COMMUNITY ACTION-ORIENTED ACCESS STEWARDSHIP
ACCOUNTABILITY BASIC SKILLS PRIORITIZI
EVIDENCE-BASED PRIORITIZI
PATHWAYS CRITICAL DEGREE/CERTIFICAT
THINKING GREATER FOCUS
EQUITY COMPLETION LIFELONG LEARNIN
PROFESSIONAL DEVELOPMENT TEACHING
SUCCESS CULTURE SOCIAL JUST

Contra Costa Community College District

District Strategic Plan

2014 – 2019

Contra Costa Community College District

pathways to success

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Chancellor's Message

The Old Testament minor prophet, Habukkuk, advises to "Write the vision; make it plain on tablets, so he may run who reads it." We have taken that advice to heart in the development of our 2014–19 Districtwide Strategic Plan (Plan). Our vision is very clear: to be a beacon of excellence in learning and equitable student success.

The success of our students requires a new frame of reference that encourages new ideas and creativity, an environment that nurtures and supports innovation, and a workplace that taps into the potential of every employee. We took the following into consideration as we determined how we would increase the success of our students:

- the growing ethnic, gender, socio-economic and cultural diversity of our student population;
- the preparedness of our workforce to work with the changing student population;
- increasing demand for more accountability in higher education;
- our current hiring and other operational practices;
- changing workforce demands; and
- the cyclical nature of the state budget and the resulting impact on enrollment.

We also took the time to refine our vision, mission, and values and engaged our school districts, business and community leaders. As a result, our Plan allows for successful navigation of our changing landscape.

Building on our collective unwavering commitment to the success of our students, we accept the challenge of working smarter and thinking innovatively to maximize the potential of our community and create a brighter future for the region. To that end, this Plan will be reviewed and updated periodically to ensure currency.

Because we are a multi-college district, this Plan serves as a compass for our three colleges – Contra Costa College, Diablo Valley College, and Los Medanos College – in developing their respective college strategic plans to best serve the particular needs of its local community.

Developing this Plan was a major undertaking spearheaded by Gregory Stoup, district senior dean of research and planning. The collective wisdom and experience of numerous classified staff, faculty, students, administrators, and community leaders are reflected herein. I extend heartfelt thanks to each contributor and each member of our Governing Board.

In conclusion, we have written our vision and made it plain in this document. We share where we are today, where we aim to be in the future, and the steps we are taking to turn our vision into reality. Providing a transformative experience for our students defines success for the Contra Costa Community College District.

Sincerely yours,

Helen Benjamin, Ph.D.

Contra Costa Community College District

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John T. Nejedly
Vice President

Vicki Gordon
Secretary

Greg Enholm
Member

Matthew Rinn
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Chief Financial Officer*

Sally Montemayor-Lenz
*Associate Vice Chancellor,
Educational Services*

Dio Shipp
*Associate Vice Chancellor,
Chief Human Resources Officer*

Plan Development Chronology

September 24, 2013	Chancellor's Cabinet initial planning meeting
October 2, 2013	Districtwide Planning Charrette at DVC Trophy Room
October 15, 2013	Districtwide on-line feedback survey
November 1, 2013	Districtwide Planning Charrette at Crowne Plaza Hotel
November 12-15, 2013	Interviews with college presidents
December 2, 2013	Planning Dialogue at Diablo College
December 6, 2013	Planning Dialogue at Contra Costa College
December 12, 2013	Planning Dialogue at Los Medanos College
February 18, 2014	First draft report out to District Governance Council
March 25, 2014	District Governance Council feedback provided
April 15, 2014	Second draft review by planning team
May 12, 2014	Final Draft produced
May 28, 2014	Final Draft approved by the Board of Trustees

In Appreciation
We express appreciation to all participants in the development of the plan.

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Introduction

● Purpose of the Plan

As the **Contra Costa Community College District moves** through the next five years, the strategic plan will provide both the foundation and the guideposts necessary for the District to continue being a beacon of excellence in learning and equitable student success for the regional community. By defining the District's mission, vision, and values, the strategic plan clearly identifies for every member of the District who we are, where we want to be, and the ways in which we will get there. Every action taken, whether by an individual faculty member or the District Chancellor, can be viewed through this framework, and in doing so unify the efforts of the entire District.

