



Contra Costa Community College District Strategic Plan 2020 – 2025





Office of Research and Planning
Contra Costa Community College District
500 Court Street
Martinez, California 94553

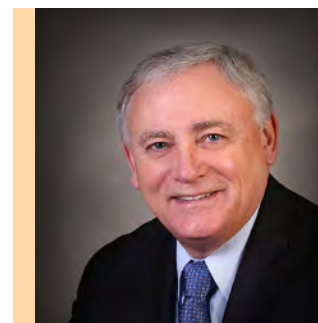
Table of Contents

Chancellor’s Message	4
Contra Costa Community College District Leadership	6
Strategic Plan Development Chronology	7
Strategic Plan Development Appreciations	8
Contra Costa Community Colleges District Strategic Plan 2020-2025 Summary	8
Introduction	8
Strategic Plan Purpose	8
Strategic Planning Process	10
Strategic Planning Context	11
District Profile	15
District Purpose, Vision, Mission, and Core Values	20
District Strategic Directions 2020 – 2025	22
District Strategic Directions, Objectives, and Progress Measures At-a-Glance	28
Appendix A: Planning Process Chronology	32
Appendix B: Planning Process Participants	33
Appendix C: CCCCDColleges	34
Appendix D: CCCCDColleges Baseline and Target Data for Vision for Success Goals	35



Chancellor's Message

This Contra Costa Community College District Strategic Plan 2020-25 (Plan) is an important document that provides near term direction for the entire Contra Costa Community College District (District) and also serves as framework for the colleges as they develop their own distinctive strategic plans to best serve their unique communities. While the Plan itself is important, so is the process of its development in uniting the District in a shared understanding of our purpose, vision, mission, and values. To accomplish this, the process involved participation of all the constituents of the District including students, faculty, classified professionals, administrators, community members, and trustees. My sincere thanks to everyone who engaged in this process and whose diversity of voices were critical to the development of this Plan; my thanks also to Gregory Stoup, Senior Dean of Research and Planning, for leading this effort under the guidance of Mojdeh Mehdizadeh, Executive Vice Chancellor of Education and Technology, and my special thanks to our Governing Board for providing their thoughtful insights at numerous points during the process.



Chancellor
Fred E. Wood, Ph.D.

As our District enters its 71st year of serving our students and communities, I proudly reflect on our many accomplishments, thanks to the contributions and commitment of our employees and the members of the communities we serve. As California's first county-wide junior college district and one of only four in the state, the District has continuously improved to meet the needs of our increasingly diverse student population in Contra Costa County. Even with our successes, we well know there is still much more for us to accomplish in service to our communities.

The *Plan* is a critical step moving forward which, while reflecting both where we have been and our present efforts, will guide us in meeting the challenges of the future. We know our graduates will require new and increasingly complex skill sets to meet the needs of an evolving workplace, and that our communities will continue to face societal challenges, such as affordable housing, transportation issues, and food insecurities that impact our ability to deliver excellent and affordable higher education opportunities to our students.

In preparation of the *Plan*, the District examined its economic impact on the County. As described, this impact is significant and the return on investment for students, taxpayers and society is substantial. We also engaged in a review of our environment and determined what is needed to stay true to our evolving mission of empowering all students to fulfill their educational and career aspirations so they may thrive in a changing world.

Our vision is to provide educational excellence, support social justice, and contribute to the economic vitality for all our students and the surrounding community by focusing on these strategic directions:

- improve student learning and completion across the District;
- decrease equity gaps for all students;
- advance existing community and educational partnerships and create new collaborations to strengthen student pathways;
- create a culture of engagement throughout the District; and
- responsibly, effectively, and sustainably steward District resources.

While our region presently continues to experience record-breaking economic growth, we also are realistic that aspects will change and can change quickly. So, while this five-year *Plan* provides a road map to help navigate our future, we are fully aware that adjustments to any plan are to be expected and will exemplify good leadership practice.

We hope this *Plan* reflects the collective wisdom and experience of all who contributed their input. Serving as our compass, this *Plan* will guide the District as we continue making a transformative difference in the lives of our students.

Sincerely,



Fred E. Wood, Ph.D.

Chancellor



Contra Costa Community College District Leadership

Governing Board

- Vicki Gordon, President
- Andy Li, Vice President
- John Márquez, Secretary
- Rebecca Barrett, Member
- Greg Enholm, Member
- Shreejal Luitel, Student Trustee

District Administrative Team

- Dr. Fred Wood, Chancellor
- Dr. Bob Kratochvil, President Los Medanos College
- Susan E. Lamb, President Diablo Valley College
- Dr. Katrina VanderWoude, President Contra Costa College

- Eugene Huff, Executive Vice Chancellor, Administrative Services
- Mojdeh Mehdizadeh, Executive Vice Chancellor, Education and Technology
- Ines Zildzic, Vice Chancellor, Facilities Planning and Construction
- Jonah Nicholas, Associate Vice Chancellor, Chief Financial Officer
- Dio Shipp, Associate Vice Chancellor, Chief Human Resources Officer

Strategic Plan Development Chronology

May 23, 2018	Discussion of Strategic Planning Goals with Governing Board
June 5, 2018	Chancellor’s Cabinet Initial Planning Meeting
October 11, 2018	Districtwide Planning Dialogue #1 (Focus on Vision and Values)
October – December 2018	Districtwide Student and Employee Online Surveys
November 7, 2018	Districtwide Planning Dialogue #2 (Focus on Strategic Directions)
November 2018	One-on-One Interviews with College Presidents
November 26, 2018	College Forum at Los Medanos College
December 5, 2018	College Forum at Diablo Valley College
December 13, 2018	College Forum at Contra Costa College
March 5, 2019	First Draft reviewed by Chancellor’s Cabinet
March 26, 2019	First Draft reviewed by Governing Board
April 17, 2019	First Draft reviewed by District Governance Council (DGC)
May 2019	Online Feedback from District and Colleges
June 4, 2019	Second Final Draft reviewed by Chancellor’s Cabinet
June 18, 2019	Final Draft Ppproved by DGC
June 25, 2019	Final Draft approved by Chancellor’s Cabinet
June 26, 2019	Final Draft and second reading approved by Governing Board

For a visual of the planning process chronology, please see Appendix A.

Strategic Plan Development Appreciations

We are grateful to the numerous students, faculty, staff, administrators, trustees, employers, and community partners who contributed to the development of this strategic plan. Your perspectives, wisdom, and contributions have allowed the District to develop a unified direction for the next five years that represents our common values, strengths, needs, and aspirations. Thank you!

For a full list of planning process participants, please see Appendix B.



Contra Costa Community Colleges District Strategic Plan 2020-2025 | Summary

Purpose

To welcome *all* students, nurture their passion for learning, self-recognize their potential, and help them to achieve their academic and career goals

Mission

To empower *all* students to fulfill their educational and career aspirations and thrive in the modern world

Vision

To provide educational excellence, support social justice, and contribute to the economic vitality for *all* our students and the surrounding community

District Strategic Directions

1. Improve student learning and completion across District colleges
2. Decrease equity gaps for all students
3. Advance existing community partnerships and create new educational collaborations to strengthen student pathways
4. Cultivate a culture of engagement throughout the District
5. Responsibly, effectively, and sustainably steward District resources

Core Values

- Student-Centered
- Access
- Equity
- Excellence and Innovation
- Academic Freedom
- Diversity and Inclusion
- Communication
- Collaboration
- Safety
- Accountability
- Integrity
- Community Engagement

Introduction

Strategic Plan Purpose

The Contra Costa Community College District is operating in a rapidly changing context. Evidence is continuously emerging on how we can increase equitable student success across our nation's institutions. New state legislative priorities, requirements, and funding mechanisms are requiring us to rethink traditional policies and practices at both the institutional and programmatic levels. Evolving demands in our surrounding communities are calling on us to consider how to best meet the needs of our region's students and employers.

Given this environment, this strategic planning process offers us the occasion to collectively take stock and proactively determine our strategic directions for the coming five years. The resulting plan provides both the foundation and the markers necessary for the District’s actions, defining for every member of the District who we are, what we care about, where we want to go, and the ways in which we will get there. Every action taken, whether by an individual faculty member or a classified professional or an administrator, can be viewed through this framework, and in doing so unify the efforts of the entire District.

The strategic plan also describes a shared understanding of our present state, as described in the District’s purpose, mission, and values. It articulates a common agreement on our future aspirations, as depicted in the District’s vision. The strategic directions subsequently articulated in the plan represent the top priorities of the District community as we work to turn our future vision into reality. Taken together, along with their respective objectives, they equip the District with a focused, concrete roadmap for the period of 2020-2025. Furthermore, the suggested progress measures create a structure for regular Districtwide reflection to inform continuous improvement and efficacy over that time.

Figure 1. Relationship Among State, District, and College Plans



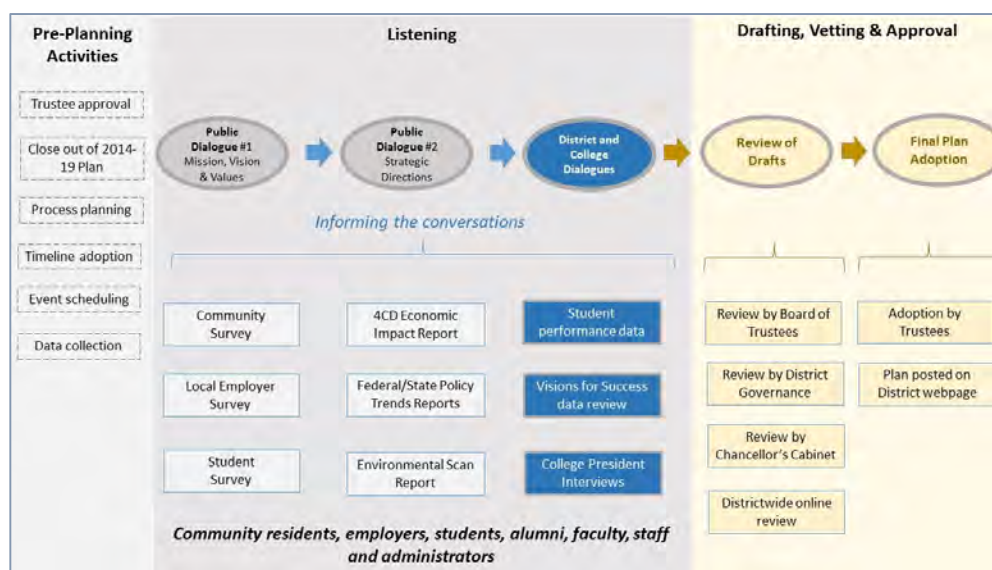
This plan will serve as our “north star,” providing a guide for District planning as well as our three colleges: Contra Costa College, Diablo Valley College, and Los Medanos College. The scope and direction of the District Strategic Plan deliberately accommodates the varied strategic objectives at each college as they work to best serve the particular needs of their local communities. Moreover, the District’s local plan and the respective college plans align with the California Chancellors Offices’ Vision for Success, as highlighted above in Figure 1.



