “High Context and Low Context Learners.” CCC English Professor Jeffrey Michels led a panel discussion of faculty and counselors focused on the different approaches to equity-minded teaching. And finally, CCC Equity Coordinator Mayra Padilla led a working meeting with part-time faculty aimed at taking the ideas from the morning session and connecting them to practical strategies. Each participant completed an individual written plan setting personal goals connected to equity goals, and each submitted a provisional plan of activities aimed at improving completion outcomes in the spring.

Next steps call for the steering committee to meet again soon and to plan one more training opportunity this fall. Then, in the spring, the steering committee will create a support network for program participants (including some ways for faculty to connect with one another to share ideas and progress reports), and participants will begin implementing their plans (which will include up to 17 hours of compensated work with students outside of class during the spring semester).

So far, the response to the program, including the full-day conference and training, has been excellent. Faculty seem motivated by the program; many have already made changes in their teaching and are offering additional opportunities for students to connect outside of class. At present, 52 part-time faculty are participating in the MAaM Program. Of the work being done with students outside of class by MAaM professors, half has consisted of individual conferences and half has been small work-groups. For more than half of the students who have participated, the MAaM meetings were the first time those students had ever met outside of class with an instructor. 50% of the meetings lasted for more than half an hour, and in more than 90% of those interactions, faculty reported that the meeting was successful and that they expected the student to return. Notably, only about half of the MAaM interactions were initiated by faculty; about half were initiated by students.

2017-2018 Goal

Increase successful course completion of African-American, LatinX, American Indian, and Foster Youth - especially males and low-income students

2017-2018 Activities

CCC will continue to fund tutoring interventions and the Equity Hour Program since both show promise in improving course completion.

We will spend this coming year focused on inquiry and continuous improvement. A tutoring coordinator, Peer Led Team Learning leads, drop-in tutors, and online tutoring services will continue to be funded. Students engaged in tutoring services for basic skills, accelerated courses, and historically difficult courses will receive a book on loan. A tutoring Retention Specialist will develop in-reach efforts to assure that target populations are engaged in tutoring services and provide professional development to tutoring staff focused on best practices that increase target population success. Over



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

the next year, CWT will continue to outreach to African-American and LatinX students to increase the overall headcount of students accessing tutoring services. In particular, we will explore strategies in tutoring pedagogy that have proven to close equity gaps for African American students.

Since we serve a smaller percentage of students taking basic skills English than math and because initial analysis, although in a small sample, reveals that English PLTL shows the largest acceleration in course success, we will work with the English faculty to increase the number of basic skills English students we serve. We will explore one-on-one tutoring pedagogy to improve our math outcomes. We will also conduct focus groups with our African American students to ask what is working and how we might improve our services in order to accelerate their learning. While the data indicate that the college still has significant work to do to close Equity gaps, the continued support of tutorial services will be a key component of CCC's efforts.

To improve outcomes for the MAaM Program, a part-time faculty member will continue to be paid to coordinate the program. Funding will be provided for professional development events focused on culturally responsive practices and equity principles. Adjunct faculty will be paid to attend professional development events and to work with students, especially those in the target populations, outside of class. One goal of the MAaM coordinators is to increase faculty participation by 25%. The foci of MAaM activities in the coming year will be on developing better tools for assessing the impact of MAaM interactions on retention and success in the classroom, and on having the MAaM Coordinator meet with faculty to review relevant data in order to adjust practices and refine activities. The MAaM team also wants to expand opportunities for faculty to offer "enhanced" small group workshops with students and to include breakfast and lunch meetings, sometimes with a counselor, coach, or other faculty member involved. Several MAaM participants have noted the benefits of coordinating advising and mentoring efforts, so this aspect of the program will be developed further.

ESL Completion

Previous Goal

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

Progress Toward Goal

(See Quest. 1 Equity 3)

CCC saw a decline in the number of students that were coded as basic skills ESL, as well as a substantial decrease in basic skills ESL completion from 27% to 22% over the last three years. LatinX and male students continue to show the largest disproportionate impact. In contrast, the ESL department saw an increase in FTES from 99.14 in SP2015 to 129.45 in FA2017.

