

SEA Annual Report

Status: Certified

Contacts

Project Lead Contact

Dr. Mayra Padilla

Dean of Institutional Effectiveness & Equity

mpadilla@contracosta.edu

(510) 917-2998

Chief Instructional Officer

Norma Ambriz-Galaviz

ngalaviz@contracosta.edu

Chief Student Services Officer

Dr. Damon Bell

President

dabell@contracosta.edu

(510) 215-3801

Academic Senate President

Dr Katherine Krolkowski

Professor of Biology and Biotechnology

kkrolkowski@contracosta.edu

(510) 215-3990

Responsible Person

Dr. Damon Bell

President

dabell@contracosta.edu

(510) 215-3801

Approvers

Chancellor/President

Dr. Damon Bell

President

dabell@contracosta.edu

(510) 215-3801

Approved by Dr. Damon Bell

12/31/2020 12:24 PM PST

Chief Business Officer

Mariles Magalong
 Chief Business Officer
mmagalong@contracosta.edu

Approved by Mariles Magalong

01/01/2021 07:40 AM PST

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Hispanic or Latino	Male	Transferred to a Four-Year Institution	54	81	+50% ◀ ▶
Black or African American	Female	Enrolled in the Same Community College	1055	1392	+31.94% ◀ ▶
Black or African American	Male	Enrolled in the Same Community College	756	816	+7.94% ◀ ▶
Black or African American	Female	Retained from Fall to Spring at the Same College	387	433	+11.89% ◀ ▶
Black or African American	Male	Retained from Fall to Spring at the Same College	226	271	+19.91% ◀ ▶

Disproportionately Impacted (DI) Custom Student Groups

No population groups selected.

Overall Student Groups

Metric	Baseline	Goal	Equity Change
Completed Both Transfer-Level Math and English Within the District in the First Year	59	64	+8.47%

Removed Disproportionately Impacted (DI) Student Groups

No groups have been removed.

Activities

Black or African American : Female : Enrolled in the Same Community College

Related Activity from Student Equity Plan

Access: Successful Enrollment

Categories

- Intrusive enrollment case management
- Orientation/Welcome activities

Implementation Status

Planning to implement

Black or African American : Female : Retained from Fall to Spring at the Same College

Related Activity from Student Equity Plan

Retention: Fall to Spring

Categories

- Basic needs support (food, transportation, housing)
- Communities of practice
- Learning communities
- Textbook access
- Tutoring

Implementation Status

Implementation in progress

Black or African American : Male : Enrolled in the Same Community College

Related Activity from Student Equity Plan

Access: Successful Enrollment

Categories

- Intrusive enrollment case management
- Orientation/Welcome activities

Implementation Status

Planning to implement

Black or African American : Male : Retained from Fall to Spring at the Same College

Related Activity from Student Equity Plan

Retention: Fall to Spring

Categories

- Basic needs support (food, transportation, housing)
- Communities of practice
- Learning communities
- Textbook access
- Tutoring

Implementation Status

Implementation in progress

Hispanic or Latino : Male : Transferred to a Four-Year Institution**Related Activity from Student Equity Plan**

Transfer to a Four-Year Institution

Categories

- Counseling
- University field trips

Implementation Status

Planning to implement

Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year**Related Activity from Student Equity Plan**

Completion of Transfer-Level Math and English

Categories

- Co-requisite courses
- Other (Specify)

Implementation Status

Fully implemented

Other Category

Multiple-Measures Assessment & Self-Placement

Expenditures

Year 1 Expenditures

2019-20 Allocation

\$2,193,805

Expenditure Type	Year 1 Amount	Percentage of Allocation
1000 - Instructional Salaries	\$359,839	16.4%
2000 - Non-Instructional Salaries	\$643,785	29.35%
3000 - Employee Benefits	\$375,707	17.13%
4000 - Supplies and Materials	\$7,084	0.32%
5000 - Other Operating Expenses and Services	\$66,138	3.01%
6000 - Capital Outlay	\$0	0%
7000 - Other Outgo	\$4,770	0.22%
Total Expenditures	\$1,457,323	66.43%
Year 2 Forecast	\$736,482	33.57%
Total	\$2,193,805	
Remaining Allocation	\$0	0%

Category Spending

Category Spending

2019-21 Allocation Amount

\$2,193,805

Activity Category	Percent	Amount
Counseling	20%	\$438,761
Professional development	5%	\$109,690
Tutoring	5%	\$109,690
Orientation/Welcome activities	19%	\$416,823
Emergency Aid for Students (AB943)	1%	\$21,938
Embedded Tutoring	2%	\$43,876
First Year experience	5%	\$109,690
Basic needs support (food, transportation, housing)	3%	\$65,814
Other (Specify)	40%	\$877,522
Sub-Totals	100%	\$2,193,805
Uncategorized	0%	\$0
Total	100%	\$2,193,805

Other Spending

AB705, Learning Communities, Retention, Transfer, Special Populations, Benefits, Admin Costs, etc.

