



CONTRA  
COSTA  
COLLEGE



2022 - 2025  
CONTRA COSTA COLLEGE  
STUDENT EQUITY PLAN



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**CONTRA COSTA COLLEGE**

## **STUDENT EQUITY PLAN**

2022 - 2025

Contra Costa College  
2600 Mission Bell Dr, San Pablo, CA 94806  
(510) 235-7800

### **Executive Summary**

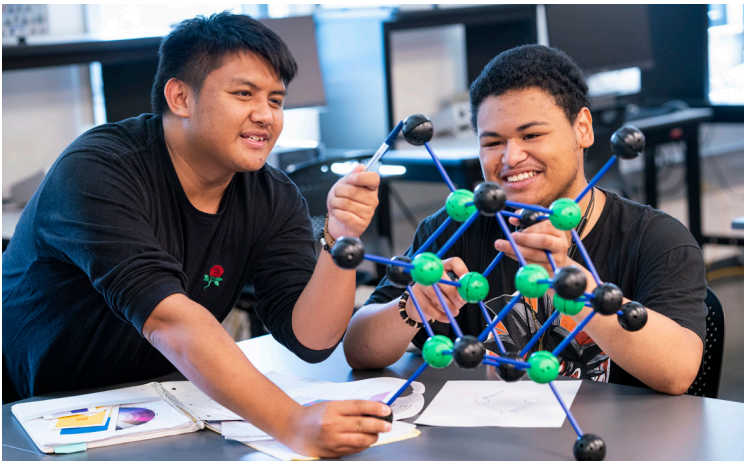
November 28, 2022

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## The Goal: Close All Equity Gaps

The California Community College Chancellor's Office has set the ambitious goal of fully closing equity gaps by 2027 in the Vision for Success (VFS) Plan. In alignment with VFS, we have established our Student Equity Plan goal to fully close equity gaps on the following indicators by 2025:

1. **Successful Enrollment**
2. **Transfer Level Math & English**
3. **Persistence**
4. **Transfer**
5. **Completion**

## Disproportionately Impacted Populations

1. **Successful Enrollment**
  - a. African American
  - b. American Indian or Alaska Native
2. **Transfer Level Math & English**
  - a. African American
3. **Persistence**
  - a. African American
4. **Transfer**
  - a. Latina/o/x/e
5. **Completion\***
  - a. African American
  - b. Latina/o/x/e

**Tableau Dashboard:** [Link to Disproportionate Analysis](#)  
***Must be connected behind the firewall or signed into VPN.***

\* Because data for these indicators may fluctuate and result in different populations showing disproportionate impacts from year to year and from intervention to intervention, Contra Costa College (CCC) has grounded its approach in the acknowledgement that systemic racism has historically and pervasively resulted in negative life outcomes such as housing, healthcare, employment, and education for racially minoritized groups.

Equity indicators from previous Student Equity Plans have identified the largest disproportionate impacts in CCC's African American and Latina/o/x/e populations. Similarly, African American and Latina/o/x/e students showed the largest disproportionate impacts on the VFS indicators.

Therefore, for the Completion metric, we have elected to focus on African American and Latina/o/x/e students, despite the fact that these groups are not disproportionately impacted on this indicator this year.



## Equity Goal Targets for Each Metric

In order to fully close equity gaps for each metric, we set the 3-year target for the disproportionately impacted group equal to the success rate for all other groups not impacted. Below we provide the following information for each metric:

- **The % success rate we expect to achieve every year**
- **The # of students required to achieve the success rate (numerator)**
- **The # of students in each cohort (denominator)**

## Enrollment

In order to achieve full equity for African American students, we aim to have a 5.7% increase in the successful enrollment rate from 33.6% in AY2020-2021 (baseline year) to 39.3% (3-year target).

- **In year 1, our target is 35.2% (129/366).**
- **In year 2 our target is 37.2% (136/366).**
- **In year 3, our target is 39.3% (144/366).**

In order to achieve full equity for American Indian or Alaska Native students, we aim to have a 40% increase in the successful enrollment rate from 0.0% in AY2020-2021 (baseline year) to 40.0% (3-year target).

- **In year 1, our target is 10%.**
- **In year 2, our target is 20%.**
- **In year 3, our target is 40%**

*Number of students were suppressed due to  $N < 10$ .*

## Transfer-Level Math & English

Black and African American students are the population of focus for the completed transfer-level Math and English metric. We aim to have a 9.3% increase in the completion rate of transfer-level Math and English of African American students, from 9.7% in AY2020-2021 (baseline year) to 19.0% (3-year target) in order to achieve full equity for this population.

- **In year 1, our target is 13.4% (29/216).**
- **In year 2, our target is 16.2% (35/216).**
- **In year 3, our target is 19.0% (41/216).**

## Persistence

Black and African American students are the population of focus for the persistence metric, from first primary term to secondary term. We aim to have an 8.8% increase in the persistence rate of African American students, from 56.0% in AY2020-2021 (baseline year) to 64.8% (3-year target) in order to achieve full equity for this population.

- **In year 1, our target is 59.3% (128/216).**
- **In year 2, our target is 62.0% (134/216).**
- **In year 3, our target is 64.8% (140/216).**

## Transfer

Latina/o/x/e students are the population of focus for the transfer metric. We aim to have a 7% increase in the transfer rate of Latina/o/x/e students, from 11.8% in AY2017-2018 (baseline year) to 18.8% (3-year target) in order to achieve full equity for this population.

- **In year 1, our target is 14.0% (32/229).**
- **In year 2, our target is 16.2% (37/229).**
- **In year 3, our target is 18.8% (43/229).**

## Completion

In order to maintain full equity and to further increase success for African American students, we aim to have a 10% increase in the completion rate from 5.7% in AY2018-2019 (baseline year) to 15.7% (3-year target).

- **In year 1, our target is 5.7% (13/230).**
- **In year 2, our target is 7.8% (18/230).**
- **In year 3, our target is 15.7% (36/230).**

In order to maintain full equity and to further increase success for Latina/o/x/e students, we aim to have a 10% increase in the completion rate from 6.8% in AY2018-2019 (baseline year) to 16.8% (3-year target).