The ESL Department held a series of activities with the objective of improving retention and persistence among students in writing classes, and supporting language minority students during the matriculation process.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

One of these projects was professional development focused on providing effective feedback on student writing. Under the guidance of senior faculty, instructors met throughout the semester to share and evaluate responses to student papers. They then crafted written responses that provided clear guidance for students to revise their papers.

A second project involved instructors identifying at-risk students in writing classes and holding conferences with these students (in addition to the feedback regularly provided to all students in writing classes). Each instructor met with each at-risk student twice during the semester and worked on providing guidance to improve the student's writing.

Finally, another project consisted of providing assistance to prospective ESL students, who often find it difficult to navigate the application, assessment, and registration process. A bilingual ESL Assistant (a former ESL student herself) identified language-minority community members who could benefit from ESL instruction and assisted them throughout the application and registration process. The increases in FTES suggest that this project was successful.

2017-2018 Goal

Increase ESL completion of LatinX students – especially male

2017-2018 Activities

ESL data is not disaggregated by levels and therefore it is difficult to draw conclusions about the underlying cause(s) of the decline in completion. The ESL department will collaborate with the CCCC research office to develop an analysis of data by ESL level and to verify that ESL levels are coded appropriately. District research will also work with the ESL department to refine the "Educational Goal" choices so that students that are not pursuing degree, certificate, or transfer are removed from the completion analysis.

The ESL department will review data and identify best practices to help accelerate students to ESL completion. The department will explore the possibility of offering career and major exploration ESL courses or workshops as a method to accelerate students to ESL completion and to onramp students into guided pathways.

Basic Skills English

Previous Goal

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

Progress Toward Goal



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

(See Quest. 1 Equity 4)

There was an increase in the number of African-American and LatinX students in the remedial English cohort. African-American and foster youth students remain the most disproportionately impacted populations. On the other hand, male students improved over the last three years and are now actually outperforming female students.

The English Department has been working on developing accelerated courses, implementing Multiple Measures, and providing culturally responsive professional development for their faculty.

The development of a Multiple Measures assessment tool was completed at the end of spring 2017 and implemented in fall 2017. Preliminary data suggest that multiple measures assessment will result in a significant increase in the number of students placed directly into ENGL1A (freshman composition), bypassing completely the need for basic-skills English classes.

The English Department is also committed to developing an accelerated model to move students more quickly through their basic skills and freshman composition courses. Several members of the English Department are participating in the California Acceleration Project. One faculty member spent a sabbatical semester researching different models of acceleration. This semester, she, along with other English faculty are developing plans for a full implementation of basic-skills acceleration. A revised version of ENGL1A (freshman composition), specifically targeted at students who would historically have been placed in a class one level below Freshman English, has been approved by the College Instruction Committee, and there are plans to offer this class beginning in fall 2018. This course, supplemented with increased support services, should enable CCC to make progress towards its basic-skills English completion goals.

Another way that the English Department has supported basic-skills completion is through a series of pre-semester "Boot Camps," one-week workshops designed to prepare students for English classes and, in many cases, to allow students to bypass basic-skills classes and enroll directly into ENGL1A. The first Boot Camp was offered prior to the fall 2015 semester, supported through BSI funding. This 15-hour non-credit class was made available to incoming students scoring 75-89 on the writing portion of the COMPASS test (which would normally place a student into English 142B). Taught by an adjunct English faculty member, the workshop provided students with a crash course in college level reading, writing, and critical thinking activities. Students who successfully completed the workshop were eligible to skip English 142B and enroll in English 1A in fall 2015.

Twenty-two students completed the initial Boot Camp, and 16 enrolled directly into ENGL1A in fall 2015. Of these, 14 completed the class (87.5% retention), and 11 passed 1A (68.75%). While these are small absolute numbers, the success rate compares favorably with the overall fall 2015 ENGL1A success rate, 66%. This is even more impressive when one considers that these are students who would, under normal circumstances, have been steered into ENGL142B, delaying their completion of ENGL1A by at least one full semester.