With a shared understanding of the present articulated in the District mission and values, and a shared understanding of the future depicted in the District vision, the strategic plan identifies the goals and objectives that will guide the District as it works to turn its vision into reality. Each of the four goals in the strategic plan represents the top priorities of the District community. Taken together, along with the objectives, they equip the District with a focused, concrete roadmap for the next five years. Furthermore, the suggested progress measures create a structure for regular District-wide reflection to inform continuous improvement and efficacy.

This plan will guide work not only at the District level, but serve as a compass for the three colleges in the District: Contra Costa College, Diablo Valley College, and Los Medanos College. The scope and direction of the District Strategic Plan was deliberately designed to be accommodating to the varied strategic objectives at each colleges as they work to best serve the particular needs of their local communities. The strategic plans developed at each of these colleges fall under the broad umbrella of the District plan and will align with the District's mission, vision, values, and goals, creating a unified foundation from which coordinated efforts will be driven at every level of the District over the next four years.

● Strategic Planning Process

The Contra Costa Community College District's strategic plan for 2014-2019 was developed as a community-wide effort, drawing together ideas from District leaders and governing bodies; leaders and representatives from the District's three community colleges; and individual administrators, faculty, staff, and students throughout the District community.
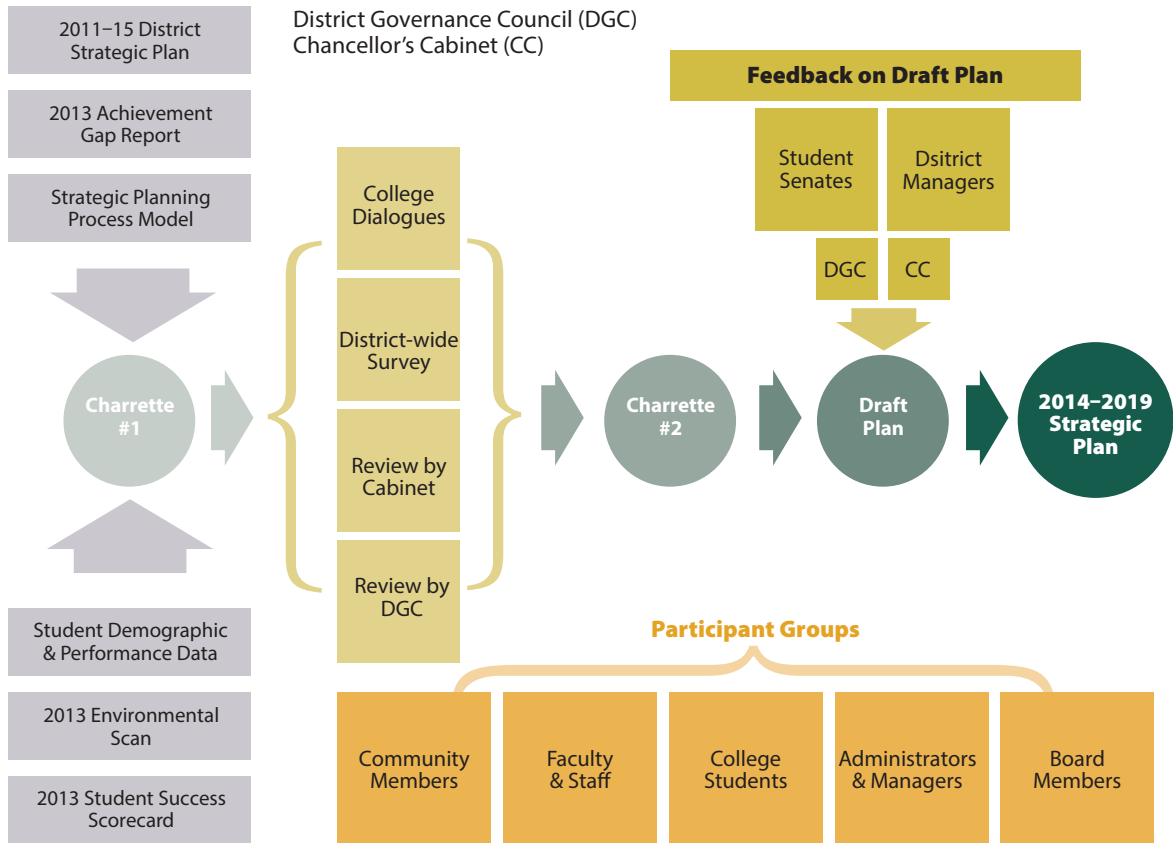
The planning process was launched in fall 2013 with two District-wide charrettes that took place over half-days in October and November. These charrettes provided participants an opportunity to thoughtfully review the most recent District strategic plan; reflect on the state of the District, its students, and the communities it serves; and identify District priorities for the next four years. In addition, the charrettes enabled administrators, faculty, staff, and students from all parts of the District to interact with one another and generate fresh ideas informed by diverse perspectives.