- **In year 1, our target is 6.8% (41/607).**
- **In year 2, our target is 8.7% (53/607).**
- **In year 3, our target is 16.8% (102/607).**

**Table 1. Baseline Rates and 3-year Target Rates for Equity Metrics by DI Population**

Equity Metric	DI Population of Focus (Race/Ethnicity)	Baseline Data AY	Baseline Rate	N	3-Year Target Rate	N	% Difference (Target-Baseline)
<b>Successful Enrollment</b>	Black and African American	AY2020-2021	<b>33.6%</b>	123/366	<b>39.3%</b>	144/366	5.7%
	American Indian or Alaska Native	AY2020-2021	<b>0.0%</b>	*	<b>40.0%</b>	*	40.0%
<b>Completed Transfer-Level Math + English</b>	Black and African American	AY2020-2021	<b>9.7%</b>	21/216	<b>19.0%</b>	41/216	9.3%
<b>Persistence: First Primary Term to Secondary Term</b>	Black and African American	AY2020-2021	<b>56.0%</b>	121/216	<b>64.8%</b>	140/216	8.8%
<b>Transfer</b>	Latina/o/x/e	AY2017-2018	<b>11.8%</b>	27/229	<b>18.8%</b>	43/229	7.0%
<b>Completion</b>	Black and African American	AY2018-2019	<b>5.7%</b>	13/230	<b>15.7%</b>	36/230	10.0%
	Latina/o/x/e	AY2018-2019	<b>6.8%</b>	41/607	<b>16.8%</b>	102/607	10.0%
Groups with fewer than ten people of missing information are masked values for Suppression and Complementary Suppression purposes in accordance with FERPA							

**Table 2. Annual Target Rates for Equity Metrics by DI Population**

Equity Metric	DI Population of Focus (Race/Ethnicity)	Year 1: Target Rate	N	Year 2: Target Rate	N	Year 3: Target Rate	N
<b>Successful Enrollment</b>	Black and African American	<b>35.2%</b>	129/366	<b>37.2%</b>	136/366	<b>39.3%</b>	144/366
	American Indian or Alaska Native	<b>10.0%</b>	*	<b>20.0%</b>	*	<b>40.0%</b>	*
<b>Completed Transfer-Level Math + English</b>	Black and African American	<b>13.4%</b>	29/216	<b>16.2%</b>	35/216	<b>19.0%</b>	41/216
<b>Persistence: First Primary Term to Secondary Term</b>	Black and African American	<b>59.3%</b>	128/216	<b>62.0%</b>	134/216	<b>64.8%</b>	140/216
<b>Transfer</b>	Latina/o/x/e	<b>14.0%</b>	32/229	<b>16.2%</b>	37/229	<b>18.8%</b>	43/229
<b>Completion</b>	Black and African American	<b>5.7%</b>	13/230	<b>7.8%</b>	18/230	<b>15.7%</b>	36/230
	Latina/o/x/e	<b>6.8%</b>	41/607	<b>8.7%</b>	53/607	<b>16.8%</b>	102/607
Groups with fewer than ten people of missing information are masked values for Suppression and Complementary Suppression purposes in accordance with FERPA							



## Overarching Strategies to Close Equity Gaps

Contra Costa College will focus on implementing the following set of seven overarching strategies to close all equity gaps over the next three years, 2022 to 2025.

### 1. Culturally-Responsive Strategies

- **Culturally-responsive programming**
  - African American Male Symposia
  - African American Male Leadership
  - Affinity Group Orientations
  - Affinity Group Mentoring and Counseling
  - Outreach, enrollment support, and onboarding activities for affinity groups
  - Develop student clubs to promote a sense of belonging for African American students on Campus
- **Culturally-responsive pedagogy**
- **Culturally-responsive professional development**
  - Teaching men of color
  - Equity Speaker Series
  - Equity Minded Pedagogy Conference
  - Equity Minded Pedagogy Certificate (CEU Units)
- **Bridge to four-year Minority-Serving Institutions (HBCU, HSI, Tribal, AANAPISI)**

### 2. Student Retention & Completion Platform (Starfish\*, CRM, or Cohort Identification Tools)

*\*Starfish is a student case-management platform used to deliver Equity-Minded Services*

- **Wrap Around Referral Services**
  - Connection to Basic Needs Resources
  - Connection to Instructional Support
  - Campus-Wide Tutoring
  - Connection to Learning Communities
  - Connection to Financial Aid and Financial literacy
- **Early-alert system**
- **Milestone progress monitoring**
- **Completion readiness alert**
- **Transfer readiness alert**

### 3. Institutional Infrastructure Improvements

- **Develop Meta Majors Pathway Maps**
  - Promote CTE & Transfer Pathways
- **Math and English courses embedded in meta-major maps**
- **Institutionalize Guided Pathways with a focus on culturally relevant practices for African American students**
- **Create an institutional office for learning communities**
- **Create affinity group centers**
- **Create data tools to analyze impact on student cohorts**
- **Create culturally competent teams to support culturally responsive strategies (Institutional competency)**
- **Build representation and sense of belonging for DI groups (Institutional culture)**
- **Develop student communication tools**
- **Improve website resources**

### 4. Learning Communities

- |                                  |  |
|----------------------------------|--|
| • <b>Puente</b>                  | • <b>Rising Scholars</b>               |
| • <b>Per Ankh</b>                | • <b>Puente MAS</b>                    |
| • <b>Unlimited Possibilities</b> | • <b>Umoja</b>                         |
| • <b>First Year Experience</b>   | • <b>Center for Science Excellence</b> |
| • <b>Richmond Promise</b>        | • <b>MESA</b>                          |

### 5. Instructional Support Resources

- **Free Technology (Chromebooks, internet access, webcams, etc.)**
- **Campus-Wide Tutoring (CWT)**
- **Becoming an Effective Online Instructor**
- **Open Education Resources & Zero Text Book Costs**
- **QUEST – Online Student Success Course**