The English Department has continued offering Boot Camps every semester since then, and the results have continued to be encouraging. Prior to the start of the fall 2016 semester, for example, the English



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Department hosted three boot camps. In fall 2006, 33 students attended the bootcamps. Of 18 students who completed a Boot Camp designed for students going into ENGL142B, two actually went into 1A, and eleven went into 142B. The two 1A students had 100% retention and 50% success. For those who went into 142B, 90.91% were retained and 54.55% were successful. Again, while these numbers suggest the need to do more to assist students in their English classes, they compare favorably with the overall English student population. Of students who attended a pre-1A workshop, eight went into 1A and had an 87.5% retention and success rate. Prior to spring 2017, 33 students participated in bootcamp; 24 (72.73%) enrolled in ENGL1A, 21 (87.5%) of these students completed the semester, and 19 (79.17%) passed. These numbers compare favorably with those from the students who met multiple measures requirements for ENGL1A but did not attend Boot Camp: 30 of these students attempted ENGL1A; 24 (80%) completed the class, and 19 (63.33%) passed. The English Department also offered a pre-summer 2017 Boot Camp and three more sessions prior to the start of fall 2017 semester. Success data for these cohorts is pending.

The English department also offered a professional development series focused around issues of equity. Topics included Culturally Relevant Pedagogy (CRP), teaching for diverse learning styles, best practices in writing instruction, and teaching reading strategies. These sessions gave participating faculty a theoretical framework to better serve students of color and also concrete CRP activities that they could implement immediately in the classroom. Eleven faculty participated. Several teachers successfully implemented the CRP activities that were recommended during the workshops.

Per Ankh

The Per Ankh Academy is a learning community created in fall 2015 to address the low success rates of African-American students in English 142B. The program targets students of African descent.

The Academy initially started as a two-year program but was scaled back to a one-year program due to limited resources and student attrition. The 2015-2016 one-year program included the following classes:

English 142B and Afram 110 (fall 2015)

Counseling 103B and History 110 (spring 2016)

The first cohort entered the program in fall 2015 with 18 students. Fourteen students successfully completed English 142B with a "C" or better (a 77% success rate). The Academy surpassed the college's goal.

A cultural group was also established for those students who want to be part of the Per Ankh Academy but have already completed some or all of the classes in the program. These students participate in the cultural group if they take one or more classes from a designated list of classes. Students in the cultural group participate in the monthly *Indaba* (community discussion) meetings and attend cultural activities/events. Four monthly *Indaba* meetings were held to inform students about campus resources. Professor Manu Ampim gave monthly presentations during the sessions to educate students about their history. A cultural event was organized for the students to attend. Finally, a book loan program offered Per Ankh and Puente students their books on loan.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

2017-2018 Goal

Improve Basic Skills English & Math completion of African-American and former foster youth - individuals with disabilities need additional support in Math

2017-2018 Activities

A Basic Skills Retention Specialist will be hired to reach out to basic skills students, especially African-American and foster youth, to ensure that they use Multiple Measures and enroll in accelerated courses. CCC will continue to support Per Ankh and the book loan program. Accelerated courses and the English Boot Camp will be supported by other college funds such as the Basic Skills Transformation grant.

Basic Skills Math

Previous Goal

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

Progress Toward Goal

(See Quest. 1 Equity 5)

There was a slight decrease in overall remedial math progress from 31% to 30% over the last three years. African-American students remain the most disproportionately impacted, with success rates dropping from 21% to 19%--11% below the college average. While the number of Asian students in the basic skills math cohort decreased, this was accompanied by an increase of 35% in the number of African-American students. African-American students make up 38% of the student population in remedial math but only 19% of the campus population. Additional populations performing below the college average are former foster youth and individuals with disabilities.

To support students in the pathway toward success and timely completion, the Math Department is building a multi-pronged approach. First, the department is developing and implementing an acceleration model of Math 118 (Elementary Algebra) and Math 120 (Intermediate Algebra). This will take the form of a new course with a Math Lab component and contextualization of curriculum to the STEM disciplines. At the same time, the Math Department has piloted a compressed Math 118/120 course. CCC is also offering, for non-STEM students, the pre-statistics pathway course (Math 125), which has no prerequisites, to help students reach college level statistics more quickly. The number of Algebra for Statistics (pre-statistics pathway) sections increased from one in fall 2014 to three in spring 2016. The department is working on a plan to train faculty to teach these courses and to market the classes to students in order to scale offerings to accommodate all non-STEM students. The department is also exploring the possibility of creating co-requisite courses for statistics (Math 164) and pre-calculus (Math



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

171) in order to remove the need to take any lower level courses.