Following each charrette, the main discussion points, questions, and conclusions were summarized and posted online for the entire college community to review and weigh in on the dialogue. Drawing from the charrettes and subsequent feedback, a draft of the mission statement, vision statement, values, and goals that would anchor the new strategic plan were developed.

At the conclusion of these conversations, the mission statement, vision statement, values, goals, objectives, and suggested progress measures were reviewed by the District Governance Council (DGC) and finalized.

This comprehensive process is summarized in the graphic below:

The Strategic Planning Process

2011–15 District Strategic Plan

2013 Achievement Gap Report

Strategic Planning Process Model

District Governance Council (DGC)
Chancellor's Cabinet (CC)

Feedback on Draft Plan

Student Senates

Dsitrict Managers

DGC

CC

College Dialogues

District-wide Survey

Review by Cabinet

Review by DGC

Charrette #1

Charrette #2

Draft Plan

2014–2019 Strategic Plan

Student Demographic & Performance Data

2013 Environmental Scan

2013 Student Success Scorecard

Participant Groups

Community Members

Faculty & Staff

College Students

Administrators & Managers

Board Members

● Districtwide Integrated Planning

In order to obtain effective alignment between the Districtwide strategic directions and the Colleges' strategic directions and initiatives, the colleges will develop and maintain crosswalk planning tools that articulate the strategic directions at each college with the strategic goals in the District plan. Furthermore, alignment between the Districtwide strategic directions and the Districtwide functional plans (i.e. College Facilities Master Plans, Technology Master Plans, College Educational Master Plans, Enrollment Management Plans, Marketing Plans and Human Resources Plans.) are obtained through the on-going efforts of multiple planning bodies, including the Chancellor's Cabinet and the District Governance Council. The Colleges and the District Office conduct program reviews, develop annual operational plans, and ensure integration of planning processes with budget and resource allocations. The Chancellor's Cabinet will continue to establish annual management performance objectives and recommend resource allocations to accomplish the Districtwide and the Colleges' strategic directions and initiatives.

District Profile

● The District and the Colleges

The **Contra Costa Community College District (CCCCD)** was founded by a public vote in December 1948 and first opened its doors in 1949. It is one of the largest multi-college community college districts in California. CCCCD serves a population of 1,019,640 people, and its boundaries encompass all but 48 of the 734-square-mile land area of Contra Costa County. The District Office is located in historic downtown Martinez.

The District is governed by an elected five-member Governing Board who serve four-year terms. One student member, selected by student government, serves a one-year term on a rotational basis among the Colleges. The Chancellor, appointed by the Governing Board, carries out the policies of the District.

In 2014, the District celebrated its 65th anniversary with a showcase event held in December 2013. The District honored the Contra Costa County Board of Supervisors for their historical role in establishing the District and their continued support and contribution to the District and its students; featured programs and services offered by the District through its colleges so that attendees could learn more about the educational resources and community partnerships the District enjoys; and recognized "Unsung Heroes" in eight categories voted on by the community: Faculty, Classified Staff, Manager, Student, Alumni, Retiree, Volunteer and Community Partner.

For 65 years, our institutions have been a vital part of Contra Costa County. Young and old alike are encouraged to take advantage of an incomparable array of educational choices, including studies leading to an associate degree, transfer to four-year colleges and universities, short-term training to update professional skills, and specialized vocational and technical training programs - many in partnership with local businesses and industry - to help build a strong workforce in Contra Costa County.

The District's three colleges span the entire county, ensuring access to each segment of the regional population, as illustrated below.

■■■ *The Colleges of the Contra Costa Community College District*

Contra Costa College

Since 1949, Contra Costa College (CCC) has provided exemplary educational services to hundreds of thousands of residents from the greater West County area. Serving approximately 14,000 students annually, CCC is a model of excellence in successfully providing transformative education in an urban environment. The college is proud of its diverse student body and commitment to individual student success. Excellent programs such as the Center for Science Excellence, *The Advocate* newspaper, the green Automotive Services program, the Nursing program, and the Culinary Arts program are known throughout the state.

