Student Equity Plan Summary

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Details

Assurances

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

Progress & Success

Process & Schedule

Upon the recommendation and guidance of District Research and Planning (DRP) Leadership, the colleges will continue to develop the strategic components of their Student Equity and Achievement Plans using locally validate data provided by the DRP. The data used in the SEA Plans will conform to the metrics identified by each of the colleges and the student populations that the local data have revealed to be disproportionally impacted. The data will be provided to the colleges through several tools designed to support local monitoring and assessment activities. Data dashboards will provide the colleges with detailed DI data for all student subpopulations updated every semester. To supplement the dashboard data, the DRP will support research requests from the colleges that will pursue more detailed lines of inquiry. These tools and services will serve as an ongoing resource for our annual progress report and for future goal-setting efforts. The Planning Committee is also

discussing the possibility of embedding the Vision for Success and Equity goals into the program review process so that every department can report on the progress they are making on achieving these goals.

Success Criteria

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

Executive Summary

https://www.contracosta.edu/about/college-plans/

Metrics

Overall Student Population

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

Disproportionately Impacted (DI) Student Groups

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

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

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Veteran	Female	Attained the Vision Goal Completion Definition	1	2	+100% ▸‖◂

Additional Categories

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

Activities

Access: Successful Enrollment

Brief Description of Activity

CCC will increase the number of students who successfully enroll by implementing a Promise Program with a Guided Pathways (GP) framework. We will leverage the FT3 program, which promotes completion of the matriculation process and engagement in support services for first-time students by offering them free tuition for their first year of college. Develop an improved culturally relevant orientation process. As part of the GP implementation plan we will work with FA to determine where gaps in financial aid support services exist and work to reduce the barriers that students face in completing the financial aid process. Multiple measures and guided self-placement efforts will be fully scaled in order to maximize the number of students completing transfer-level math and English courses within their first year. We will explore models to embed career exploration and major selection into our onboarding process. Intentional and targeted counseling support will ensure that students complete an educational plan for their major pathway. A case management approach will be used to monitor the impact of targeted outreach, intentional onboarding, and enrollment support. We will provide targeted outreach and enrollment support for ESL students. Students will be case- managed from initial outreach point of contact to registration in courses. Intrusive interventions will ensure that students have assistance removing barriers to establishing residency, receiving financial aid, and registering for classes. Student Ambassadors will further strengthen support services. CCC will build partnerships with community based organizations that serve target populations. We will also strengthen our partnership with WCCUSD partners in these efforts. The Veterans Center will provide similar support for our veterans. We will explore models to build infrastructure to better serve Foster Youth. CCC will engage students in the design and implementation of these efforts. Professional development will be provided for staff leading and implementing these activities, including equity-minded and culturally relevant practices that also incorporate success factors. Promise Program will be scaled by integrating processes and practices from distinct college learning communities and categorical programs. Using the Exacting Equity by Design

framework, we will develop a research and evaluation plan for these areas to assure effective implementation and continuous improvement.

Related Metrics

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

Retention: Fall to Spring

Brief Description of Activity

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

Related Metrics

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

- Overall : All : Retained from Fall to Spring at the Same College

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Completion of Transfer-Level Math and English

Brief Description of Activity

CCC will increase the number of students completing transfer level math and English by implementing AB705 compliant multiple-measures and self-guided placement, instituting co-requisite support courses, and developing support mechanisms to guide students to enroll in the appropriate classes for their intended major. English, math, and ESL faculty, in conjunction with counselors, student services heads, and instructional leaders will help coordinate campus-wide implementation of AB705 to improve messaging and rollout efforts. Math and English faculty will create communities of practice focused on pedagogy and curriculum development to effectively implement the co-requisite models. ESL will create non-credit support and "mirrored" classes. ESL students will also have access to Digitools. Math Jam and English Bootcamp will provide additional academic support for students during the intersessions, and/or this curriculum will be embedded into the co-requisite courses. To increase the number of students that are transfer-level ready in math and English by high school graduation, we will host an annual Math & English Summit with our partners at WCCUSD. Faculty implementing AB705 initiatives and teaching co-requisite support courses will attend California Acceleration Project conferences and trainings on equity-minded teaching, and culturally responsive, strength-based, and inclusive pedagogy. We will also begin exploring how to best support faculty in applying Universal Design for Learning techniques to shape their curriculum. Students will have access to book loan programs or, through our Open Educational Resources Initiative, enroll in classes with Zero Cost Textbooks. Online and drop-in tutoring and PLTL will be provided for introductory Math and English courses. African-American students will receive support in English completion through our Per Ankh program. We will also develop an evaluation plan to assess the effectiveness of these practices and inform continuous improvement efforts.

Related Metrics

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

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Transfer to a Four-Year Institution

Brief Description of Activity

CCC will increase the number of students transferring to four-year institutions by providing students with intentional access to counselor-assisted Transfer Educational Planning. To increase student engagement, we will support transfer exploration opportunities, college tours, the HBCU Caravan, transfer application workshops, and an enhanced Transfer Day. To improve our transfer services, CCC will develop cross-functional inquiry teams trained in Equity by Design to assess our institutional gaps and identify barriers that students face in transfer. Staff engaged in leading transfer efforts and providing transfer services will engage in professional development comprised of trauma informed and culturally relevant practices with embedded factors of success.

Related Metrics

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

- LGBT : Male : Transferred to a Four-Year Institution
- LGBT : Female : Transferred to a Four-Year Institution
- Overall : All : Transferred to a Four-Year Institution

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

Brief Description of Activity

CCC will increase the number of students earning credit certificates and associate degrees by providing students intentional access to counselor-assisted educational planning, major exploration opportunities, and transcript analysis. Cross-functional inquiry teams will be trained in Equity by Design to assess our institutional gaps and identify barriers that students face to degree attainment and to improve our completion support services. Staff engaged in leading these efforts and providing support services will engage in professional development including trauma informed and culturally relevant practices with embedded factors of success.

Related Metrics

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

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