Another intervention to support basic-skills (and other) math students is Math Jam, a program designed to help students 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 mindset 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 taught by counselors, and co-taught community building activities and personal development strategies. 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. Over the last three years, students attending Math Jam were between 11% and 37% more successful in completing their next math class than the college average.

2017-2018 Goal

Improve Basic Skills English & Math completion of African-American and former foster youth - individuals with disabilities need additional support in Math

2017-2018 Activities

CCC is changing the way it assesses and teaches students who have been categorized as basic skills or below transfer level. Adoption of Multiple Measures and Acceleration are expected to revolutionize college entry and lead to higher completion outcomes, especially for African-American students. The Math Department has developed its approaches based upon research (Hayward, 2012) and expect a robust increase in the first-year Math transfer completion rates (Integrated Plan, Pathways and Scorecard indicators) for 2017-2018.

In addition, a Basic Skills Retention Specialist will be hired to reach out to basic skills students, especially African-American and foster youth, to ensure that they use Multiple Measures, enroll in the highest level Math course they place in, take accelerated courses, and participate in a host of just-in-time interventions.

Math Jam is scheduled every winter and summer intersession. CCC has scaled the program to offer support to students in 7 math sections. Math Jam sessions for Math 120 (Intermediate algebra) and Math 164 (Statistics) are being scaled up because more students are placing into these courses as a result of Multiple Measures assessment. In response to the Richmond Promise and CCC's College Promise grant, the college plans to increase the number of sections to accommodate all incoming recent High School Grads by summer 2018. Funding will be braided from HSI STEM, the Integrated Plan, and the College Promise grant to support these scaling efforts.

The college will continue to support PD communities of practice for accelerated courses with integrated plan and HSI STEM funds. PD will focus on readings and case studies of effective models to improve



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

pedagogy, like low stakes formative assessment, contextualized curriculum, growth mindset, and high context group progressive learning activities that are proven to improve success in math, especially for African-American students. Adjunct faculty will also be engaged in the communities of practice to ensure that they are trained on pedagogy and best practice for developing and conducting accelerated math courses.

Assessment and scaling of Multiple Measures will be funded through HSI STEM and other college sources.

Last year, CCC also hosted the first 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. The college will host the second annual Math Summit this spring 2018.

Degree, Certificate and Transfer Completion

Previous Goals

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

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

Progress Toward Goal

(See Quest. 1 Equity 6 and Equity 7)

Transfer Services

Critical personnel and allocated space for the Transfer & Career Center were established in fall 2016. With the addition of an hourly classified staff member, transfer services has increased marketing and facilitation of college admissions workshops, dissemination of college organizational tool kits and transfer survival backpacks for college accepted transfer students, increased four-year rep appointments and tabling on campus, enhanced Transfer Day, and added six annual four-year campus tours.

Transfer services staff have increased collaboration between EOPS, Puente, Per Ankh, Adelante/STEM, the Center for Science Excellence (CSE), and the Veterans Center through numerous activities. Counseling staff made presentations about transfer and counseling services in various classes across the campus (including psychology, history, art, English, and political sciences classes), as well as facilitating more transfer-related workshops marketed directly to the special populations/learning cohorts listed above. The CCC Marketing Department has also worked closely with transfer services staff to update the college website and ensure that information is current and accurate.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Transfer-related activities include campus tours of four-year colleges and universities (e.g., UC Davis). The college has also hosted presentations by representatives from UC Davis and Holy Names University in Puente and Per Ankh learning community courses, as well as a nursing symposium, which provided detailed information for students interested in preparing and applying for nursing programs at CCC and four-year institutions.