Strategic Planning Process

The District developed our 2020-2025 strategic plan through an inclusive, community-wide effort (see Appendix A for a visual of the planning process chronology). Strategic planning activities drew together and gathered input from District leaders and governing bodies; members of our District’s three community colleges, including students, administrators, faculty, staff, and representatives from other K-12 and higher education partners, employers, community-based organizations, and public agencies across Contra Costa County (see Figure 2 below).

Figure 2. Contra Costa Community College District Strategic Planning Process



The District’s Governance Council launched the planning process in summer 2018, starting with conversations with the Board of Trustees and Chancellor’s Cabinet respectively. Districtwide dialogues held in October and November broadly convened internal and external stakeholders for two afternoon sessions designed to refine the District’s vision and values and begin identifying strategic directions. These dialogues provided participants an opportunity to understand the planning process and reflect on the state of the District, its students, and the communities it serves. It also helped participants understand emerging issues and trends in California and across the county and identify District priorities for the next five years. In addition, these convenings enabled stakeholders from all parts of the District to interact with one another and generate fresh ideas informed by diverse perspectives.

Following these convenings, each of the District's three colleges hosted campus sessions designed to further gather ideas and feedback. Online surveys for District employees and students provided an additional conduit for community input.

Drawing on these numerous convenings and inputs, the next step in the process included drafting vision, purpose, mission, and values statements and proposing five-year strategic directions (inclusive of objectives and performance measures). The District Governance Council (DGC) reviewed and finalized the draft plan, which the Chancellor's Cabinet and Board of Trustees ultimately approved.

Strategic Planning Context

Naturally, the District's planning occurs in a broader environmental context, and understanding and addressing that context is critical when developing future aspirations and strategic directions. In turn, the District's strategic plan responds to our evolving economy, demographic changes, public perceptions about higher education, and new system-level goals and requirements. Below is a brief summary of these ongoing and emerging trends, which were incorporated into the dialogues underlying the planning process. It is important to highlight that while this plan is a static document that provides a snapshot of the environment at a particular point in time, it is the product of a Districtwide planning process that is continuous and adapts to circumstances as new information emerges.

1. Economic Trends and Assumptions

In 2019, Contra Costa County entered its 10th consecutive year of economic expansion. Consistent with the broader national economy, this trend represents the second longest period of economic growth since 1950. As of June 2018, the county unemployment rate fell to 2.8%, its lowest level since 2000. While these data are very positive, indications are emerging that this period of growth will not be sustained through 2025—the coverage period of this strategic plan. As such, the strategies outlined in this plan take into account the expectation of slower economic growth during the 2020-2025 period and the enrollment and budgetary consequences that accompany it.

The California's tax structure is highly sensitive to economic ups and downs, and recessions hit the state budget particularly hard. Using data from previous recessions, the Public Policy Institute of California (PPIC, 2019) estimates the impact of state revenue shortfalls on funding levels for the K-12 and community college systems guaranteed by Proposition 98.¹ Under mild, moderate, and severe recession scenarios, PPIC expects declines in Proposition 98 funding of \$5 billion, \$8 billion, and \$15 billion respectively.

¹ Murphy, P., Paluch, J., Mehlortra, R. (2019). Preparing for California's Next Recession. The Public Policy Institute for California. San Francisco, CA. Retrieved: <https://www.ppic.org/publication/preparing-for-californias-next-recession/>



2. Demographic Trends

Because the lion's share of our college's enrollments come from the local population, demographic trends—both long standing and emerging—play a profound role in our strategic planning. An environmental scan conducted by CCCCD shows that Contra Costa County's overall population has grown steadily for the past three decades, adding on average 10,000 new residents every year.² As the county population has grown, so has the richness of its diversity. By several measures, Contra Costa County is among the most diverse in state.

Demographic projections for Contra Costa County, also outlined in the environmental scan, indicate mild growth in the number of students graduating high school until 2023, when the growth rate for graduates is projected to decline. The forecasts also estimate an increase in several college student populations, including adults over 25 years of age, first generation students, and Hispanic students.

3. Public Perceptions of Higher Education

Concerns about economic security and the value of higher education are growing. Families are increasingly concerned about the rising costs of higher education, and public opinion polls are revealing a growing skepticism about the economic returns to a college education.

Fortunately, local perceptions of CCCCD appear to be far more favorable. A recent survey of county residents revealed that county residents consider Contra Costa College, Diablo Valley College, and Los Medanos College to be an important part of their community, recognizing these institutions for the excellent education they provide and their strong educational value.

Furthermore, data from an economic impact study recently commissioned by the District revealed that CCCCD makes a significant positive impact on the economic well-being of county residents and generates large financial returns to students and residents.³ For every dollar of student spending on tuition and fees, they will receive, on average, \$6.30 return in the form of higher future lifetime earnings. Similarly, for every dollar of public money provided in support of CCCCD, taxpayers receive a cumulative value of \$3.20. The return to society in added revenue and social savings is estimated at \$18.20 (see Figure 3 below).

2 <http://www.4cd.edu/strategicplan/docs/EnvironmentalScanSummary.pdf>

3 <http://www.4cd.edu/economicimpact/default.aspx>

Figure 3. Summary from Economic Impact Analysis



Yet at the same time, public anxieties are also growing with regard to student food and housing security. A growing number of community college students throughout the nation and in Contra Costa County are reporting longer and more severe periods of food scarcity, housing insecurity, and homelessness. A 2018 survey conducted by the Hope Center for CCCCDCD indicated that nearly 50% of students Districtwide have experienced some degree of housing insecurity, and 55% report experiencing food insecurity according to the study criteria.⁴ The study also indicated that 14% (one in seven students) experienced a period of homelessness during the year of study.

4. State Policy trends

Several system-level trends will impact the District in the coming period, including a new funding formula; the system's own strategic plan, *Vision for Success*; and the adoption of Guided Pathways, a college redesign framework.

New Funding Formula

In 2018 the California Legislature signed into statute a new funding model for all California Community Colleges. In its present form, the Student-Centered Funding Formula (SCFF) will have profound impacts on District and college budgeting practices as well as strategies tied to enrollment management, resource allocation, process designs, hiring practices, and nearly every other function managed by the institutions. As of this writing, the state funding formula is continuing to evolve.

4 <http://www.4cd.edu/research/hopesurvey/Hope%20Survey.pdf>



California Community Colleges Vision for Success

In 2017, the California Community College Board of Governors adopted its own five-year strategic plan, outlined in the *Vision for Success*.⁵ This plan outlines six key goals designed to dramatically accelerate and improve student completion, decrease achievement gaps among student groups and regions, and respond to California’s workforce demands. The California Community Colleges Chancellor’s Office (CCCCO) requires that all districts and colleges align their own strategic plans with these goals (see Appendix D for the District’s adopted goals).

California Community Colleges Guided Pathways

The system also launched California Community Colleges Guided Pathways⁶ in 2017 with a \$150M, five-year investment from the legislature, designed to serve as the framework for institutional transformation (2018 – 2023). Guided Pathways reform is a student-centered approach designed to coordinate and integrate multiple California-based initiatives, including Developmental Education and Student Placement Reform (California Assembly Bill 705)⁷, Student Equity and Achievement Programs (SEA-P), the Strong Workforce Program, and the California College Promise.

Through Guided Pathways, colleges empower students to engage in structured educational and career exploration, make informed choices about their academic goals, and create comprehensive educational plans. Students receive coherent educational program maps that include specific course sequences, progress milestones, and program learning outcomes leading to advanced education and/or employment. These maps help to simplify students’ decision-making, providing intentional opportunities for ongoing exploration and informed choices.

All three CCCCD colleges are in the process of implementing plans aligned with the state’s Guided Pathways effort. Fully implemented, these plans will enable colleges to provide students a robust and sustained onboarding experience; predictable schedules; frequent feedback; and embedded, discipline-specific support to help students stay on path and complete their programs more efficiently.