### 6. Financial Aid and Financial literacy

- |  |                                |
|--|--------------------------------|
| • <b>SparkPoint – Personal Finance Coaching</b>  | • <b>Emergency Grants</b>      |
| • <b>Wrap Around Support</b>   | • <b>Transportation Grants</b> |
| • <b>Housing Referral Program</b> – <i>We are working on a subsidy program for Spring 2023</i> |                                |

## 7. Basic Needs Resources

- Comet Support Hub
- Comet Market
- Free Food Produce Truck
- Free Fresh Food
- Free Breakfast Program
- Free Lunch Program
- CalFresh Assistance
- Wellness Central
- Mental Health Services
- Feminine Hygiene Program
- Parenting Supplies (formula, diapers, etc.)
- Subsidized Childcare
- Hope Impact Program & Hope S-STEM Research for Basic Needs

Table 3. Matrix of Overarching Strategies linked to Equity Metrics

	Overarching Strategy	Successful Enrollment	Completed Transfer-Level Math+ English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
1	Culturally-Responsive Strategies	✓	✓	✓	✓	✓
2	Student Retention & Completion Platform (Starfish, CRM or Cohort Identification Tools)	✓	✓	✓	✓	✓
3	Institutional Infrastructure Improvements	✓	✓	✓	✓	✓
4	Learning Communities		✓		✓	✓
5	Instructional Support Resources		✓	✓		
6	Financial Aid and Financial Literacy			✓		
7	Basic Needs Resources			✓		





## Guided Pathways Alignment

Contra Costa College's Student Equity Plan (SEP) aligns Guided Pathways (GPs) Scale of Adoption activities and race conscious strategies to close equity gaps. Below we list the key strategies that align with the four pillars of GPs.

- **Clarify pathways to end goals**
  - **Institutional Infrastructure Improvements**
    - Meta-majors Pathway Maps
- **Help students choose and enter pathways**
  - **Culturally-Responsive Strategies**
    - Culturally Responsive Programming
      - *Outreach, enrollment support, and onboarding activities for affinity groups*
      - *Affinity Group Orientations*
      - *African American Male Symposia*

- **Help students stay on path**
  - **Culturally-Responsive Strategies**
    - Bridge to four-year Minority-Serving Institutions (HBCU, HSI, Tribal, AANAPISI)
    - Culturally-responsive programming
      - *African American Male Leadership*
      - *Affinity Group Mentoring & Counseling*
  - **Student Retention & Completion Platform (Starfish\*, CRM, or Cohort Identification Tools)**
  - **Basic Needs Resources**
  - **Financial Aid and Financial literacy**
- **Ensure students are learning**
  - **Culturally-Responsive Strategies**
    - Culturally-responsive pedagogy
    - Culturally-responsive professional development
  - **Learning Communities**
  - **Instructional Support Resources**

**Table 4. Matrix of Overarching Strategies Alignment to Guided Pathways Framework**

	Overarching Strategy	Clarify the Path	Enter the Path	Stay on the Path	Ensure Learning
1	Culturally-Responsive Strategies		✓	✓	✓
2	Student Retention & Completion Platform (Starfish, CRM or Cohort Identification Tools)			✓	
3	Institutional Infrastructure Improvements	✓			
4	Learning Communities				✓
5	Instructional Support Resources				✓
6	Financial Aid and Financial Literacy			✓	
7	Basic Needs Resources			✓	

# Strategies for Each Metric to Close Equity Gaps

Below are summary tables for each metric highlighting the Disproportionately Impacted (DI) population and the key strategies that will be implemented to close the equity gap.

**Table 5. Enrollment Strategies (African American Students)**

Equity Metric	DI Population of Focus (Race/Ethnicity)	Overarching Strategy	Strategy/Initiative
Successful Enrollment	Black and African American	Culturally-Responsive Strategies	Design outreach, enrolment support, and onboarding activities for African American students.
			Implement in-person and/or virtual welcome and orientation events for African American students to support enrollment.
		Student Retention & Completion Platform (Starfish, CRM or Cohort Identification Tools)	Highlight opportunities for African American students with learning communities, Richmond Promise, Sparkpoint, Basic Needs supports, and instructional support resources following application to encourage students to enroll.
		Institutional Infrastructure Improvements	Designate college employees to participate in outreach activities for this DI population.
			Identify college employees to be resource leads for African American students and families trying to enroll.
			Continue to utilize two-way texting application for direct communication with African American students that have applied to encourage them to enroll.
			Design website for campus/community resources for this DI population.
			Build out Starfish and/or Customer Reations Management (CRM) tool to focus on DI population.
			Promote CTE and transfer pathways with a special emphasis on African Arrerican adult/working students to encourage enrollment.





**Table 6. Enrollment Strategies (American Indian or Alaska Native)**

Equity Metric	DI Population of Focus (Race/Ethnicity)	Overarching Strategy	Strategy/Initiative
Successful Enrollment	American Indian or Alaska Native	Culturally-Responsive Strategies	Create relationships with Native/Indigenous groups in the Bay Area to inform our practices.
			Design and create new programs highlighting the history and contributions of the Native/Indigenous community.
			Design outreach, enrollment support, and onboarding activities for Native/Indigenous students.
			Implement in-person and/or virtual welcome and orientation events for Native/Indigenous students to support enrollment.
			Utilize relationships created with local Native/Indigenous groups to inform website design for campus/community resources for this DI population.
			Develop a land acknowledgement that is endorsed by local Native/Indigenous groups.
			Create an institutional practice at participatory governance meetings and other events where we acknowledge that the college sits on unceded native land.
		Student Retention & Completion Platform (Starfish, CRM or Cohort Identification Tools)	Highlight opportunities for Native/Indigenous students with learning communities, Richmond Promise, Sparkpoint, Basic Needs supports, and instructional support resources following application to encourage students to enroll.
		Institutional Infrastructure Improvements	Designate college employees to participate in outreach activities for this DI population.
			Identify college employees to be resource leads for native/indigenous students and families trying to enroll.
			Continue to utilize two-way texting application and phone calls for direct communication with native/indigenous students that have applied to encourage them to enroll.
			Design website for campus/community resources for this DI population.
			Build out Starfish and/or Customer Relations Management (CRM) tool to focus on DI population.
			Promote CTE and transfer pathways with a special emphasis on Native/Indigenous adult/working students to encourage enrollment.