This year, the college offered two sections of Psych 103B (Ensuring Transfer Success) during the summer intersession. The students in this section were transfer ready/MCHS seniors. Students were given a transfer organizational tool kit, which included:

1. Box Office Organizer File with hanging files
2. Wall Calendar with college application related dates
3. Daily planner
4. Highlighters/ Pens
5. Flash drive

Students in this course were required to complete the following college admissions items:

1. UC Transfer Admissions Planning Tool
2. CSU application (pending submission)
3. Rough Drafts – UC Personal Insight Questions
4. Kennedy King Application and rough draft

In addition, transfer services supported the Black College Expo in Oakland, CA for Per Ankh and EOPS students. The Transfer Counselor/Coordinator and the Transfer Instructional Assistant attended the National Institute for the Study of Transfer Students in Atlanta. Puente students participated in a SoCal campus tour and finally, work began on the Community College HBCU Transfer Agreement and preparation for the annual HBCU Caravan Tour.

African-American Male Leadership program

The goal of the African-American Male Leadership program is to inspire Contra Costa College students, especially male African-American students. CCC is giving them full support to meet and excel in their educational pursuit of a degree, certificate and/or matriculation to a four-year college or university.

On average, 70 students attend each monthly session. The speaker series highlights professional African-American men to help motivate and inspire students. Speakers can take on a mentoring role with students, and the director of the program is a role model and strong support for African-American CCC students.

Guided Pathways

A cohort of six administrators, faculty, and staff attended the IEPI Conference on pathway development. This group served as a catalyst to form the Council on Access and Retention (CAR), which is currently leading the Guided Pathway work.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

2017-2018 Goal

Increase the completion of degrees, certificates, and transfer for African-American students

2017-2018 Activities

A Completion Retention Specialist will be hired to assure that the target populations have selected a major, met with a counselor to develop an educational plan, are on-boarded into a Guided Pathway, and are making good progress toward their completion goal. Special emphasis will be placed on developing strong collaboration with Per Ankh, the African American Male Leadership Program, EOPS, Puente, Adelante, Math Jam, College Promise, and the CCC coaching staff.

Support to maintain personnel in the Transfer & Career Center will continue to be offered in order to increase marketing, facilitation of college admissions workshops, and dissemination of college transfer resources, such as the organizational tool kits and transfer survival backpacks. CCC will also continue to fund events that promote increased four-year college representative appointments and tabling on campus, such as an enhanced Transfer Day and six annual four-year campus tours.

CCC will prioritize support for students participating in the Black College Expo, the A2MEND conference and the HBCU Caravan Tour.

Funding will also be available so that the Transfer Counselor/Coordinator and the Transfer Instructional Assistant can attend transfer related conferences and professional development.

The African-American Male Leadership Program will continue to receive funding to hire an hourly assistant to coordinate events and support students' academic success.

Professional development will be provided to faculty and staff to develop Guided Pathways. Funding will also be available to facilitate campus activities that promote integration of student support services (just-in-time support) with instruction.

Capacity for Research and Data Driven Decisions

Previous Goal

We will increase institutional capacity for inquiry, research, evaluation, and use of data in decision-making.

Progress Toward Goal

A Research Collaboration Director was hired by CCCCD.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

2017-2018 Goal

Increase institutional capacity for inquiry, research, evaluation, and use of data in decision-making.

2017-2018 Activities

The college is investing in a research analyst to assure that all interventions have an actionable evaluation plan with adequate measures to determine impact. A new Senior Dean of Planning and Research was recently hired. Together, the research analyst, Dean of Institutional Effectiveness and Equity, and the Senior Dean of Planning and Research will develop a process to offer data and research training to faculty and staff, tools that are easily accessible, and measures that will help the college evaluate where it is with the completion agenda and the impact that institutional strategic initiatives are having in order to make decisions about what activities to take to scale. Finally, the college will explore how to best integrate the results from the CCSSE and the RP Group's "Six Factors of Student Success" to guide the research, development, implementation, and evaluation of activities.

Professional Development

Previous Goal

We will foster an institutional culture of equity, academic excellence, student-centered decision-making, and continuous improvement by aligning professional development activities with these values.