5 <https://vision.foundationccc.org/>

6 <http://cccgp.cccco.edu/>

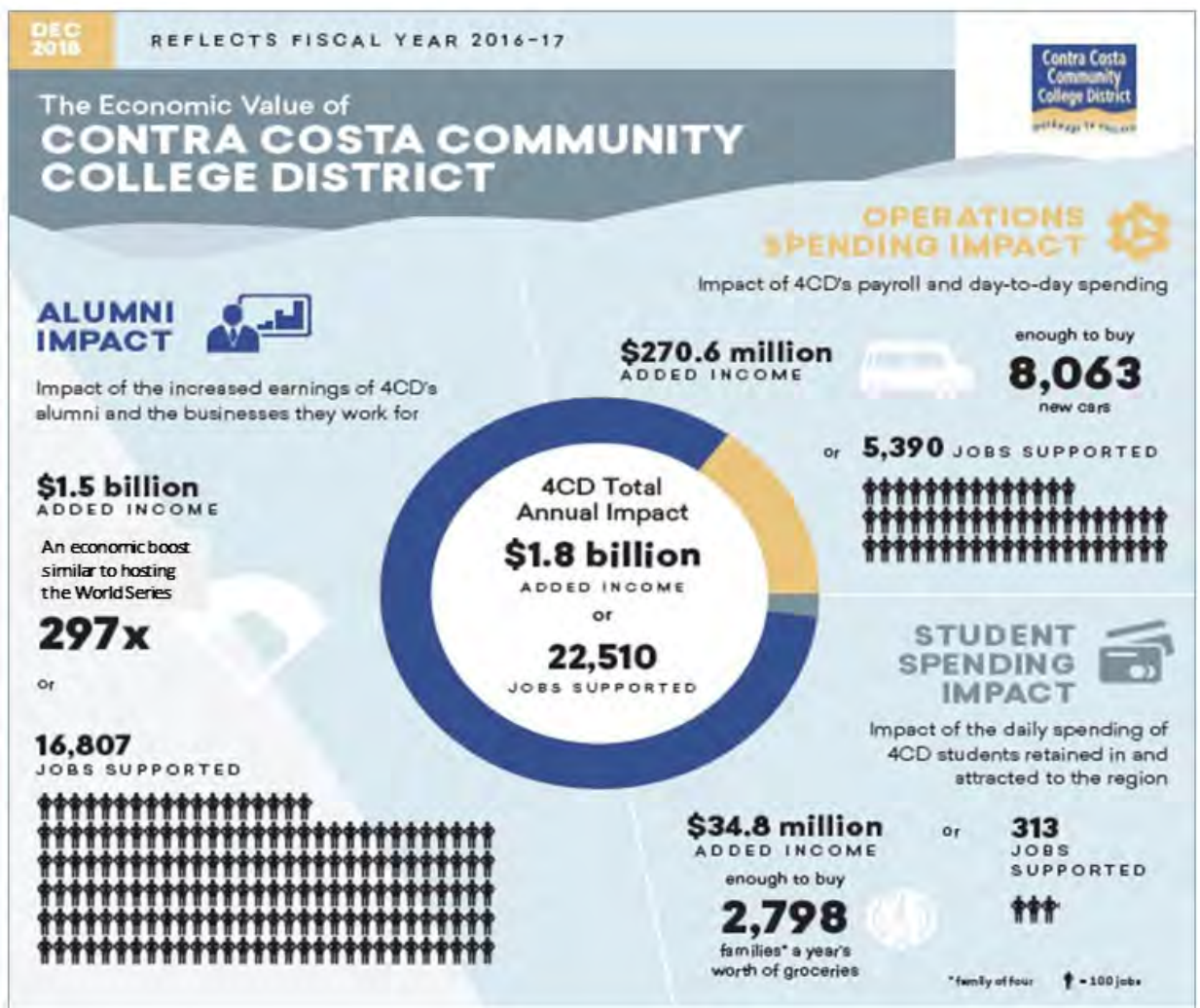
7 <https://assessment.cccco.edu/ab-705-implementation>

District Profile

In 2019, the District celebrates 70 years of service to the Contra Costa County community. In addition to the state-level context, CCCCD's strategic planning effort takes into account this history as well as the District's service area, financial picture, and student composition.

According a report commissioned by the District, the overall impact of CCCCD on the county economy is estimated at \$1.8 billion annually, supporting the employment of 22,500 jobs in Contra Costa County (see Figure 4 below).⁸

Figure 4. Highlights of District Economic Impact

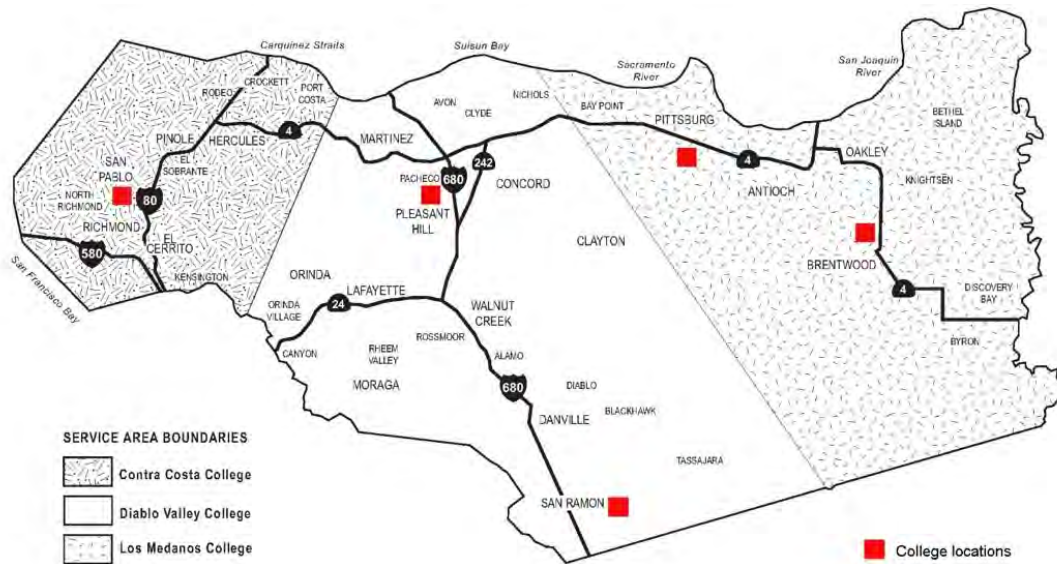


8 <http://www.4cd.edu/economicimpact/default.aspx>

Service Area

CCCCD comprises one of the largest multi-college districts in California, serving the nearly 1.1M people who reside in Contra Costa County. Geographically, CCCC'D's boundaries are virtually coterminous with those of the County, encompassing all but 48 of the County's 734-square-mile land area (see Figure 5 below).

Figure 5. Contra Costa Community College District Service Area



The recent environmental scan⁹ conducted by the District shows the County's overall population is on the rise, and is expected to continue increasing steadily over the next five years, especially in East County. Its residents represent a remarkable array of races/ethnicities, making Contra Costa County one of the most diverse counties in the nation. Similarly, residents represent a range of income levels. Parts of Contra Costa (East and West County) grapple with below average income and stagnant wages; at the same time, the Central part of the region is experiencing the highest and fastest growing income rates.

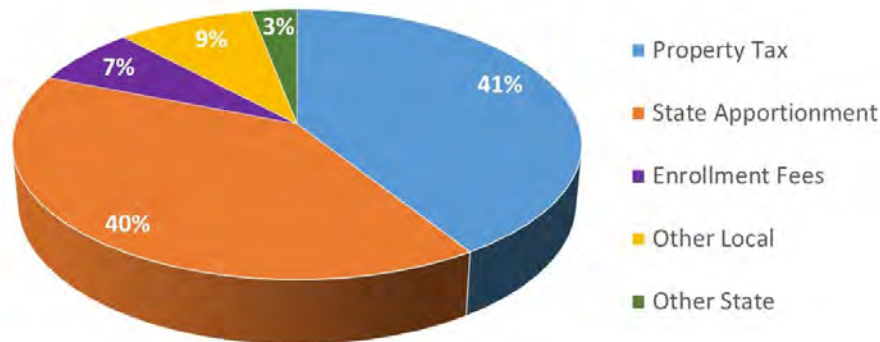
While job growth is projected to continue in the near-term and unemployment is down overall, an economic recession is likely on the horizon after multiple years of economic expansion, based on economic indicators and history. The District's three colleges—Contra Costa College, Diablo Valley College, and Los Medanos—serve the three distinctly different services areas of West, Central, and East County respectively. Each provides its own unique mix of programming in line with its own culture and in response to the needs of its local community (see Appendix D for a description of each college). Each of these colleges will experience different challenges and opportunities associated with the demographic, economic, and workforce trends noted above.

9 <http://www.4cd.edu/strategicplan/docs/EnvironmentalScanSummary.pdf>

Financial Overview

CCCCD operates with revenue from a range of sources (see Figure 6 below).

Figure 6. Contra Costa Community College District Funding Sources



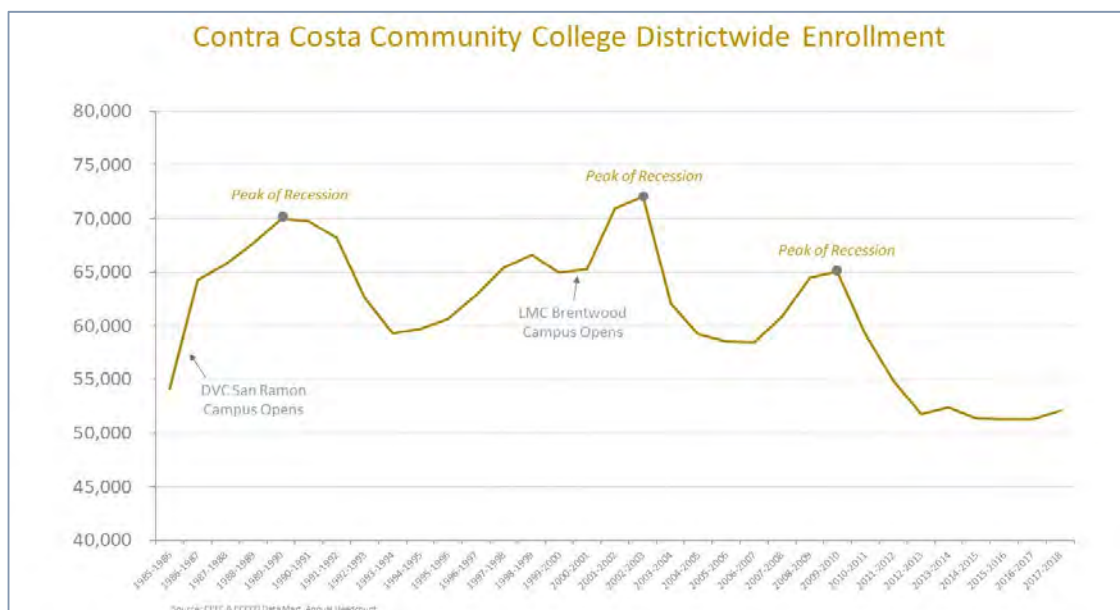
As discussed above, with the implementation of the present Student-Centered Funding Formula, the composition of District funding will possibly change, as the state places increasingly greater weight on achievement of student success metrics and enrollment of low-income students and less emphasis on overall enrollments.

Student Characteristics

Enrollment Trends

The environmental scan also indicates that enrollments may begin to stabilize, after years of steady decline. While our county is indeed expanding, economics drives our enrollment more than population growth. As the graph below depicts, enrollment tends to increase when there is less economic opportunity in the region; conversely, as the economy expands and more individuals enter the workforce, student enrollment declines (see Figure 7 below). If a recession is in fact on the horizon, we may experience an influx of students returning to our colleges seeking additional education or upskilling, as found during past periods of economic contraction.