**Table 7. Transfer-Level Math & English Strategies (African American Students)**

Equity Metric	DI Population of Focus (Race/Ethnicity)	Overarching Strategy	Strategy/Initiative
<b>Completed Transfer-Level Math + English</b>	Black and African American	<b>Culturally-Responsive Strategies</b>	A more intentional approach to professional development (PD), focusing on serving African American students. Targeted PD opportunities to promote equitable outcomes for African American students, such as "Teaching Men of Color in the Community College, as well as Equity guest-speaker presentations.
			College PD committees/coordinators should also identify a theme related to Equity for each academic year and compile a "menu" of PD options that support African American students and other Di groups.
			The college should also continue to support Communities of Practice to promote professional development among transfer-level mathematics and English faculty.
		<b>Student Retention &amp; Completion Platform</b> (Starfish, CRM or Cohort Identification Tools)	Connect students with Instructional Supports, in particular Campus-Wide Tutoring.
		<b>Institutional Infrastructure Improvements</b>	Math and English courses embedded in meta-major maps for first year.
		<b>Learning Communities</b>	The college must develop a well-functioning learning community, perhaps utilizing the Umoja model, that's specifically supports African American students in transfer-level English and math classes. This community should feature embedded tutoring as well as other supportive services. Since completion of transfer-level English and Mathematics courses is a predictor of student-goal attainment, it might be advisable to house this learning community within one of these two academic departments.
		<b>Instructional Support Resources</b>	Campus-Wide Tutoring should provide embedded tutoring throughout transfer-level English and Mathematics classes (i.e., ENGL1A, ENGL1AX, MATH164, MATH171, and MATH135), especially in learning communities or sections with large percentages of African American students.

**Table 8. Persistence Strategies (African American Students)**

Equity Metric	DI Population of Focus (Race/Ethnicity)	Overarching Strategy	Strategy/Initiative
Persistence: First Primary Term to Secondary Term	Black and African American	Culturally-Responsive Strategies	Professional Development
			Development of student clubs to promote ownership of African American Students experience on Campus
		Student Retention & Completion Platform (Starfish, CRM or Cohort Identification Tools)	Creating a culture fusing existing best practices (e.g., Starfish student retention platform).
		Institutional Infrastructure Improvements	Institutionalize Guided Pathways with a focus on culturally relevant practices for African American students.
			Recruiting cohorts for learning communities.
			Hasting learning communities under an institutional "office" of student learning.
			Continue to support and scale African American Male Leadership program to include female students.
			Expand learning communities for African American students.
		Instructional Support Resources	Students access Campus-Wide Tutoring.
		Financial Aid and Financial Literacy	Campus invests in Financial Aid and financial literacy activities for students.
		Basic Needs Resources	Students access comprehensive basic needs wrap-around supports.

**Table 9. Transfer Strategies (Latina/o/x/e Students)**

Equity Metric	DI Population of Focus (Race/Ethnicity)	Overarching Strategy	Strategy/Initiative
Transfer	Latina/o/x/e	Culturally-Responsive Strategies	Affinity Group Mentoring + Counseling
			Bridge to four-year Minority-Serving Institution (HBCU, HSI, Tribal, AANAPISI)
		Student Retention & Completion Platform (Starfish, CRM or Cohort Identification Tools)	Transfer readiness alert
		Institutional Infrastructure Improvements	Senior Transfer Coordinator
			Identify Latina/o/x/e transfer student cohorts
		Learning Communities	Puente Learning Community
			CSE Learning Community

**Table 10. Completion Strategies (African American Students)**

Equity Metric	DI Population of Focus (Race/Ethnicity)	Overarching Strategy	Strategy/Initiative
Completion	Black and African American	Culturally-Responsive Strategies	Affinity Group Mentoring & Counseling
			Create culturally relevant pedagogy for African American Students
			Completion Mentors specifically for African American Students
		Student Retention & Completion Platform (Starfish, CRM or Cohort Identification Tools)	Embedded wrap-around services for race-focused Learning Communities.
			Completion readiness alert
		Institutional Infrastructure Improvements	Identify "Umojafied"/Per Ankh-compatible courses outside of the Per Ankh learning community; these would be courses that the learning community leadership identify based on a standard that will need to be developed.
			Student centers for African American students and routine workshops/ meetings.
			Conduct focus groups to ensure we capture the anecdotal journeys of students within this DI group from various backgrounds (specific to age group, educational background, immigration status, socio-economic level, etc.).
		Learning Communities	Degree Audit Specialist
			Adoption of proven practices and program models to support African American students.

**Table 11. Completion Strategies (Latina/o/x/e)**

Equity Metric	DI Population of Focus (Race/Ethnicity)	Overarching Strategy	Strategy/Initiative
Completion	Latina/o/x/e	Culturally-Responsive Strategies	Affinity Group Mentoring & Counseling
			Cultural relevant pedagogy for Latina/o/x/e Students
			Completion Mentors specifically for Latina/o/x/e Students
		Student Retention & Completion Platform (Starfish, CRM or Cohort Identification Tools)	Embedded wrap-around services for race-focused Learning Communities.
			Completion readiness alert
		Institutional Infrastructure Improvements	Student centers for Latina/o/x/e students and routine workshops/ meetings.
			Identify Puentified-compatible courses outside of the Per Ankh learning community; these would be courses that the learning-community leadership identify based on a standard that will need to be developed.
			Conduct focus groups to ensure we capture the anecdotal journeys of students within this DI group from various backgrounds (specific to age-group, educational background, immigration status, socio-economic level, etc.).
		Learning Communities	Adoption of proven practices and program models to support Latina/o/ x/e students.