The Colleges of the Contra Costa Community College District
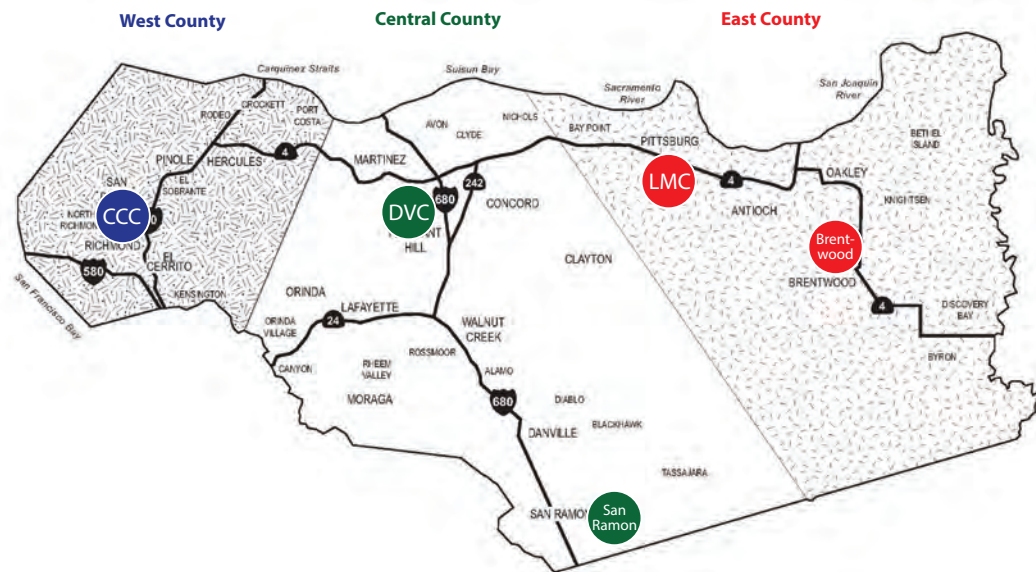
Diablo Valley College

Diablo Valley College (DVC) has distinguished itself as one of the nation's most successful community colleges by offering incomparable transfer opportunities and exceptional career-technical programs and degrees to more than 33,000 students annually while responding to an evolving need for more robust adult basic skills and ESL programs. At both the Pleasant Hill and San Ramon locations, local and international students experience high-quality instruction and support services designed for student success. DVC's many career-technical programs are continuously improving to keep pace with emerging technologies and the new skills our students need to be successful in any job market. The college's transfer achievements are unparalleled, making DVC the number one transfer pathway to UC Berkeley.
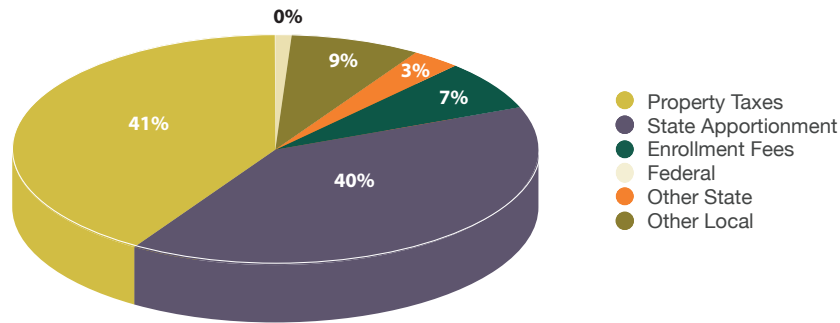
Los Medanos College

Los Medanos College (LMC) is a rising star, the fastest growing college in the District, serving the needs of its 14,500 students and the community both on the main campus in Pittsburg and in its Brentwood Center. Since 1974, LMC has been continually improving its innovative and supportive learning environment and state-of-the-art facilities. A focus on student learning and success helps students build their abilities and competencies as lifelong learners and provides critical educational preparation to help them to succeed in their career endeavors.

● District Financial Overview

The Contra Costa Community College District operates with revenue from a range of sources. The chart below identifies the primary sources of income that enable CCCCD to provide a high-quality learning experience to our students.