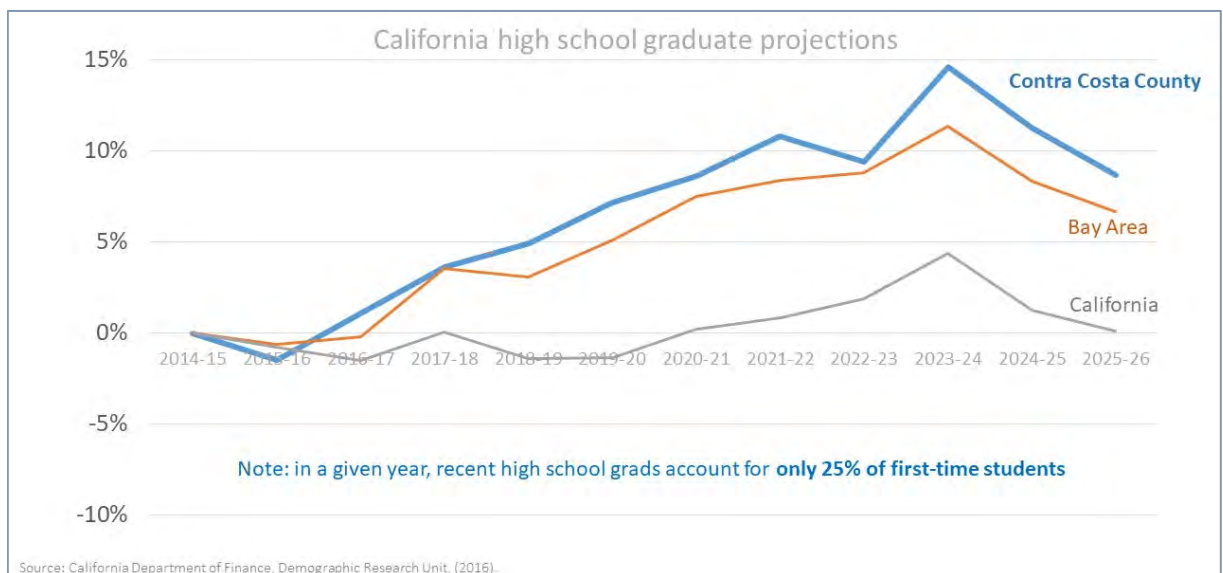
Figure 7. Contra Costa Community College Districtwide Enrollment Trends





Recent high school graduates currently make up roughly a quarter of the District’s student population. Enrollments for this group should soon peak, then begin to decline toward the end of our strategic plan period, as illustrated in the graph below (see Figure 8 below).

Figure 8. High School Graduation Rate Growth Projections for California, the Bay Area, and Contra Costa County

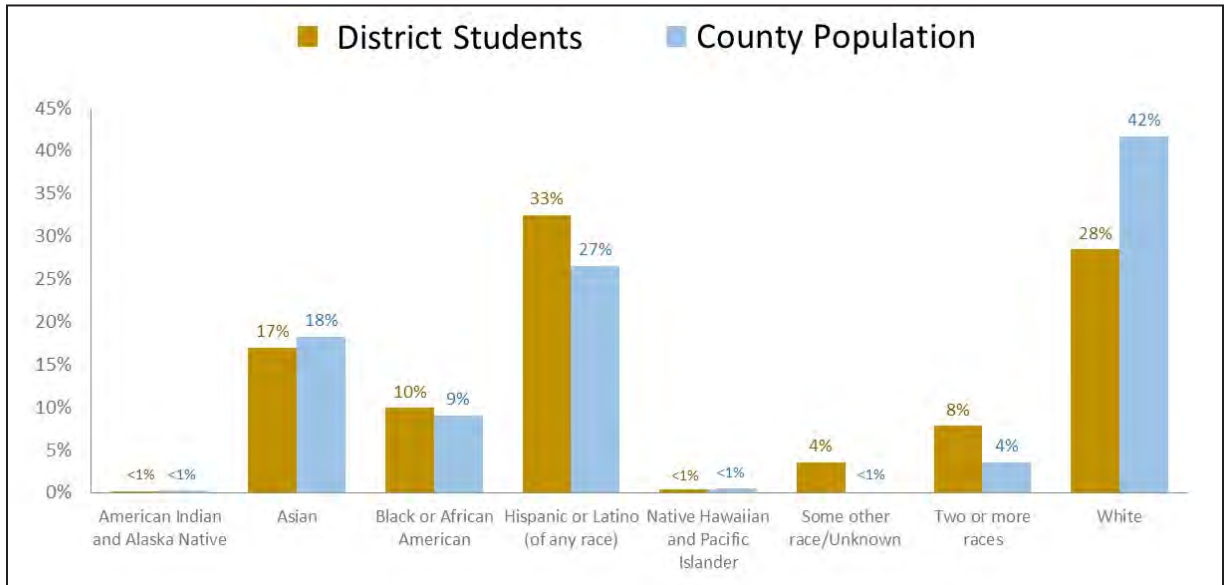


While the growth rate for high school graduates is predicted to slow, the population of adult learners with some college are expected to constitute an ever-larger proportion of the student population. Currently, students 25 years and older account for roughly 75% of Districtwide enrollments, and that percentage is projected to grow over the next five years.

Student Demographics

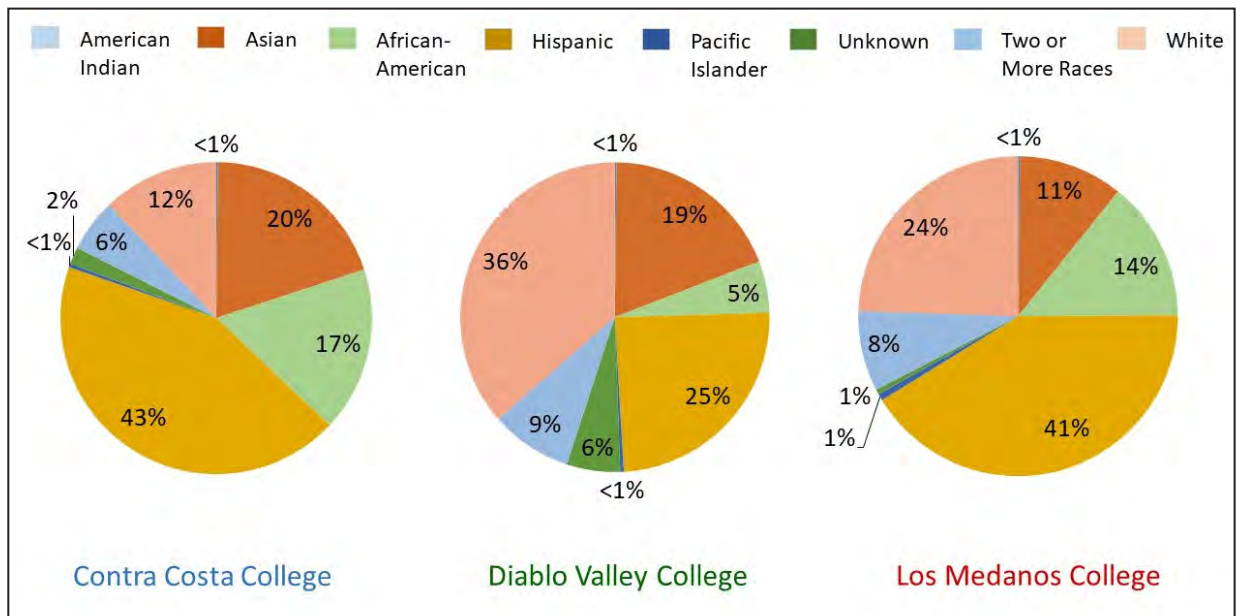
Districtwide the broad demographic patterns of our students mirror the diversity of the county. Our student body has higher concentrations of Hispanic, African-American, and students identifying as Two or More races (see Figure 9 below).

Figure 9. Comparison of District Student Demographics to County Residents



When looking at the composition of the District’s students, our learners reflect the diversity of Contra Costa County. That diversity is revealed in the student populations served by each of our colleges (see Figure 10 below).

Figure 10. Student Race/Ethnicity across District Colleges



This plan acknowledges the unique characteristics of each college’s community and is intentional in providing each college the flexibility to develop strategies to fit the specific needs of the students they serve.

Contra Costa Community College District Purpose, Vision, Mission, and Core Values

Purpose

To welcome *all* students, nurture their passion for learning, help self-recognize their potential, and help them to achieve their academic and career goals

Mission

To empower *all* students to fulfill their educational and career aspirations and thrive in the modern world

Vision

To provide educational excellence, support social justice, and contribute to the economic vitality for *all* our students and the surrounding community

Values

Student-Centered

We know that keeping the student experience central in all policy, program, process, and practice decisions is vital to advancing students' success. We recognize that every member of the District community has a part to play in strengthening students' learning and achievement and are dedicated to actively carrying out this role.

Access

We provide a bridge to opportunity that connects all students to excellent educational experiences and supports in alignment with their goals, including new and returning students, skill builders, career changers, and lifelong learners. This foundational commitment is vital to ensuring all members of the Contra Costa County community—particularly those historically underrepresented—know they have an educational home in our District.

Equity

We are committed to social justice and relentlessly work to ensure student's social and economic mobility. We believe all students can succeed and have high expectations for their potential, performance and achievement. We act to identify student groups experiencing disproportionate impact, recognize unintended consequences of our beliefs and behaviors, disrupt inequitable systems and practices, and close achievement gaps.

Innovation and Excellence

We hold ourselves to the highest standards, engaging students in excellent programs, practices, experiences, and supports. We know that while often challenging, adapting to change and embracing improvement is essential to addressing longstanding student success issues. We take strategic, data-driven action to increase outcomes for all our students, enhance our institutions' wellbeing and sustainability, and assess our effectiveness.

Academic Freedom

We value the freedom of faculty and students to pursue knowledge without constraint and to explore the life of the mind and express observations in an open, responsible, and respectful academic environment. We know that in this environment, imaginations thrive, and intellectual skills develop.

Diversity and Inclusivity

We embrace and celebrate the remarkable diversity of all members of the District. We are committed to promoting an environment where all people can thrive and contribute by practicing mutual respect and cultural competency. We honor the experiences and perspectives of all individuals and practice inclusive decision-making.

