

Contra Costa College Student Equity Plan (2025–2028)

Executive Summary

Student Groups (DI Focus) & Five-Metric

Using disaggregated analysis (PPG-1 with intersectional cuts), CCC sets goals and strategies across all five-system metrics for the following priority groups:

- **American Indian/Alaska Native (AI/AN)** — Successful Enrollment
- **Black/African American** — Year-1 Transfer-Level Math & English (TLM+E), Persistence, Completion, Transfer
- **Latina/o/x/e** — Transfer, Completion
- **First-Generation (with emphasis on First-Gen Males)** — TLM+E, Persistence, Transfer, Completion
- **AANHPI/APIDA, LGBTQ+, and Students with Disabilities** (via DSPS) — cross-cutting supports where gaps are observed
(Intersectional subgroups—e.g., **First-Gen Black men, Hispanic men, students with disabilities**—are monitored and addressed where gaps concentrate.)

Goals (2025–28)

Systemwide five metrics (DI groups and overall)

1. **Successful Enrollment (AI/AN; overall)**
 - a. **Goal:** Raise application→enrollment conversion for AI/AN by **+10–12 percentage points** and close the PPG-1 gap to **≤ 1 pp**; lift overall conversion by **+5 pp**.
 - b. **Leading indicators:** Orientation completion, ed-plan creation before census, aid file completion by first payment deadline.
2. **Completed TLM+E in Year 1 (Black; First-Gen; overall)**
 - a. **Goal:** Achieve **parity (≤1 pp gap)** for Black and First-Gen students; **≥ 75%** of first-time students complete both TLM+E in Year 1.

- b. **Leading indicators:** Enrollment in mapped TLM+E term, embedded tutoring, Week-2 or Census triage completion.
- 3. **Persistence Term 1→2 (Black; overall)**
 - a. **Goal:** Close persistence gap to ≤ 2 pp for Black students; raise overall persistence **+5 pp**.
 - b. **Leading indicators:** Early-alert closure rate timely contact + warm handoff), basic-needs referral completion.
- 4. **Transfer (Latina/o/x/e; First-Gen; Male; Black; overall)**
 - a. **Goal:** Improve application→admit→enroll **yield by +10–15 pp** for DI groups; increase **ADT** among transfer students to **>50%**.
 - b. **Leading indicators:** “Transfer-ready” flags (45+ degree-applicable units + pattern completion), “go-now” sessions attended, on-time app starts.
- 5. **Completion ≤ 3 Years (Black; Latina/o/x/e; First-Gen Male; Male; overall)**
 - a. **Goal:** Reach **parity** in three-year award rates for listed DI groups; reduce “near-complete/no award” cases by **50%**.
 - b. **Leading indicators:** “Completion-ready” flags ($\geq 80\%$ map complete), degree petition starts, ed-plan archived rate ($\geq 95\%$).

Contra Costa College SEAP 2025–2028 — Overarching Strategies by Metric (Crosswalk)

Strategic Category	Successful Enrollment	Transfer-Level Math & English (Year 1)	Persistence (Term 1→2)	Completion (≤ 3 Years)	Transfer to 4-Year
1. Cultural y Respon sive Strategie s & Commun	Indigenous-centered welcome/orientation; year-round partnerships with tribal & local CBOs;	Equity-minded faculty PD (e.g., Teaching Men of Color); integrate	Identity-affirming clubs/peer spaces to strengthen Black student belonging & leadership	Mentorship and culturally relevant practices supporting African American & Latinx students nearing award	Bilingual family nights & alumni panels for Latinx/First-Gen; Black