Progress Toward Goal

The Teaching Men of Color in the Community College course, offered by CORA, was one way the college sought to address the Equity gap. The college's Professional Development (PD) office (supported with Equity funding) provided 25 spots to staff that were interested in taking this course to better reach disadvantaged students, and ten faculty completed the course. The PD office also allowed seven faculty to attend the Great Teachers Seminar, held in Santa Barbara, CA. This powerful, interactive one-week course provides instructors a venue to learn from other instructors on pedagogical topics, including better ways to reach disadvantaged student groups.

CCC held a campus-wide event, the Teaching Café, to showcase our graduates from the two courses (Teaching Men of Color and Great Teachers Seminar). A keynote address, "Equity Literacy in Action," was given by Dr. Veronica Neal, a nationally recognized Equity topics speaker. The address raised a series of provocative questions: What guides equity work on campus? Do you trust your colleagues to have the "difficult" conversations? Do you feel confident in your skills, knowledge, and abilities to navigate difficult conversations? What are you doing in support of equitizing your institution? What systems are in place for part-time faculty to get the information and support they need to support shared equity goals? How are we reaching out to classified professionals who do not feel supported, included or seen in shared equity work? Where can you begin engaging in equity-minded dialogues? Following her keynote presentation, Dr. Neal met with a group of 17 campus Equity thought leaders and led a thoughtful discussion through a presentation titled: "Equity Starts with Honest Conversations: Creating A 'Calling-in' Culture." This discussion focused on ways of closing the achievement gap.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Additional PD activities included UndocuAlly Training, to train college staff to work with the undocumented student population; a foster-youth “Warm Hand-Off Project”; a Veterans Day Event, a veterans “Welcome Home” Training, and a Veterans Rapid Response Team Training; a workshop on “The Rise of the Alt-right,” which focused on current topics such as Islamophobia; and Safe Zone Training (attended by 40 staff and faculty), to train college personnel to better support LGBTQ+ students.

The Dean of Institutional Effectiveness and Equity and the Dean of Enrollment services, with oversight of the Equity plan and 3SP respectively, attended the Student Equity Training facilitated by the State Chancellor’s Office.

2017-2018 Goal

In order to address equity gaps, especially for African-American students, CCC will recruit English, Math and other select/interested faculty for professional learning experiences over multiple semesters that focus on creating select impacts across and within the disciplines, specifically as they improve access to and success in college level coursework, all the while focusing on creating a college culture focused on meeting students where they are and helping them meet the highest academic standards

2017-2018 Activities

Around the State, faculty have built effective models to accelerate college readiness in math and English. CCC needs a multidisciplinary acceleration model:

- a shared vision of which academic skills are most critical to college success across disciplines.
- a coordinated, multi-semester plan to help students develop these select, interdisciplinary capacities such that underprepared students can reach college readiness within a few semesters.

Such a strategy would then be integrated within Guided Pathways so that all students will be fully prepared to succeed in any pathway, after completing the initial steps.

The Student Success Committee believes that a cultural shift must first take place to ready the ground for interdisciplinary acceleration. The key to such a shift is the development of a broad and deep equity-minded campus culture. Such a culture will facilitate open and ongoing discussion on silenced topics, such as institutional racism and the lack of preparation that faculty have in working in the CCC community. Thus, the first step in professional development is an investment in activities that foster a deep focus on equity-mindedness.

The Teaching Men of Color training has been positively received by faculty and staff. There is now wider interest in participating and the college will thus continue to fund this effort. Because the college has embraced this training, it is now required of all new full-time faculty as part of their NEXXUS requirements.

Faculty have returned from the Great Teachers Seminar training invigorated and ready to improve their



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

pedagogy, so this will continue to be funded.

A new stakeholder group has been convened, composed of the Equity Hour Coordinator, Student Success Committee Chair, BSI Chair, PD Committee Chair, Dean of Institutional Effectiveness and Equity, and the Vice President, in order to better align PD offerings to create a broader impact. To this end, the group is exploring various platforms to offer a large, themed, high-profile one-day speaker event, followed by a yearlong series of activities such as conversation cafes, book clubs, community of practice groups, etc., all focused on learning strategies to better support African American students. This new framework will build on the successes of the Teaching Men of Color Training, the Teaching Cafe and the Equity Hour adjunct faculty Mindful Advising and Mentoring Program (MAaM).