Communication

We know communication throughout the District, driven by our common interests and goals, and free of restrictions, is key to serving our students with increasing success. Open channels among leaders Districtwide enable us to make strategic decisions based on our long-term objectives.

Collaboration

We promote unguarded cooperation across the District, our colleges, programs, and departments to facilitate a student learning experience that is cohesive and meaningful. We foster strong partnerships between the District, other educational segments, employers, and community organizations to ensure students can move seamlessly through their postsecondary journey and effectively into the workforce.

Safety

We are uncompromising in our commitment to the physical, emotional, and intellectual well-being of every member of our District. We strive for students, faculty, staff, administrators, and community members alike to view the District and our colleges as secure spaces and trust that a threat to their security will be taken seriously and immediately addressed.

Community Engagement

We regard connection with our surrounding community as essential to our District's success and are dedicated to being a good neighbor, collaborator, and partner. We know that when we work in concert with the Contra Costa County community, we are best able to share its values and more effectively respond to its needs.

Accountability

We show our deep gratitude for Contra Costa County's faith and investment in our District and our colleges through the prudent stewarding of our financial, human, and environmental resources and through transparency with all stakeholders.

Integrity

We are steadfast in promoting a culture where all people are intentional in their action, considerate of their impact, and dedicated to carrying out our collective values. Through regular reflection and use of evidence, we ensure our actions align with the District's goals and the best interests of students and hold each other responsible for fulfilling these commitments.

Contra Costa Community College District Strategic Directions 2020 – 2025

The District will pursue five strategic directions in concert with our colleges as we strive to fulfill our purpose, achieve our mission, and enact our values over the next five years. Taken together, these strategic directions will help us collectively realize our vision of educational excellence, social justice, and economic vitality for our students and surrounding community.

These strategic directions recognize new requirements outlined by the California Community Colleges Chancellor's Office (CCCCO) regarding the alignment of local strategic goals to system goals, as articulated in the *Vision for Success*.¹⁰ This plan contextualizes these system goals in our local environment and trends, while at the same time responds to our own identity, needs, and priorities.

Framework for Achievement of Strategic Directions

Each strategic direction includes specific objectives whose attainment will advance the District toward achieving that strategic direction. Additionally, suggestions are offered for measuring progress and action over the next five years to support regular reflection, celebration of achievements, and course-corrections where needed.

Strategic Direction 1: Improve Student Learning and Completion across District Colleges

Support all college faculty, staff, and administrators in advancing student learning and completion. Strengthen college efforts to implement high-quality academic programs and champion the provision of proactive student support, including the adoption and scaling of effective practices.

Objectives:

1. Align Districtwide student completion goals with those identified in the CCCCCO's *Vision for Success*.
2. Support college implementation of the state's Guided Pathways framework.
3. Foster high-quality distance education across the District as a vehicle for achieving *Vision for Success* goals and promoting all forms of student success.
4. Convene venues that bring together faculty, staff, and administrators across the District to share effective practices and reflect on progress toward success targets.

Suggested Progress Measures and Actions:

1. Annually review Districtwide progress toward the student success goals identified in the CCCCCO's *Vision for Success* goals, specifically to achieve system wide improvement within five years:

¹⁰ <https://vision.foundationccc.org/>



- Student completion of degrees and certificates by 20%
 - Student transfers to the public universities (CSU and UC) by 35%
 - Reduce time to degree by lowering units accumulated by associate's degree recipients to an average of 79 units
2. Regularly assess progress of college implementation of Guided Pathways framework, identifying and providing support where appropriate.
 3. Annually review progress on the metrics identified in the 2017-2022 Districtwide Distance Education Strategic Plan.¹¹
 4. Regularly assess the quality and effectiveness of Districtwide efforts and convenings intended to share best practices, improve student outcomes, and increase institutional effectiveness.

Strategic Direction 2: Decrease Equity Gaps for All Students

Support college efforts to eliminate inequities in student access and outcomes. Help colleges identify which student groups are less likely to arrive prepared for college-level work and achieve their goals; understand the specific factors impacting the success of these learners; and explore what these student groups need to succeed and feel a sense of belonging. Promote the adoption of evidence-based strategies for rapidly improving their outcomes.

Objectives:

1. Align Districtwide equity goals with those identified in the California Community Colleges *Vision for Success*.
2. Support colleges in the execution of their Student Equity and Achievement plans.
3. Help colleges regularly gather the perspectives of disproportionately impacted student groups to assess their sense of engagement and identify opportunities for strengthening their support and success.

Suggested Progress Measures and Actions:

1. Annually review progress toward *Vision for Success* equity goals, specifically closing equity gaps for disproportionately impacted student groups by 40% in five years.
2. Review progress toward goals identified in each college's Student Equity and Achievement plan.
3. Regularly review results from student engagement surveys including the Community College Survey of Student Engagement (CCSSE) and internally developed student surveys.

11 <http://www.4cd.edu/ed/docs/Distance%20Education%20Strategic%20Plan%202017-2022.pdf>

Strategic Direction 3: Advance Existing Community Partnerships and Create New Collaborations to Strengthen Student Pathways

Support college efforts to align with key K-12, university, community, and workforce partners to facilitate students' movement into and through their institutions and transition to additional education and living-wage employment.

Objectives:

1. Align Districtwide workforce goals with those identified in the California Community Colleges *Vision for Success*.
2. Support college partnerships with K-12 institutions improving both collaboration and alignment in order to expand access to the District for students of all backgrounds and increase student readiness for college-level work.
3. Advance college collaborations with regional UC and CSU institutions to increase student completion of an Associate Degree for Transfer (ADT), transfer, and achievement of bachelor's degrees and beyond.
4. Support college implementation of the CCCCCO Strong Workforce Program to increase the number of students who enroll in programs leading to high-demand, high-wage jobs; secure employment; and improve their earnings.
5. Support Districtwide implementation of the California Adult Education Block Grant (AEBG) to help further the career and talent development of Contra Costa County's adult workforce.
6. Support college partnerships with businesses, community organizations, and public agencies to meet community, economic, and workforce needs and serve as driver of both social justice and economic mobility.

Align Districtwide workforce goals with those identified in the California Community Colleges *Vision for Success*.

Suggested Progress Measures and Actions:

1. Consistent with the state *Vision for Success* requirement, increase the percent of Career Education students employed in their field of study to 76% within five years.
2. Annually review the metrics captured in the Annual District Feeder High School Report, which tracks number of students enrolling in the District from feeder high schools and the success of those students once enrolled.



3. In alignment with the *Vision for Success* goals, increase the number of students receiving Associate Degree for Transfer (ADT) by 35% within five years. Make efforts to track the performance of transfer students at their destination institution, including the number and percent that successfully obtain a bachelor's degree.
4. Monitor Districtwide progress on the metrics identified in the California Strong Workforce Program.¹²
5. Monitor Districtwide progress on the metrics identified in the California Adult Education Block Grant.¹³

Assess the depth and quality of engagement of businesses, community organizations, and public agencies in career technical education (CTE) programs across District colleges, such as involvement in advisory boards that provide regular, meaningful input into CTE curriculum; assessments of regional labor market needs; internship and work-based learning opportunities for students; and employment of District graduates.

Strategic Direction 4: Cultivate a Culture of Engagement throughout the District

Ensure all members of the District community feel safe, connected, engaged, and valued. Support the professional learning and continuous improvement of all District faculty, staff, and administrators. Foster effective communication between the District and colleges and encourage active participation in decision-making.

Objectives:

1. Encourage professional development for all District employees—ensuring all faculty, staff, administrators know their role supporting student learning and completion, are equipped to strengthen student success inside and outside the classroom, and are provided training and support to pursue opportunities for advancement.
2. Strengthen proactive communication channels between the District and colleges.
3. Promote widespread engagement in District participatory governance structures—encouraging representation from a broad diversity of employee roles, responsibilities, backgrounds, perspectives, and experiences.

¹² <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2018-swp-annual-ada.pdf>

¹³ <https://caladulthood.org/>



Provide a collegial and safe learning environment that promotes physical, emotional, intellectual safety of all members.

1. Suggested Progress Measures and Actions:
2. Assess faculty, staff, and administrator engagement in professional learning, including its quality and quantity; if new skills and knowledge are shared across departments and divisions; and/or the ways in which professional development has led to the introduction of effective approaches to proactive student support and improved learning and completion.
3. Assess District employee satisfaction with communication between the District and colleges and ways to improve these communication channels.
4. Assess District employee engagement in participatory governance to identify who is engaged, in what ways they contribute to decision-making, and how to advance involvement.
5. Regularly review safety reports and monitor all incidents occurring throughout the District. Regularly evaluate safety protocols, processes and training practices.

Strategic Direction 5: Responsibly, Effectively, and Sustainably Steward District Resources

Prudently and judiciously steward Contra Costa County's investment in the District and by leveraging all District resources. Ensure fiscal responsibility and environmental sustainability are key considerations in all decision-making and understood as essential to a student-centered environment. In the new state funding paradigm, maintain financial stability. Maintain strong alignment and coordination among the District and its three colleges, leveraging the distinct assets of each institution as well as the unique power of their combined efforts to strategically tackle challenges, increase resource efficiency, and better serve our students.

Objectives

1. Maintain the District's financial stability by anticipating and planning for the adoption of the evolving California Community Colleges Student-Centered Funding Formula.¹⁴

¹⁴ <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

-
2. Develop processes within the District to enable the colleges to work both autonomously and collaboratively to increase operational and administrative efficiency and provide students programs and services of the highest quality.
 3. Diversify sources of revenue.
 4. Practice scaled prudence in order to ensure financial integrity and stability.
 5. Support a strong technology backbone to ensure workforce efficiency and excellent service to students.
 6. Develop practices and procedures that promote sustainability in all areas of the District, including but not limited to, instruction, operations, construction, facilities, land use, energy, water conservation, and environmental integrity.
 7. Maintain positive and strong relationships with communities surrounding the District.

Maintain the District's financial stability by anticipating and planning for the adoption of the evolving California Community Colleges Student-Centered Funding Formula.