ity Engagem ent	land acknowledg ments and culturally responsive outreach	Umoja practices in gateway sections			College Expo/HBC U Caravan participati on
2. Learning Communi ties & Peer / Mentor Systems	Cohort outreach with Native American partners; affinity mentoring during orientation	Embedd ed tutoring within Puate, Umoja , and FYE Math/Eng lish	Expand Umoja and AAML supports; add tailored supports for women and student- athletes ; peer navigators for First-Gen Males (EOPS, Rising Scholars, Spirit)	Completion coaching inside pathways; degree- petition prompts when ≥80% of map complete	Puate & FYE transfer cohorts; university visits; near-peer mentoring through app→enrol l
3. Instructi onal & Academi c Support Resourc es	Welcome Center help with placement & financial aid steps	Embedde d tutors; co-req optimizati on; standardi zed tutor training	Study-skills & time- management workshops tied to early alerts	Degree-audit specialist tracks petition readiness; resolves transcript/map issues	Transfer Center expansion ; standing transfer- readiness workshop s (ADT mapping; CSU/UC apps)
4. Technolo gy & Case- Manage ment (TargetX)	Two-way texting & CRM follow- up for DI applicants	Section- level monitorin g of gateway success; auto- referral to tutoring from	Persistence tracking; early-alert and warm handoffs	Data-driven case management for First-Gen Males; completion-ready flags; pilot auto- award review each term with exceptions routed to Degree-Audit	Transfer- ready flags ; targeted applicatio n tracking from start → admit → enroll

		Week-2 triage			
5. Institutional Infrastructure & Guided Pathways Integration	Welcome Center as single front door (orientation → PPM → aid)	Year-1 Math/English embedded in all PPM maps; DI milestones visible	Guided Pathways routines institutionalized (progress checks, referrals)	Systematic degree planning via PPM ; petition timing embedded in maps; strengthen Affinity Centers (e.g., Black Student Success, APIDA/AANHPI, LGBTQ+) linked to milestones & TargetX referrals	Maps updated for ADT and career/transfer milestones; Program Pathway Mapper is source of truth
6. Financial & Basic-Needs Support	Early FA application help; SparkPoint onboarding at entry	Emergency aid & technology loans prioritized for Year-1 courses	Wrap-around supports (food, housing, transport, mental health) linked to alerts	Finish-Line incentives tied to completion-ready flags	Bilingual FA + transfer workshops for Latinx & First-Gen families

Notes: Learning communities (Umoja, Puente, AANHPI/APIDA, LGBTQ+, FYE, MESA, etc.) are **open to all pathways** and provide identity-affirming social capital; they are deployed where DI gaps concentrate.

Resources Budgeted (SEA-Funded Priorities)

- **Embedded academic supports:** Tutors assistants in DI-dense English/Math (e.g. Black Experience Courses, Math STEM Pathway, Learning Communities Cohorts)
- **Counseling, staffing & case management:** Transfer Center staffing; counselors, FYE case management; **degree-audit/completion specialist**; TargetX admin/automation; Retention Support.
- **Affinity Groups & outreach:** African American Symposium and Male Leadership programs, Student Ambassadors, PuenteMaS coordination
- **Data & PD:** Equity dashboards, PPM maintenance (Cal-GETC/DI milestones), Comet Data Academy (equity data literacy), etc..

Detailed SEA budgets are provided in fiscal appendices; annual reallocations will follow “**resource-follows-results**” using disaggregated outcome and services data.

SEAP End of Term Expenditure Reports:

SEAP 22-23 Term-End Expenditures Allocation Amount: \$2,397,727				
Expenditure Type	Year 1 Amount	Year 2 Amount	Total	Percentage of Allocation
1000 - Instructional Salaries	\$357,281	\$275,481	\$632,762	26.39%
2000 - Non-Instructional Salaries	\$980,065	\$34,556	\$1,014,621	42.32%
3000 - Employee Benefits	\$524,395	\$98,318	\$622,713	25.97%
4000 - Supplies and Materials	\$11,537	\$10,404	\$21,941	0.92%
5000 - Other Operating Expenses and Services	\$56,038	\$43,883	\$99,921	4.17%
6000 - Capital Outlay	\$4,519	\$0	\$4,519	0%
7000 - Other Outgo	\$0	\$1,250	\$1,250	0.05%
Total Expenditures	\$1,933,835	\$463,892	\$2,397,727	100.00%
Allocation Remaining		\$0		
SEAP 23-24 Term-End Expenditures Allocation Amount: \$2,397,727				
Expenditure Type	Year 1 Amount	Year 2 Amount	Total	Percentage of Allocation
1000 - Instructional Salaries	\$377,038	\$97,062	\$474,100	20%