CCC will also continue to offer PD for faculty and staff focused on how to better serve DREAMers, veterans, foster youth, LGBTQ+, homeless, and food insecure students.

Direct Student Support

Previous Goal

Provide low-income and special populations direct student support.

Progress Toward Goal

CCC has offered direct student support through a variety of programs and services, including a collaboration with JFK University to provide mental health services on campus and to develop a Mental Health Awareness Campaign; daycare grants for students in basic skills classes; and a DREAMers Resource Guide and Print Materials. For foster youth, the college has provided assistance to enable the students to have laptops, backpacks, and other vital supplies, as well as sponsoring the Warm Hand-Off Project. For veterans, the college has provided a Veterans Guide, as well as backpacks and other supplies. Participants in Math Jam and English Boot Camps have been able to take advantage of a Book Loan Program,

2017-2018 Goal

Increase direct support of low-income and special target populations of students

2017-2018 Activities

CCC will continue to fund the activities listed above.

Please contact Mayra Padilla mpadilla@contracosta.edu for further information.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Student Success and Support Program

Over the past three years, CCC has significantly increased efforts to drive student completion of the core services. This began in 2015 with the hiring of a Dean of Enrollment Services (50% general fund/50% 3SP). The role for this position was (and continues to be) to ramp up the interventions intended to improve core services completion. Also in 2015, CCC implemented a fully online orientation, and hired two program assistants, an office assistant I (hourly), and student ambassadors to steer students to completion of the core services. This took the form of targeted emails to students missing all or parts of the core services, phone calls to these students, as well as in-person intervening as students came into the Welcome Center which is where these positions are stationed. CCC also hired an assessment center coordinator and technician (hourly) with the intention of making the technician permanent. These positions were and are a part of the outreach team and deliver assessment on campus and in the high schools. A project coordinator was retained to coordinate the efforts of the outreach team and to ensure that the core services were marketed as a part of the standard operations of the outreach team. The Dean of Enrollment Services also worked with the SARS administrator and various student services departments, such as Counseling, to improve data integrity. CCC also hosted a Super Saturday event to assist students in the completion of the steps and to get registered for classes. As the numbers in question one of this document demonstrate, the college saw significant increases in all three categories of the core services.

In 2016, a third program assistant was hired to further boost the college's ability to impact the completion of core services. CCC continued its interventions geared towards in-reach on the core service completion similar to what was described above. It was noticed that, while orientation was likely the easiest of the core services to complete (as it is an online tool that students can access from anywhere with an internet connection), the college was not getting as many students to complete orientation as desired. The college implemented a new intervention where the assessment staff directed students to complete the orientation after completion of assessment, both on campus and when conducting assessment in the high schools. From 2015-2016 to 2016-2017, this resulted in an increase in the orientation completion numbers as described above. In late 2016, Multiple Measures assessment for English and math was fully implemented in a web-based format that allows students to submit their results in person or electronically. This ease of use for multiple measures is likely contributing to an increase in the assessment completion numbers for 2016-17 as compared to 2015-16.

Since 2015, the college has also employed outreach counselors as well as supporting adjunct counseling using 3SP funds. These outreach counselors perform a variety of activities, including delivering workshops at the local feeder high schools on topics such as how to choose a major and educational planning. In addition, they meet one on one with students to discuss educational goals and do educational planning. This past year, 2016-17, they delivered the Counseling-108, Introduction to Educational Planning course at all of the main local feeder high schools. With all the efforts listed above, the college saw a significant increase from 2014-15 to 2015-16 in educational plan completion numbers. However, this past year, from 2015-16 to 2016-17, there was a significant decrease, as shown in question one. While difficult to understand why, especially given all of our efforts, the hypothesis for this drop is that it is likely caused by continuing students already having educational plans and thus not being counted towards the current number. In other words, the greater the number of continuing students with ed plans, the more likely it is that numbers will continue to drop until only new or returning students are counted in the total.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Interventions for students with undecided majors and/or on academic/progress probation and dismissal began in spring 2015 and have been further developed after the hiring of a Minority Retention Specialist (now Senior Program Coordinator) during that same semester. Through more intentional and intrusive interventions such as direct mailings, phone calls and emails to undecided students, CCC staff have expressed the importance of declaring a major in addition to the many benefits, instructions on how to update their major, and career exploration and major planning resources. These interventions seem to have played a role in a decrease in undecided majors.