Suggested Progress Measures and Actions:

1. Regularly monitor and review districtwide performance on the metrics underlying the Student-Centered Funding Formula.
2. Regularly assess improvements in efficiency by reviewing costs within and across departments, divisions, and colleges.
3. Regularly review the diversity of revenue sources including grants.
4. Regularly assess the financial state of the District using the Sound Fiscal Management Checklist.
5. Assess and address ongoing infrastructure improvement needs including wireless services.
6. Track the adoption of practices and procedures that promote sustainability in all areas of the District.
7. Routinely survey the community to capture feedback from county residents and employers regarding their perceptions of the District and its impact on the community.

See Appendix D for more information on CCCCDCD baseline and targets related to Vision for Success goals and targets

Strategic Directions, Objectives, and Progress Measures At-a-Glance

Strategy 1: Strengthen Student Learning and Completion across District Colleges	
Objectives	Suggested Progress Measures and Actions
1. Align districtwide student completion goals with those identified in the California Community Colleges Vision for Success.	1. Annually review Districtwide progress toward the student success goals identified in the California Community Colleges <i>Vision for Success</i> goals, specifically to improve within five years: <ul style="list-style-type: none"> • Student completion of degrees and certificates by 20% • Student transfers to the public universities (CSU and UC) by 35% • Reduce time to degree by lowering units accumulated by associate's degree recipient to an average of 79 units
2. Support college implementation of the state's Guided Pathways framework.	2. Regularly assess progress of college implementation of Guided Pathways framework, identifying and providing support where appropriate.
3. Foster high-quality distance education across the District as a vehicle for achieving Vision for Success goals and promoting all forms of student success.	3. Annually review progress on the metrics identified in the 2017-2022 Districtwide Distance Education Strategic Plan.
4. Convene venues that bring together faculty, staff, and administrators across the District to share effective practices and reflect on progress toward success targets.	4. Regularly assess the quality and effectiveness of Districtwide efforts and convenings intended to share best practices, improve student outcomes, and increase institutional effectiveness.
Strategy 2: Decrease Equity Gaps for All Students	
Objectives	Suggested Progress Measures and Actions
1. Align districtwide equity goals with those identified in the California Community Colleges Vision for Success.	1. Annually review progress toward Vision for Success equity goals, specifically closing equity gaps for disproportionately impacted student groups by 40% in five years.
2. Support colleges in the execution of their Student Equity and Achievement plans.	2. Review progress toward goals identified in each college's Student Equity and Achievement plan.
3. Help colleges regularly gather the perspectives of disproportionately impacted student groups to assess their sense of engagement and identify opportunities for strengthening their support and success.	3. Regularly review results from student engagement surveys including the Community College Survey of Student Engagement (CCSSE) and internally developed student surveys.

Strategy 3: Advance Existing Community Partnerships and Create New Collaborations to Strengthen Student Pathways

Objectives	Suggested Progress Measures and Actions
1. Align districtwide workforce goals with those identified in the California Community Colleges Vision for Success.	1. Consistent with the state Vision for Success requirement, increase the percent of Career Education students employed in their field of study to 76% within five years.
2. Support college partnerships with K-12 institutions improving both collaboration and alignment in order to expand access to the District for students of all backgrounds and increase student readiness for college-level work.	2. Annually review the metrics captured in the Annual District Feeder High School Report, which tracks number of students enrolling in the District from feeder high schools and the success of those students once enrolled.
3. Advance college collaborations with regional UC and CSU institutions to increase student completion of an Associate's Degree for Transfer (ADT), transfer, and achievement of bachelor's degrees and beyond.	3. In alignment with the Vision for Success goals, increase the number of students receiving Associate's Degree for Transfer (ADT) by 35% within five years. Make efforts to track the performance of transfer students at their destination institution, including the number and percent that successfully obtain a bachelor's degree.
4. Support college implementation of the CCCC Strong Workforce Program to increase the number of students who enroll in programs leading to high-demand, high-wage jobs; secure employment; and improve their earnings.	4. Monitor Districtwide progress on the metrics identified in the California Strong Workforce Program.
5. Support Districtwide implementation of the California Adult Education Block Grant (AEBG) to help further the career and talent development of Contra Costa County's adult workforce.	5. Monitor Districtwide progress on the metrics identified in the California Adult Education Block Grant.
6. Support college partnerships with businesses, community organizations, and public agencies to meet community, economic, and workforce needs and serve as driver of both social justice and economic mobility.	6. Assess the depth and quality of engagement of businesses, community organizations, and public agencies in career technical education (CTE) programs across District colleges, such as involvement in advisory boards that provide regular, meaningful input into CTE curriculum; assessments of regional labor market needs; internship and work-based learning opportunities for students; and employment of District graduates.



Strategy 4: Cultivate a Culture of Engagement throughout the District	
Objectives	Suggested Progress Measures and Actions
1. Encourage professional development for all District employees—ensuring all faculty, staff, administrators know their role supporting student learning and completion, are equipped to strengthen student success inside and outside the classroom, and are provided training and support to pursue opportunities for advancement.	1. Assess faculty, staff, and administrator engagement in professional learning, including its quality and quantity; if new skills and knowledge are shared across departments and divisions; and/or the ways in which professional development has led to the introduction of effective approaches to proactive student support and improved learning and completion.
2. Strengthen proactive communication channels between the District and colleges.	2. Assess District employee satisfaction with communication between the District and colleges and ways to improve these communication channels.
3. Promote widespread engagement in District participatory governance structures—encouraging representation from a broad diversity of employee roles, responsibilities, backgrounds, perspectives, and experiences.	3. Assess District employee engagement in participatory governance to identify who is engaged, in what ways they contribute to decision-making, and how to advance involvement.
4. Provide a collegial and safe learning environment that promotes physical, emotional, intellectual safety of all members.	4. Regularly review safety reports and monitor all incidents occurring throughout the District. Regularly evaluate safety protocols, processes and training practices.

Strategy 5: Responsibly, Effectively, and Sustainably Steward District Resources	
Objectives	Suggested Progress Measures and Actions
1. Maintain the District’s financial stability by anticipating and planning for the adoption of the new California Community Colleges Student-Centered Funding Formula.	1. Regularly monitor and review Districtwide performance on the metrics underlying the Student-Centered Funding Formula.
2. Develop processes within the District to enable the colleges to work both autonomously and collaboratively to increase operational and administrative efficiency and provide students programs and services of the highest quality.	2. Regularly assess improvements in efficiency by reviewing costs within and across departments, divisions, and colleges.
3. Diversify sources of revenue.	3. Regularly review the diversity of revenue sources including grants.
4. Practice scaled prudence in order to ensure financial integrity and stability.	4. Regularly assess the financial state of the District using the Sound Fiscal Management Checklist.
5. Support a strong technology backbone to ensure workforce efficiency and excellent service to students.	5. Assess and address ongoing infrastructure improvement needs including but not limited to wireless services.
6. Develop practices and procedures that promote sustainability in all areas of the District, including but not limited to, instruction, operations, construction, facilities, land use, energy, water conservation, and environmental integrity.	6. Track the adoption of practices and procedures that promote sustainability in all areas of the District.
7. Maintain positive and strong relationships with communities surrounding the District.	7. Routinely survey the community to capture feedback from county residents and employers regarding their perceptions of the District.



Appendix A: Planning Process Chronology

The development of the 2020-25 4CD Strategic Plan followed a 14 month timeline, initiated in May 2018 with a Governing Board kick-off announcement and concluding with the Board's adoption of the plan in June 2019. Figure 14 displays the highlights of the participatory features of the planning process. The 2018 calendar was dominated by listening forums and stakeholder surveys. In 2019 the process focused primarily on draft writing, vetting and revising.

The Governing Board participated in every phase of the Plan's development. The District's primary participatory governance body, the District Governance Committee (DGC), stewarded the Plan's development while the Chancellor's Cabinet executed the directions provided by DGC and the Governing Board.

Figure 11. Strategic Planning Process Timeline



Appendix B: Planning Process Participants

- Vicki Gordon
- Andy Li
- John Márquez
- Rebecca Barrett
- Greg Enholm
- Jocelyn Villalobos
- Mojdeh Mehdizadeh
- Gene Huff
- Dio Shipp
- Jonah Nicholas
- Greg Stoup
- Tim Leong
- Cindy Goga
- Inez Zildzic
- Susan E. Lamb
- Bob Kratochvil
- Katrina VanderWoude
- Fred. Wood
- Miguel Alvarez
- Marie Arcidiacono
- Dennis Franco
- Catherine Frost
- Louie Giambattista
- David Hagerty
- Steven Hales
- Christina Harrington-Tsai
- Vito Hite
- Scott Hubbard
- Carla Matute
- Beth McBrien
- Briana McCarthy
- Joanna Miller
- Nikki Moultrie
- Michael Norris
- Rebecca Opsata
- Mayra Padilla
- Andre Singleton
- Tish Young
- Jason Berner
- Toni Fannin
- Hilary Honnette
- Ryan Pedersen
- Richard Robison
- Natalie Hannum
- Nicole Almassey
- Deborah Baskin
- Jennifer Ma
- Nancy Ybarra
- Denise Speer
- Jill Bouchard
- Kyle Hanks
- Camille Santana
- Haylee Lindgen
- Abbey Duldulao
- Anthony Perez
- Esther Davi
- Tess Shideler
- Sharon Goldfarb
- Dave Wahl
- Sabrina Kwist
- Gail Newman
- Alex Sample
- Eric Sanchez
- Catherine Fonseca
- Dave Belman
- Faith Watkins
- Julie VonBergen
- Brianna McCarthy
- Melissa Pon
- Kim Wentworth
- Carmen Bluford
- Cindy McGrath
- Elizabeth Costanza
- John Freytag
- Heidi Gentry-Kolen
- Chialin Hsieh
- Lizette Ponthier
- Newin Orante
- Lorena Cortez
- Evan Decker
- Kelly Schelin
- Nader Sharkes
- Elizabeth Schwartz
- John Wade
- Brandy Howard
- Beth Goehring
- George Mills
- Sue Abe

Appendix C: CCCCDC Colleges

Contra Costa College (CCC)

CCC has provided exemplary educational services to hundreds of thousands of residents from the greater West County area since its founding in 1949. Superior faculty and staff, and a modern and welcoming learning environment, enable us to deliver on the District's commitment to individual student success. We are proud of our diverse student body and their participation in nationally regarded degree and certificate programs in automotive services, culinary arts, journalism, and nursing, as well as transfer programs in science, technology, engineering, and math.