## Continuous Engagement & Improvement Model

Having implemented two previous equity plans, the reality is that plans can be relegated to a shelf until reports are due. To avoid this potential challenge, CCC has committed to the following continuous engagement annual cycle. At the end of each year, our goal is to reflect on our progress and the feedback that we receive to improve our approach and thus increase our impact. To fully close our institutional equity gaps, we must be consistently vigilant of our progress, approach, and the impact we are having on our DI populations and the campus at large.

**Below we summarize the model:**

- **Quarter 1**

Host learning events facilitated by DEI experts to develop shared language and understanding of equity concepts. We will also learn about culturally responsive practices that have closed equity gaps for our DI populations and have accelerated learning for all students.

- **Quarter 2**

We will hold spaces for implementation teams to share quantitative and qualitative data on the progress toward closing equity gap for each DI population.

- **Quarter 3**

Facilitate focus groups to gather feedback from staff, students, and community members on the impact these strategies are having on DI populations.

- **Quarter 4**

Host campus-wide events to report the impact we had during the year and to propose maintaining, improving, or completely changing the current strategy for each DI population.

## Evidence of Decreased Disproportionate Impact

### Tutoring

We were able to close gaps in English 1AX for African American and Latino students who accessed tutoring but could improve further by recruiting additional students. The average success rate for ENGL-1AX was 47.6 percent for all students. For students who accessed tutoring, African American students had 60 percent success rates and Latino students had success rates of 66.7 percent. For accelerated math courses with support, we closed the success gap for Latino students and are working to do the same for the African American student population. Our African American students who access tutors have higher success rates than those who do not.



## Unlimited Possibilities

Comparing ENGL 1AX Unlimited Possibilities (UP) students with other 1AX students in Fall 2021, African American students in UP did significantly better than the average student in 1AX (pass rate of 64% compared to 46%). And when comparing African American students in UP with other African American students in 1AX, the result is dramatic: pass rate of 64 percent compared to 26 percent. CCC will collaborate with UP faculty to garner best practices as a model for new learning communities.

## AB705

In 2017-2018, both African American and Latina/o/x/e students were disproportionately impacted in completion of both Math and English within the first year. After implementation of AB705 strategies, multiple measures placement and corequisite support course for those that placed below transfer level, the equity gap was closed for Latina/o/x/e students. Nonetheless, there remains an equity gap for African American students for the 2018-2019, 2019-2020, and 2020-2021 years.

## Latina/o/x/e - Persistence

We see from the data shared by the chancellor's office that the disproportionate impacts that were seen in the previous equity plan are now fully closed for Latina/o/x/e students. Work by Puente, Campus-Wide Tutoring and the HSI grant initiatives supported increased persistence of Latina/o/x/e students over the last 3 years.

## African American - Transfer

Data provided by the chancellor's office showed that the equity gap for African American students was closed. The push by the Transfer Center to focus on connecting Black students to the Black College Expo, HBCU Caravan, and to complete the Common Black College Application supported increased transfer success and elimination of the equity gap for our African American students.

## Frameworks to Support Equity

### Environmental Context

Contra Costa College (CCC) is the oldest college in Contra Costa County, ancestral home of the Ohlone people who lived on this land for thousands of years and whom we honor. Founded in 1949 as a predominantly white institution, CCC first offered classes in 1950 in the shuttered Kaiser Shipyard in Richmond, California. In 1957, CCC found its permanent home in San Pablo, California.

During World War II, women, African Americans, and immigrants looking for work flooded the shipyards in Richmond. Once the war ended, our communities were fiscally divested. African Americans, Latina/o/x/e, and Asians were not allowed to purchase property in "their" neighborhoods. The college was founded in one of these neighborhoods – deeds of homes in our community still have this stipulation. The book ["The Color of Law"](#) connects systemic racism in the city of Richmond to the inequality that persists in our neighborhoods and schools today.

While the promise of the “American Dream” has drawn immigrant populations to West Contra Costa County, affluent individuals from the tech and finance industries have also moved to West County in search of lower-cost real estate. By contrast, as our cities become gentrified, African American residents are being displaced at disproportionate rates due to such factors as stagnating wages in the service industries, making housing increasingly unaffordable.

This demographic shift has also resulted in a large influx of immigrants from Central America and South America. Whereas the Latina/o/x/e community used to be primarily Mexican, now there is a large concentration of people from El Salvador, Nicaragua, Guatemala, Peru, and Colombia. We have also experienced an increase in immigration from South East Asia, including Laos and the Philippines, and the Middle East, primarily from Yemen.

Today, Contra Costa College is a proud Hispanic Serving Institution supporting 12% African American, 12% Asian, 6% Filipino, 11% White, and 46% Latina/o/x/e students. A large percentage of our students come from West Contra Costa Unified School District (WCCUSD); 19% of their recent high school graduates enrolled at CCC in 2021-2022. Over 67% of WCCUSD students are socioeconomically disadvantaged and over 28% are English Language Learners (ELL). The top six languages that ELL students speak include Spanish, Arabic, Filipino or Tagalog, Punjabi, Urdu, and Portuguese. Pre-pandemic (during the pandemic testing was optional), over 75% of WCCUSD did not meet proficiency in math and 64% did not meet proficiency in English. Consequently, CCC has a large population of students that need to develop proficiency in math and English.

With regard to basic needs, according to the [HOPE Survey](#) in 2018, over 52% of CCC students are food and 66% are housing insecure.

These challenges impact our students in many ways; for example, 70% of CCC students attend college part-time and 6% only enroll in non-credit programs —many because of the need to work to support themselves and their families—lengthening the time it takes them to complete their educational goals. Despite only 24% of our students attending full-time, our primary focus is on full-time students when we design student or instructional support practices.

Contra Costa College students also bring with them a wealth of strengths, cultural capital, social assets, and talents. However, our instructors and staff are not fluent in culturally relevant and strength-based practices to be able to leverage these strengths.

Further, during the last three years our country has experienced the devastating impacts of a triple pandemic due to Covid-19, racial injustice, and economic insecurity. Systemic racism has resulted in chronic and longstanding negative life outcomes in housing, healthcare, employment, and education for Black Indigenous People of Color (BIPOC). People of color were also more likely to lose their jobs and experience health disparities during Covid. These conditions have further exacerbated negative life outcomes for racially minoritized groups.