While 11% of students on academic probation and dismissal in fall 2015 are now in good standing and probation-free, Student Services staff continue to explore, understand, and address the various external and internal challenges facing this population. The interventions and communication plans developed by the Senior Program Coordinator seek to educate students early and often on how they can maintain good academic standing and ensure that these students are aware of the various academic deadlines and resources available to support their success. Through various workshops and individual meetings with students, it has been discovered that many students are not aware of the academic standing policies, how their cumulative GPA can impact their academic standing and understanding that withdrawing from multiple courses can begin to impact their overall progress and result in progress probation or dismissal.

Basic Skills Initiative

The Basic Skills Committee has utilized funding from the state's Basic Skills Initiative (BSI) to support student achievement. The overall goal of the Basic Skills Initiative is to help students move through their basic skills requirements in English, math, and ESL and into college level courses. CCC is currently going through major changes in its basic skills English curriculum; specifically, the college is streamlining its basic skills English pathway, reducing the number of basic skills English courses from three to one. As of the fall 2017 incoming class, all new CCC students will be placed into either ENGL1A (Freshman Composition) or ENGL142B (one level below Freshman Composition); the courses two and three levels below ENGL1A are no longer being offered. Along with this change in course offerings, CCC has expanded its use of multiple measures for placement, making it easier for students to use their high school grades and GPAs to place into college English courses. The college has already experienced a large jump in the number of students placing directly into ENGL1A. For the fall 2015 incoming class, 42 of 375 incoming students (11.2%) placed into ENGL1A. For fall 2016, when the college began to implement its multiple measures placement program, 119 of 357 students (33.3%) placed into ENGL1A. There is every reason to believe that this number will hold steady--if not increase--for fall 2017. At the same time, despite the increased placement of students into ENGL1A, the college has experienced no decrease in the overall success rate of students in 1A; indeed, the success rate has increased slightly, from 66% in fall 2015 to 69.9% in fall 2016.

During the fall 2016 semester, BSI funding allowed select English faculty to hold additional writing



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

conferences for students in ENGL142A. BSI also supported a collaborative mentoring project for ENGL142A, wherein experienced English teachers were paired with new faculty to discuss course standards, feedback, and grading. Between these two efforts, 142A students experienced increased success in ENGL142A in fall 2016, as compared with previous semesters. The retention and success numbers for ENGL142A in fall 2016 were 88.6% and 53.4%, respectively. The comparable numbers for fall 2015 were 80.7% and 50.3%, and for spring 2016 the numbers were 80.5% and 44.1%.

BSI funding has also supported the efforts of the ESL Department, allowing the department to hire an hourly assistant to support outreach efforts. This assistant works with ESL students--primarily incoming students--to help them navigate the college's admissions and enrollment processes. During registration this ESL assistant is also available to help students register for classes and occasionally provides support to the instructors of ESL108, the ESL version of the Orientation to College class. For fall 2017, 99 students went through ESL108 (either in summer or fall 2017). In spring 2017 BSI funds supported a series of "DigiTools Workshops": Computer skills workshops designed to introduce ESL students to educational technology needed for college success. Nine weekly one-hour workshops were offered, and 159 students attended in total. Finally, BSI funding also continued to support collaboration between the English and ESL Departments to ensure that students with ESL needs are placed in the correct English or ESL classes/levels. Each semester, up to 40 English faculty participated in a training geared at identifying students with ESL needs and referring them to the ESL Department for proper placement.

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

The Chancellor's Office should offer more professional development opportunities on best practices to achieve goals outlined in the integrated plan, particularly around the 3SP requirements. A recurring question from all the stakeholders in the integrated planning process revolves around how best to scale the various activities so that they are impacting the greatest number of students. With the potential for cuts to so-called "boutique programs" (e.g., EOPS, Puente), it will become ever more necessary to look for ways to expand the best practices of these programs to the college population at large. Finally, the college is interested in assistance in developing tools to measure the success of its various interventions, particularly those interventions that (at least initially) target comparatively small numbers of students.