2000 - Non-Instructional Salaries	\$1,025,522	\$58,289	\$1,083,811	45%
3000 - Employee Benefits	\$614,981	\$52,316	\$667,297	28%
4000 - Supplies and Materials	\$22,959	\$340	\$23,299	1%
5000 - Other Operating Expenses and Services	\$142,537	\$4,933	\$147,470	6%
6000 - Capital Outlay	\$0	\$0	\$0	0%
7000 - Other Outgo	\$1,750	\$0	\$1,750	0%
Total Expenditures	\$2,184,787	\$212,940	\$2,397,727	100.00%
Allocation Remaining		\$0		

SEAP 24-25 Term-End Expenditures

Allocation Amount: \$2,397,727

Expenditure Type	Year 1 Amount	Year 2 Amount	Total	Percentage of Allocation
1000 - Instructional Salaries	\$465,447	\$0	\$465,447	19.41%
2000 - Non-Instructional Salaries	\$999,759	\$0	\$999,759	41.70%
3000 - Employee Benefits	\$758,270	\$0	\$758,270	31.62%
4000 - Supplies and Materials	\$7,525	\$0	\$7,525	0.31%
5000 - Other Operating Expenses and Services	\$92,122	\$0	\$92,122	3.84%
6000 - Capital Outlay	\$0	\$0	\$0	0%
7000 - Other Outgo	\$0	\$0	\$0	0.00%

Total Expenditures	\$2,323,122	\$0	\$2,323,122	96.89%
Allocation Remaining		\$74,605		

Local Review & Reporting Schedule (How We'll Prove It)

- **Monthly** : IR posts a **one-page dashboard** (outcomes + leading indicators, disaggregated); ops owners launch 30-days quick update.
- **Term-End**: Two DI focus groups + pulse survey; PPM map/UDL audits; 2–3-page “Equity Update.”
- **Annually (by June 30): Annual Equity Progress Report** to College Council (five-metric results, DI status, expenditures summary, next-year targets).
- **Mid-Cycle (Winter 2027)**: Formal evaluation to recalibrate targets/resources; **Close-Out (Fall 2028)** cumulative brief for the next SEP.

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Detailed Accounting of How Funding Was Expended (2022–2025)

SEA resources in 2022–25 were deployed to convert equity strategies from pilots into standard operations. Expenditures fell into the categories below; detailed line items are documented in the fiscal appendices and Business Office ledger.

A. Embedded Academic Supports

- Embedded/adjacent tutoring, study-squad stipends, learning assistants
- Faculty Fellows for gateway course playbooks and weekly tutor–instructor huddles
- Tutoring center operations (evening/online coverage, drop-in labs)

B. Learning Communities & Targeted Student Services

- Umoja, Puente, FYE, MESA, AANHPI/APIDA, LGBTQ+ programming and near-peer mentors
- EOPS/NextUp/Veterans/Rising Scholars coordination tied to SEA goals (retention, transfer)

C. Case Management, Onboarding, and Transfer/Completion Pipelines

- Welcome Center staffing for “one-door” onboarding (orientation → aid → Program Pathway Mapper → schedule)
- Retention navigators for early-alert outreach and warm handoffs
- Transfer Center staffing (application cafés, partner visits)
- Degree-audit/completion specialist
- Finish-Line and emergency micro-grants linked to readiness flags

D. Technology, Data, and Analytics

- TargetX CRM (two-way SMS, alerts, readiness flags, dashboards)
- Program Pathway Mapper maintenance/alignment (Cal-GETC, DI milestones)
- Equity dashboards and data literacy supports (Comet Data Academy)

E. Basic Needs & Wellness Access

- SparkPoint/Comet Market operations (food, transportation, emergency funds)
- Mental health referrals and navigation supports are integrated with alerts