Navigating our colleges has never been easy. Navigating now, in this unprecedented time, thus requires extreme measures for all students, but especially for our under-resourced Black, Brown, and indigenous students.

## Approach to Equity

CCC has selected the following frameworks to inform the design of the initiatives we have prioritized to close equity gaps. These will be topics highlighted at our learning events in Quarter 1.

1. **Race Specific**
2. **Culturally & Linguistically Responsive**
3. **Asset Based**
4. **Center Student Voice**
5. **Center Wellness & Joy**

## Exacting Equity by Design

During the creation of our previous Student Equity Plan (SEP), members of the writing team attended a two-day workshop at the University of Southern California's Center for Urban Education (CUE). Our team explored how our plan could align with CUE's Five Principles for Exacting Equity by Design, focusing particularly on Principles 3-5, as stated below. We have elected to continue with this framework to support our equity work.

### CUE's Five Principles for Enacting Equity by Design

Five Principles for Enacting Equity by Design	
<b>Principle 1</b>	<b>Clarity in language, goals, and measures is vital to effective equitable practices.</b> Clarity in language means that practitioners must not only notice but also name the specific racial/ethnic groups that are experiencing equity gaps and avoid being race-blind. Terms such as "at-risk" and "underrepresented minorities" diffuse the differences in circumstances experienced by black, Latinx, Asian American, and American Indian populations.
<b>Principle 2</b>	<b>'Equity-mindedness' should be the guiding paradigm for language and action.</b> Equity-minded practitioners recognize and assume responsibility for inequities. They recognize that inequities may have been created by existing institutional practices and policies. They also acknowledge that they have the power to make changes.
<b>Principle 3</b>	<b>Equitable practice and policies are designed to accommodate differences in the contexts of student's learning- not to treat all students the same.</b> Practitioners must not confuse equity with equality. Equity gaps cannot be eliminated by treating everyone equally. Policies and practices must recognize and accommodate differences for minoritized students in order to level the playing field.
<b>Principle 4</b>	<b>Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.</b> Equity-minded practitioners must be willing to continually disaggregate data and conduct inquiry to learn if interventions are working or not working, and why.
<b>Principle 5</b>	<b>Equity must be enacted as a pervasive institution-and system-wide principle.</b> To successfully close equity gaps, institutions must consider equity as the norm for all aspects of the institution. Administrators, staff, faculty, and trustees must demonstrate equity-mindedness not only through language and reasoning, but also in resource allocation, assessment, and strategic planning at the local and district level.
Source: Bensimon, E.M., Dowd A.C, and Witham, K. (2016). Five Principals for Enacting Equity by Design. Association of Colleges and Universities, 19, 1.	

## Culturally Responsive Practices

When we offer students the unique supports they need to overcome systemic barriers paired with culturally responsive and dynamic practices, we see that we can close equity gaps and that students meet our high academic standards to successfully complete their goals.

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### Here are a few references on culturally responsive practices:

Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*, 32(3), 465–491.

[http://lmcreadinglist.pbworks.com/f/Ladson-Billings%20\(1995\).pdf](http://lmcreadinglist.pbworks.com/f/Ladson-Billings%20(1995).pdf)

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3).

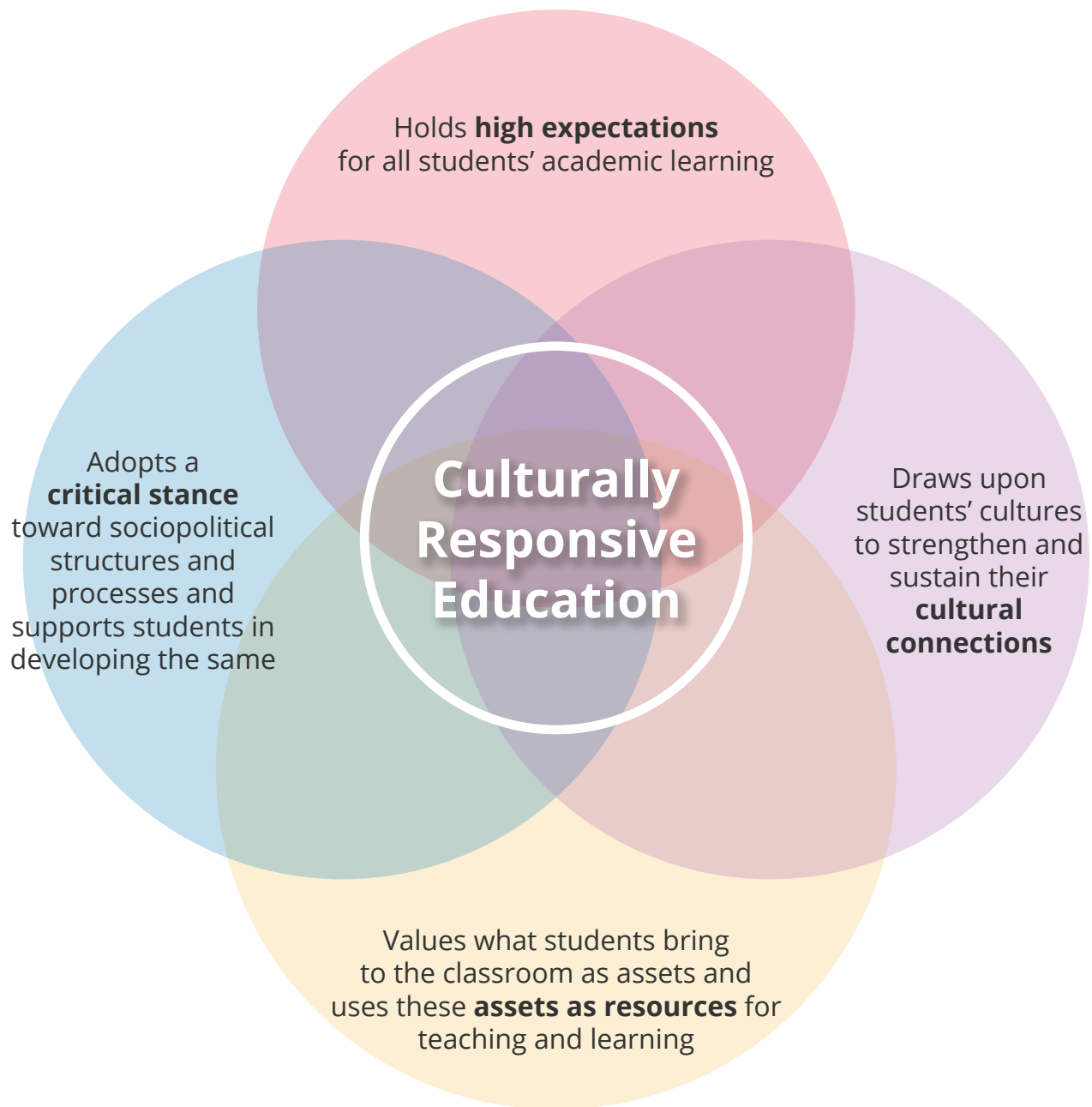
<https://web.stanford.edu/class/linguist159/restricted/readings/Paris2012.pdf>