West County residents have a long tradition of supporting education, and their strong support for our bond measures demonstrates their recognition that higher education is key to improving the quality of life of our community. The completion of the new College Center is the kind of investment that West County and our students will enjoy for many years to come.

Diablo Valley College (DVC)

With campuses in Pleasant Hill and San Ramon, DVC has distinguished itself as one of the nation's most successful community colleges by offering incomparable transfer opportunities and exceptional career education programs and degrees to an increasingly diverse student body. DVC is ranked first in the state for awarding Associate Degrees for Transfer to the California State University system, and number 16 in the nation and second in the state as the best two-year college for adult learners.

Preparing students of today to be the leaders of tomorrow requires facilities designed with student learning and success in mind. Measure E bond funds are allowing the college to update or replace aging facilities and infrastructure to ensure that our students and communities continue to receive the excellent instruction for which DVC is known. We appreciate the support that voters have shown by passing Measure E and earlier bond measures.

Los Medanos College (LMC)

LMC offers award-winning transfer and career education programs, stellar support services, and diverse learning opportunities in East Contra Costa County. Our exceptional educators, innovative curricula, growing degree and certificate offerings, and strong regional partnerships focus squarely on student success. Of the 1,600 two-year institutions across the nation, LMC was twice recognized in the list of "Top 150 U.S. Community Colleges" by the Aspen Institute and was named one of the "50 Best Community Colleges" by College Choice.

We are grateful to county residents for supporting our District bond measures, enabling the college to provide a welcoming and inclusive environment in state-of-the-art

facilities at our beautiful Pittsburg Campus, and at the new Brentwood Center, which is currently under construction and expected to open in spring 2020. That community investment allows LMC to continue positioning our students for success at four-year universities, in the workforce, and beyond.

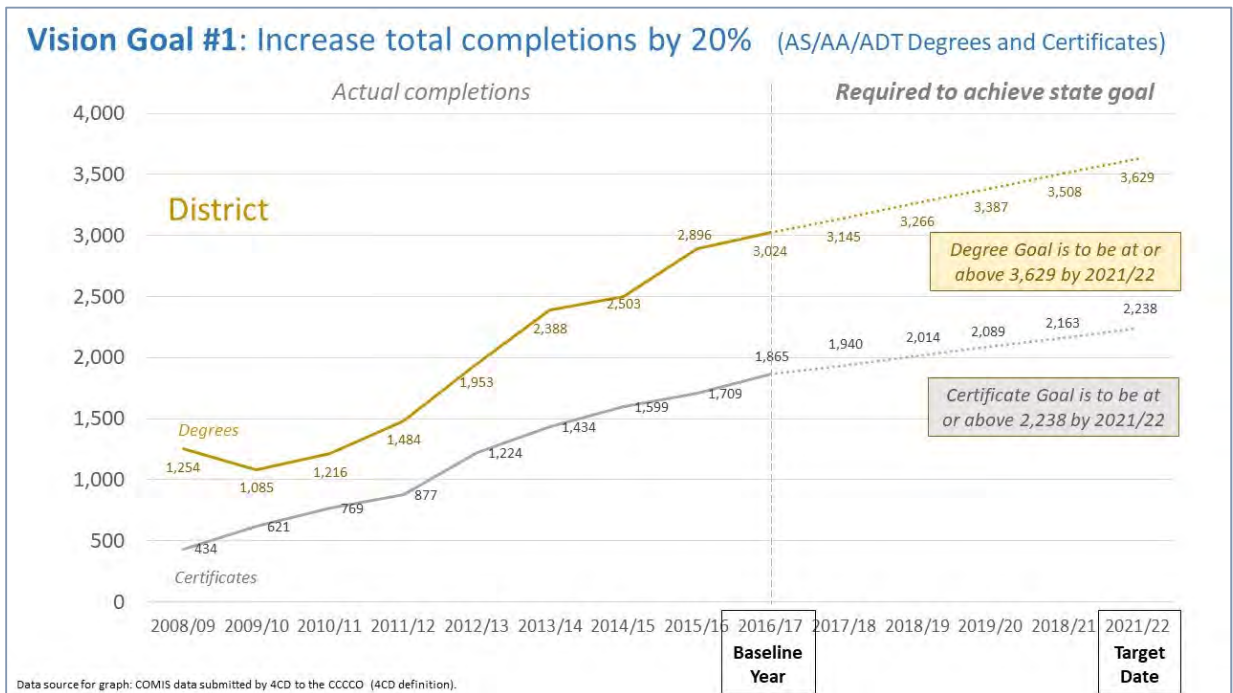
Appendix D: CCCCD Baseline and Target Data for Vision for Success Goals

The content in this Appendix provides the Districtwide targets consistent with the statewide goals identified in the California Community Colleges *Vision for Success*. The Districtwide targets are the direct additive figures adopted by each of the three colleges in accordance with the state mandate.

Each graph portrays the District’s historic performance on each of the *Vision for Success* metrics from 2008-2009 to 2016-2017. The 2016-2017 data is the required baseline for establishing the CCCCOI’s *Vision for Success* five-year goal targets. In each graph the goal targets are identified by extending a linear projection from the actual data obtained for 2016-2017. The goal figures provided are the numeric counts required to achieve the goal derived from the percentage targets provided by the CCCCO. For example, the target for degree attainment displayed in Vision Goal 1, identified as 3,629 degrees by the year 2021-2022, is derived from the 20% growth requirement established in the *Vision for Success* based on the 2016-2017 mandated baseline.

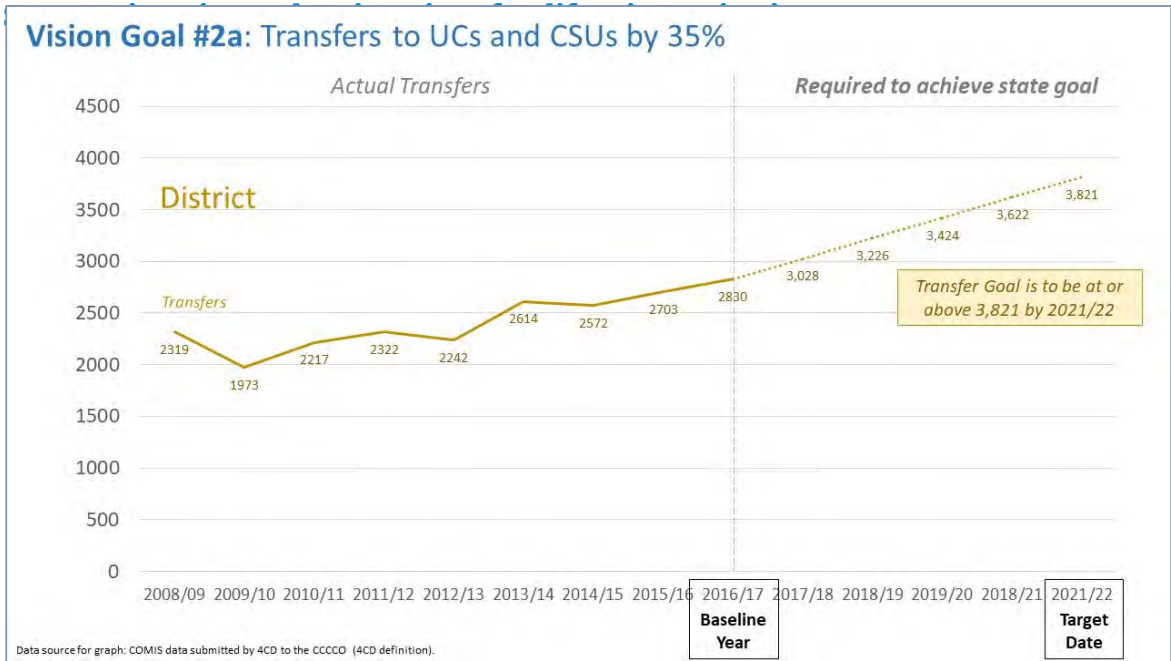
Vision for Success Goal 1: Increase the number of students who annually acquire associate’s degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Figure 12. Historical and Projected Number of Degree and Certificate Recipients



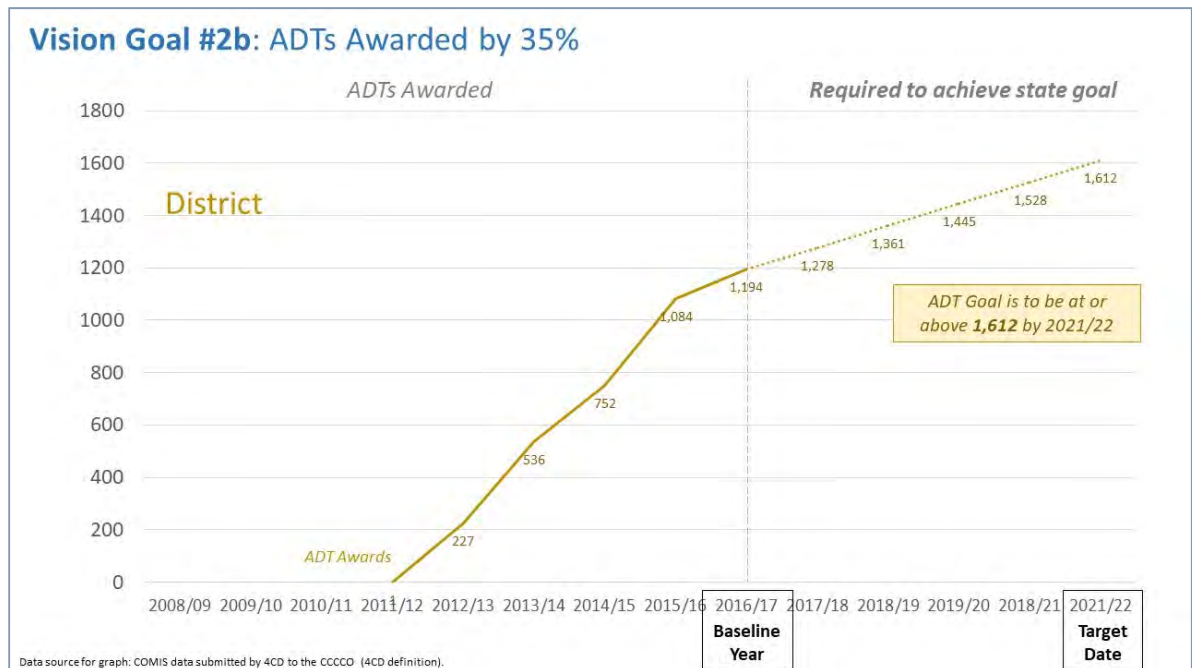
Vision for Success Goal 2a: Increase by 35% the number of students transferring annually to a UC or CSU.