F. Accessibility & Universal Design (DSPS)

- Faculty UDL training and accessible-materials services (captioning, alt-text, OCR)
- Partnership with Wright Institute for psycho-diagnostic evaluations (ADHD/ASD/learning disorders)

G. Professional Learning (Equity-Minded Practice)

- Short PD sprints (transparent assignments, inclusive assessment, belonging cues, just-in-time supports)
- Stipends for faculty/staff who completed SEA-aligned PD and implemented course/service changes

Assessment of Progress Toward 2022–25 Goals

Overall: We made the most measurable gains where supports were **embedded where students learn** and where **readiness was made visible and owned**. The areas still short of target share a through-line: **coverage and support** (i.e., promising practices not yet scaled to all DI-dense sections or consistently executed every term).

By Metric (DI focus noted)

1) Successful Enrollment (AI/AN):

- **What improved:** Relationship-based outreach started to rebuild trust; Welcome Center “one-door” onboarding reduced melt for those we reached.
- **Gap to goal:** Coverage is the issue—partnership presence must be **year-round**, with clear next-step nudges (aid file completion and schedule build) sent by trusted messengers.
- **Carry-forward fix:** Formalize tribal/CBO MOUs; pre-term Onboarding Sprints with holds-clearing and two-way texting through the first week.

2) Transfer-Level Math & English in Year 1 (Black; First-Gen):

- **What improved:** Sections with **embedded tutors + cohort supports** (Umoja, Puente, FYE) and instructors using **transparent assignment design** posted higher pass rates; the ENGL gateway showed notable gap-closing.
- **Gap to goal:** Not all DI-dense sections had embedded coverage; Week-2 triage wasn’t universal.
- **Carry-forward fix:** Make embedded supports **standard** in all DI-dense English/Math; auto-book tutoring from Week-2 surveys.

3) Persistence Term-to-Term (Black):

- **What improved:** Early-alert utilization increased; basic-needs referrals rose.
- **Gap to goal: Warm handoffs** (timely contact + booked service + follow-ups) were inconsistent across units/terms.

4) Transfer (Latina/o/x/e; First-Gen; Male; Black):

- **What improved: Black transfer** improved where Transfer Center campaigns paired with readiness flags (45+ units) and HBCU/Black College Expo events.
- **Gap to goal: Latina/o/x/e transfer** improved only modestly—family-forward guidance and HSI routes were not yet scaled; too many “near-ready” students lacked a timed application step.
- **Carry-forward fix:** Always-on **transfer-ready flags** with timely contacts; bilingual family nights; expand ADT partner pathways; “go-now” sessions every month.

5) Completion ≤3 Years (Black; Latina/o/x/e; First-Gen Male; Male):

- **What improved:** Where a **degree-audit/completion specialist** invited petitions and fixed map/record issues, awards rose; Finish-Line grants moved near-completers across the line.
- **Gap to goal:** Many students lacked **archived ed-plans** and did not receive a completion prompt at ≥80% map completion.
- **Carry-forward fix:** Turn on **completion-ready flags**; audit ed-plan archiving each term; keep micro-grants tied to readiness.

Cross-Cutting Takeaways

- **Signals drive behavior:** Success and Readiness alerts and momentum tracking
- **Belonging matters:** Identity-affirming communities normalize help-seeking and boost uptake of tutoring/advising.
- **Plumbing counts:** Clean maps (Cal-GETC), archived ed-plans, and basic-needs by default reduce predictable friction for first-gen and working students.

What Changes in 2025–28 (Based on Results)

1. **Standardize what worked:** Embedded supports in DI-dense gateway courses; Week-2/Census triage with auto-messaging; monthly Onboarding & “Go-Now” Messaging
2. **Operationalize pipelines:** Always-on **TargetX** flags (transfer/ completion) with clear messaging, and closure tracking.
3. **Resource-follow-up to results:** Annual SEA reallocations toward strategies with the strongest DI movement (embedded tutoring, retention and success pipelines, TargetX/PPM upkeep, near-peer mentors)