Success Story (optional)

Story Title

AB 705 and Comprehensive Equity-Minded Support

Responsible Person

Bell, Damon (dabell@contracosta.edu)

Success Story

The English and Math Departments at Contra Costa College successfully implemented AB705. After attending many California Acceleration Project workshops and other AB705 professional development opportunities, faculty developed Multiple Measures and Guided Self-Placement assessments to encourage students to take degree-applicable or transfer-level courses. The English and Math Departments also developed support classes for transfer-level courses so that students that need just in time remediation receive additional support to successfully complete their course. Both departments enriched their professional development training to include equity-minded and culturally responsive pedagogy.

The English Department also created two non-credit courses to support students: Expository Skills for College Writing and College Reading and Writing Skills Support. In addition, the English Department has collaborated to have the ESL Department offer a section of transfer-level English specifically designated for ESL students. This section is linked to a two-unit ESL course, Editing & Grammar for Writers. The English and ESL faculty teaching these courses collaborate to align the curriculum.

The Math Department similarly offers support classes for Intermediate Algebra, Introduction to Probability and Statistics, and Precalculus in the form of three-hour weekly labs. They have adopted curriculum modules from the Math Jam program, which was created through the HSI STEM grant, that focus on developing math proficiency, social-emotional skills, a growth mindset, and college readiness skills.

Both the English and Math Departments have ongoing faculty meetings (“Community of Practice”) to discuss and evaluate the implementation of the AB705 strategies. During these meetings faculty norm and adjust curriculum to assure the greatest impact.

From 2017 to 2019, the number of first-time students who successfully completed transfer-level English increased by 212%, 187 additional students completed. There were also gains in closing equity gaps for target groups. The number of African-American students completing transfer-level English increased by 64%, with 9 additional students completing. The number of Latinx students completing transfer-level English increased by 132%, for an additional 78 successful completers.

For Math, the number of first-time students that successfully completed transfer-level Math increased from 2017 to 2019 by 70%, for an additional 111 student completers. While Latinx students showed an increase of 100%, 39 additional completers, outcomes for African American students remained stable with a negligible 4% increase representing only 1 additional successful completer.

While these are encouraging initial outcomes, we know that we need to refocus resources more strategically to support our African American students. We have invested in Per Ankh, a learning community that supports African American students through their first year of English by offering culturally relevant academic enrichment opportunities. The African American Male Leadership program is also designed to build a sense of community and belonging for our Black students in order to motivate them toward their educational goals.

The college has also put resources into direct student support in the form of free breakfast, a food pantry, transportation grants, and book loan programs to support our housing- and food-insecure students. The math department has also made a considerable push toward using Online Educational Resources and Zero Textbook Cost options. Campus-Wide Tutoring has a strong focus on transfer-level English and Math courses, including Peer-Led Team-Learning and Student Instructors embedded in the classroom. We are also leveraging HSI STEM success coaches which are attached to the support math courses.

Nonetheless, over the next year, the college must coordinate these efforts more strategically and in more culturally relevant ways in order to improve outcomes for our African American students. In addition, we will begin implementing intrusive enrollment case management, orientation/welcome activities including the expansion of the second annual African American Male Symposium for high school students and a First-Year Experience program, and the restructure of our transfer services.

Outcomes

MATH

First Time Stu...	Year	Headcount En...	Successful Co...	Additional Suc...	% Increase Su...
All	2017	271	159	111	69.8%
	2019	475	270		
African Americ...	2017	56	24	1	4.2%
	2019	71	25		
Latinx	2017	53	39	39	100.0%
	2019	123	78		

ENGLISH

First Time Stu...	Year	Headcount En...	Successful Co...	Additional Suc...	% Increase Su...
All	2017	190	88	187	212.5%
	2019	462	275		
African Ameri...	2017	34	14	9	64.3%
	2019	59	23		
Latinx	2017	125	59	78	132.2%
	2019	249	137		

Challenges (optional)

Description of Challenge

Our college has been significantly challenged by transitional Leadership. We have not had a permanent president or vice president for several years. In addition, it is troubling that our district uses an FTES based allocation model to distribute equity funds to the colleges. We would like to recommend that we transition into a more equity-centered allocation model within our district that takes into account the needs of our target populations, the unique systemic gaps, and the historic context of each of the colleges.

Categories

- Campus climate

Responsible Person

Bell, Damon (dabell@contracosta.edu)



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