Figure 13. Districtwide Historical and Projected Number of Transfers to California



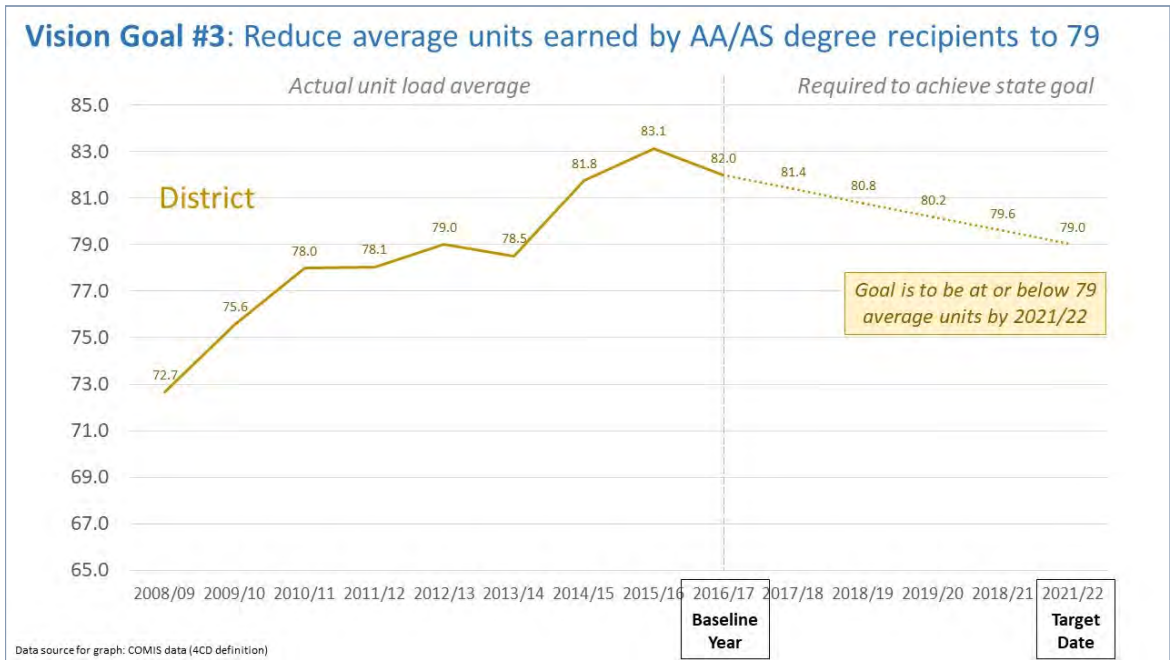
Vision for Success Goal 2b: Increase by 35% the number of students receiving an Associate Degree for Transfer

Figure 14. Districtwide Historical and Projected Number of Associate Degrees for Transfer Awarded per Year



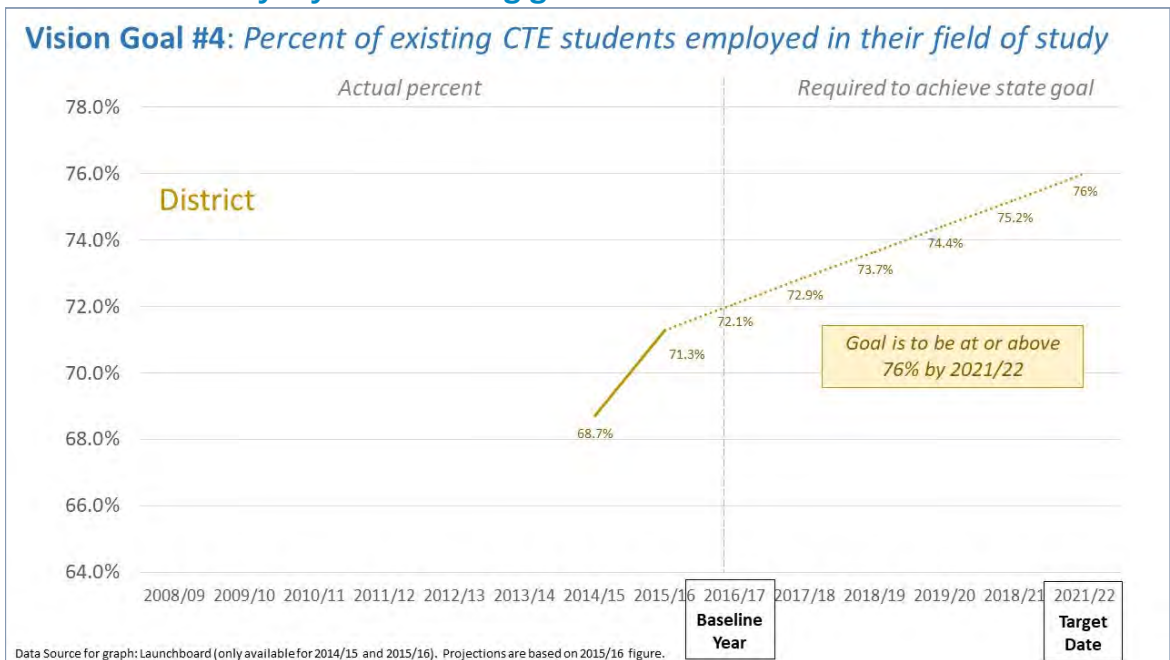
Vision for Success Goal 3: Decrease the average number of units accumulated by students earning associate’s degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units.

Figure 15. Districtwide Historical and Projected Average Number of Units Earned by Degree Recipients



Vision for Success Goal 4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60% to an improved rate of 76%.

Figure 16. Districtwide Average Percent of CTE Students reported to be working in their field of study 1 year following graduation.



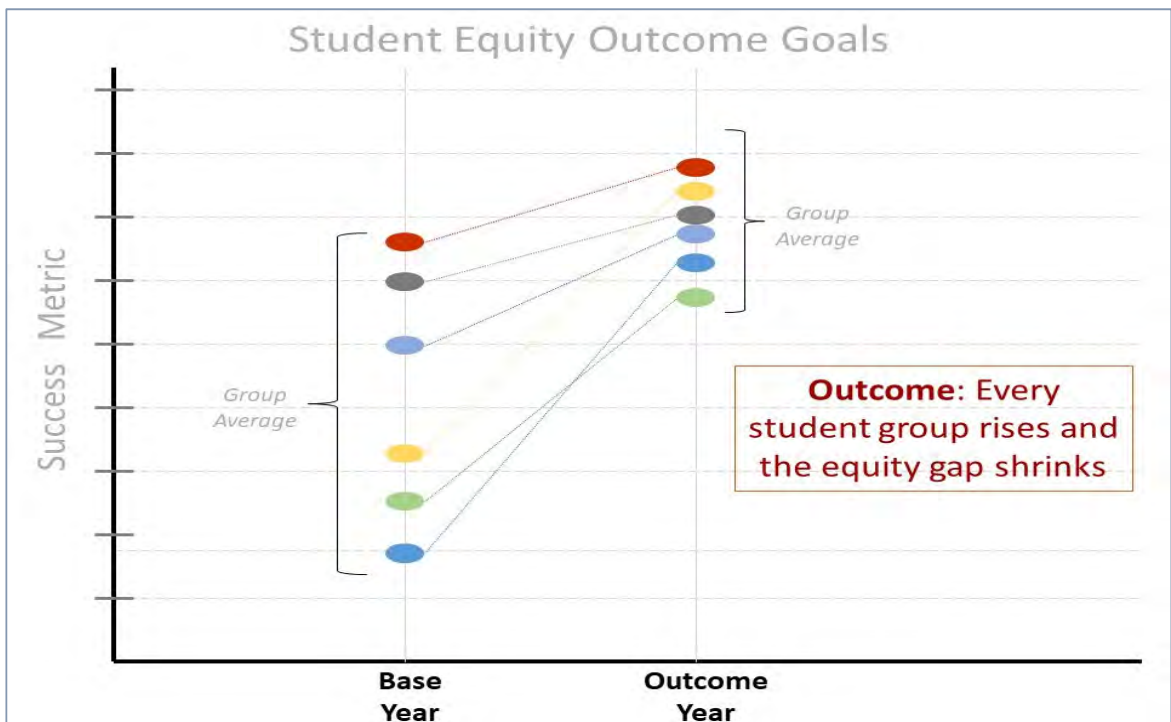


Vision for Success Goal 5: Reduce equity gaps by 40% across all groups for all measures listed in Goals 1-4

Given the number of different student populations we serve, there is no convenient manner in which to convey graphically the Goal 5 requirement to shrink all inequities in the previous four goals by 40%. The spirit of the Vision for Success legislation is that the outcomes achieved in Goals 1-4 should also reveal diminishing disparity across student gender, age, ethnicity, race, and several other student characteristics. The graphic below intends to convey what is required when given a two-faceted goal of increasing the overall average of a population and simultaneously diminishing the gap across student populations. In practical terms, the two-pronged goals require that colleges generate improvements for all student groups, but demonstrate larger gains for all underperforming populations.

As of this writing the state chancellor’s office has not made available, the data for making growth estimates for individual student populations.

Figure 17. Illustrating of the desired outcome explicit in meeting the twin requirements of raising a population average while also closing performance gaps







CONTRA COSTA COLLEGE

• San Pablo

www.contracosta.edu



DVC

DIABLO VALLEY COLLEGE

Pleasant Hill • San Ramon

www.dvc.edu



**LOS MEDANOS
COLLEGE**

Pittsburg • Brentwood

www.losmedanos.edu



**Contra Costa Community College District
Governing Board**

Vicki Gordon, President

Andy Li, Vice President

John Márquez, Secretary

Rebecca Barrett, Member

Greg Enholm, Member

Shreejal Luitel, Student Trustee

Fred Wood, PhD, *Chancellor*

**Contra Costa
Community
College District**

pathways to success