Wallace, J., Howes, E., Funk, A., Krepski, S., Pincus, M., Sylvester, S., Tsoi, K., Tully, C., Sharif, R., & Swift, S. (2022). Stories That Teachers Tell: Exploring Culturally Responsive Science Teaching. *Education Sciences*, 12(6), 401.

<https://www.mdpi.com/2227-7102/12/6/401/htm>

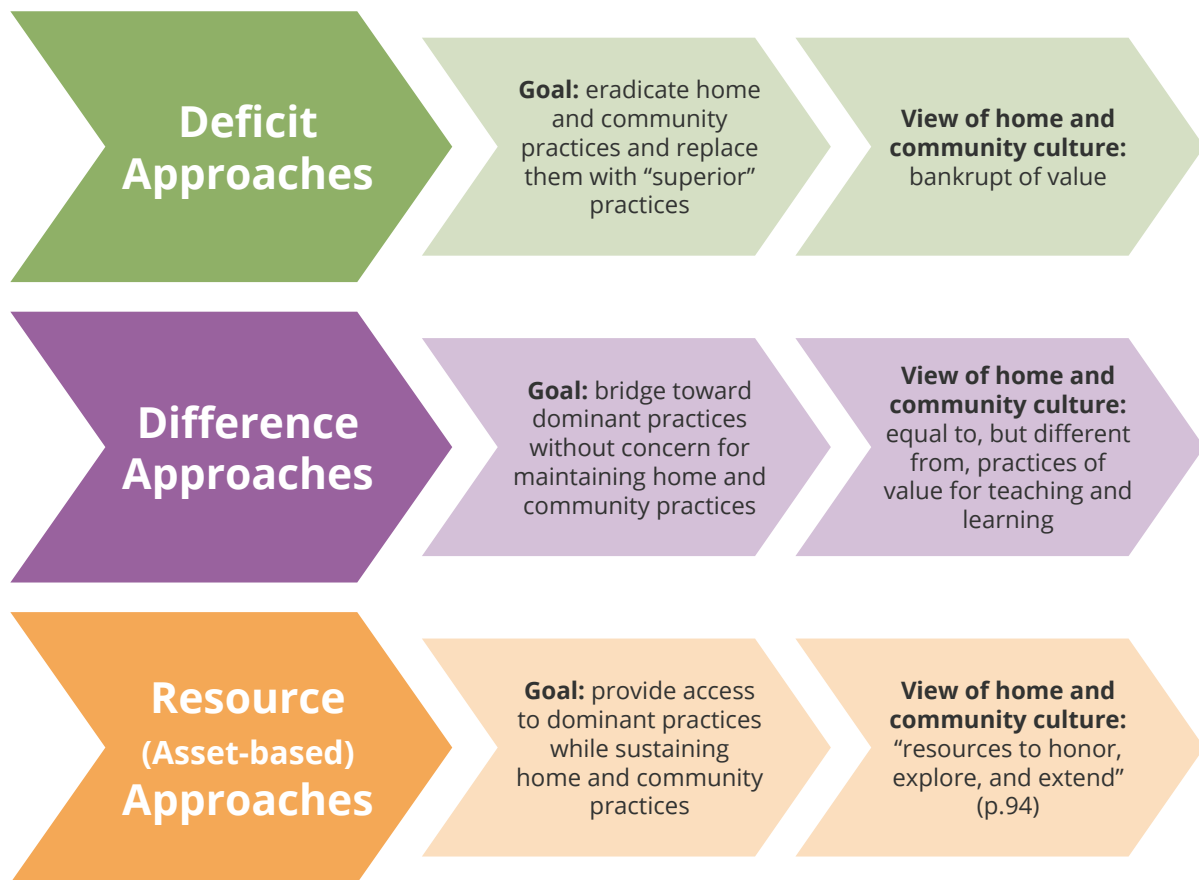






**Image 1. Culturally Responsive Education**

<https://www.mdpi.com/2227-7102/12/6/401/htm>



**Image 2. Asset-Based Approach to Culturally Responsive Education**

Based on Paris, D. (2012). *Culturally sustaining pedagogy: A needed change in stance, terminology, and practice*. *Educational Researcher*, 41(3), 93-97

## African American Culturally Responsive Practices

- **Gloria Ladson-Billings: Culturally Relevant Pedagogy**  
<https://www.youtube.com/watch?v=hmAZjNRmall>  
[http://lmcreadinglist.pbworks.com/f/Ladson-Billings%20\(1995\).pdf](http://lmcreadinglist.pbworks.com/f/Ladson-Billings%20(1995).pdf)
- **Frank Harris and Luke Wood: Teaching Men of Color**  
<https://coralearning.org/product/teaching-men-of-color-in-the-community-college/>
- **A2MEND**  
<https://a2mend.net/a%c2%b2mend-2022-web-update/overview/>
- **CCC African American Male Leadership & Per Ankh Practices**  
Create an archive like this one with high impact practices:  
<https://guides.canadacollege.edu/TeachingMenOfColor>

## Latina/o/x/e Culturally Responsive Practices

- **Dr. Gina Garcia: Decolonizing HSIs**  
<https://www.aahhe.org/assets/docs/2018%20Garcia.pdf>
- **Love letter to HSIs**  
[https://static1.squarespace.com/static/5d51a885aa27110001ae036a/t/6039c9339295ad0aaf494299/1614399796082/G.+Garcia\\_A+Love+Letter+to+HSIs\\_AHSIE.1.1.pdf](https://static1.squarespace.com/static/5d51a885aa27110001ae036a/t/6039c9339295ad0aaf494299/1614399796082/G.+Garcia_A+Love+Letter+to+HSIs_AHSIE.1.1.pdf)
- **Laura Rendon: Sentipensante**  
<https://www.laurarendon.net/sentipensante-pedagogy/>
- **Validation Theory**  
<https://www.laurarendon.net/validation-theory/>
- **Exelencia in Education**  
<https://www.edexcelencia.org/seal-excelencia>
- **Puente, Metas, and HSI practices**

## Centering Healing and Wellness

- **Shawn Ginwright: Healing Centered Engagement**  
<https://ginwright.medium.com/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>
- **Jeff Duncan Andrade: Centering Wellness**  
[https://www.youtube.com/watch?v=HJjvtY-U\\_oQ](https://www.youtube.com/watch?v=HJjvtY-U_oQ)

## USC Race & Equity Center

- **Equity Institutes**  
<https://race.usc.edu/colleges/usc-equity-institutes/>
- **Equity Minded Teaching Institute**  
<https://race.usc.edu/colleges/usc-equity-minded-teaching-institute/>

## USC CUE Resource List

- **Student Interviews and Focus Groups**  
<https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/5fa1fd35221a676a933a1042/1604451640835/Conducting+Student+Interviews+and+Focus+Groups.pdf>
- **Equity Minded Syllabus**  
[https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/5f3a1ad2dd13385c2b4e76bd/1597643493581/Syllabus+Review\\_Summer2020.pdf](https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/5f3a1ad2dd13385c2b4e76bd/1597643493581/Syllabus+Review_Summer2020.pdf)

## Reimagining Equity & Access: Curriculum Guide for Librarians

- **Project READY: Reimagining Equity & Access for Diverse Youth**  
<https://ready.web.unc.edu/getting-started-curriculum-guide/>
- **Culturally Sustaining Pedagogy – Module 17**  
<https://ready.web.unc.edu/section-2-transforming-practice/module-17/>

## Culturally Responsive Organizations

- **FRIENDS National Center for Community-Based Child Abuse Prevention (CBCAP)**  
<https://friendsnrc.org/prevention/cultural-effectiveness/>

### MCOD Developmental Stage Model

Stage 1: The Exclusionary Organization	Stage 2: "The Club"	Stage 3: The Compliance Organization	Stage 4: The Affirming Organization	Stage 5: The Redefining Organization	Stage 6: The Multicultural Organization
<ul style="list-style-type: none"> <li>• Openly maintains the dominant group's power and privilege</li> <li>• Deliberately restricts membership</li> <li>• Intentionally designed to maintain dominance of one group over others</li> <li>• Overt discriminatory, exclusionary, and harassing actions go unaddressed</li> <li>• Unsafe and dangerous environment for subordinated group members</li> <li>• Monocultural organization</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains privilege of those who have traditionally held power and influence</li> <li>• Monocultural norms, policies, and procedures of dominant culture viewed as the only "right" way: "business as usual"</li> <li>• Dominant culture institutionalized in policies, procedures, services, etc.</li> <li>• Limited number of "token" members from other social identity groups allowed in IF they have the "right" credentials, attitudes, behaviors, etc.</li> <li>• Engages issues of diversity and social justice only on club member's terms and within their comfort zone</li> </ul>	<ul style="list-style-type: none"> <li>• Committed to removing some of the discrimination inherent in the "Club"</li> <li>• Provides some access to some members of previously excluded groups</li> <li>• No change in organizational culture, mission, or structure</li> <li>• Focus: Do not make waves, or offend/challenge dominant group members</li> <li>• Efforts to change profile of workforce (at bottom of organization)</li> <li>• Token placements in staff positions: Must be "team players" and "qualified"</li> <li>• Must assimilate into organizational culture</li> <li>• Must not challenge the system or "rock the boat"</li> <li>• Must not raise issues of sexism, racism, classism, heterosexism</li> </ul>	<ul style="list-style-type: none"> <li>• Employees encouraged to be non-oppressive awareness trainings</li> <li>• Employees must assimilate to organizational culture</li> <li>• Provides support and career development opportunities to increase success and mobility</li> <li>• Actively recruits and promotes members of groups that have been historically denied access and opportunity</li> <li>• Committed to eliminating discriminatory practices and inherent advantages</li> </ul>	<ul style="list-style-type: none"> <li>• Moving beyond "nondiscriminatory," "non-oppressive"</li> <li>• Working to create environment that "values and capitalizes on diversity"</li> <li>• Working to ensure full inclusion of multicultural workforce to enhance growth and success of organization</li> <li>• Begins to question limitations of organizational culture: mission, policies, structures, operations, services, management practices, climate, etc.</li> <li>• Actively works towards developing a multicultural organization</li> <li>• Committed to redesigning and implementing policies and practices to redistribute power, and ensure the inclusion, participation, and empowerment of all members</li> </ul>	<ul style="list-style-type: none"> <li>• Mission, values, operations, and services reflect the contributions and interests of the wide diversity of cultural and social identity groups</li> <li>• Leaders and members act on the organizational commitment to eradicate all forms of oppression within the organization</li> <li>• Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations.</li> </ul>

Jackson, B. W. (2006). Theory and practice of multicultural organization development. In Jones, B. B. & Brazzel, M. (Eds), *The NTL Handbook of Organization Development and Change* (pps, 139-154). San Francisco, CA: Pfeiffer

Image 3. Multicultural Organizational Developmental Stage Model



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Transfer	Completion	
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