District Revenue

- Property Taxes
- State Apportionment
- Enrollment Fees
- Federal
- Other State
- Other Local

0%
9%
3%
7%
41%
40%

## ■■■ *Contra Costa Community College District Revenue Sources*

● Overview of Contra Costa County

Population Growth

Contra Costa County has been and is expected to continue to grow steadily over the next 15 years and beyond. The chart below shows that the county population is expected to increase by over 200,000 residents in the 20-year period of 2010 to 2030. This high-level view of the county's future generally suggest the possibility of growing enrollment environment for the District overall. Findings highlighted in the District Environmental Scan further suggest that the county will likely experience particularly strong growth among English-as-a-second-language and first-generation residents. Over the next few decades, overall population growth and the growth of these important segments is likely to bring with it a growing demand for higher education in the community.

■■■ *Population Projections for Contra Costa County: 2010-2030*

**Population Projections for Contra Costa County 2010–2030**
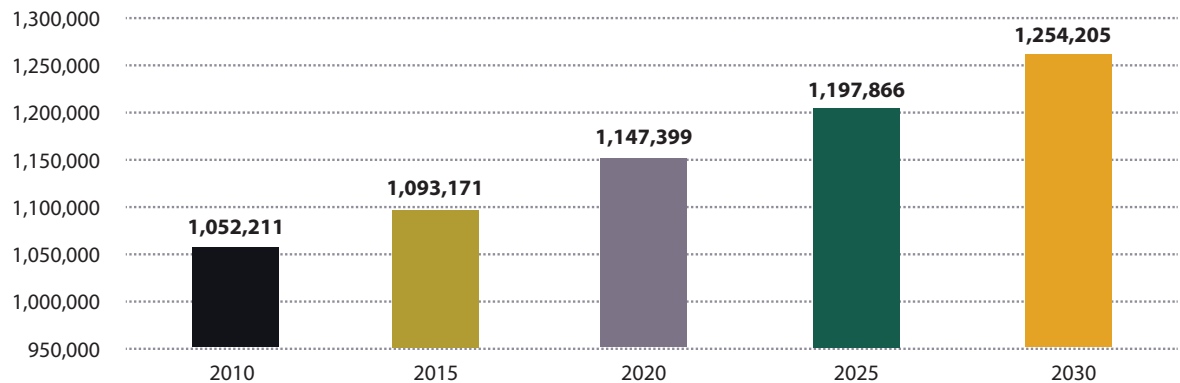
Source: State of California, Department of Finance, Report P-1 (County): State and County Total Population Projections, 2010-2060. Sacramento, California, January 2013
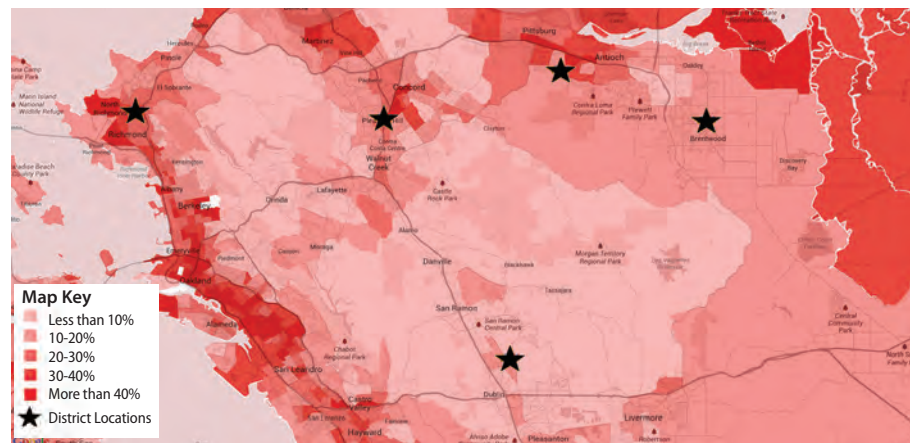
Diversity in Contra Costa County

Contra Costa County is home to a robustly diverse population that includes 25% Latino, 15% Asian, and 9% African American residents. Family income also spans a wide range. However, this mix of ethnic and economic backgrounds is not distributed evenly throughout the county but instead in pockets across the region. As such, each of the District's three colleges serves a distinct student population, each with its own trends, needs, and challenges.

The graphics below illustrate the ethnic and economic distribution of county residents and shows the unique service population of each CCCCD institution.
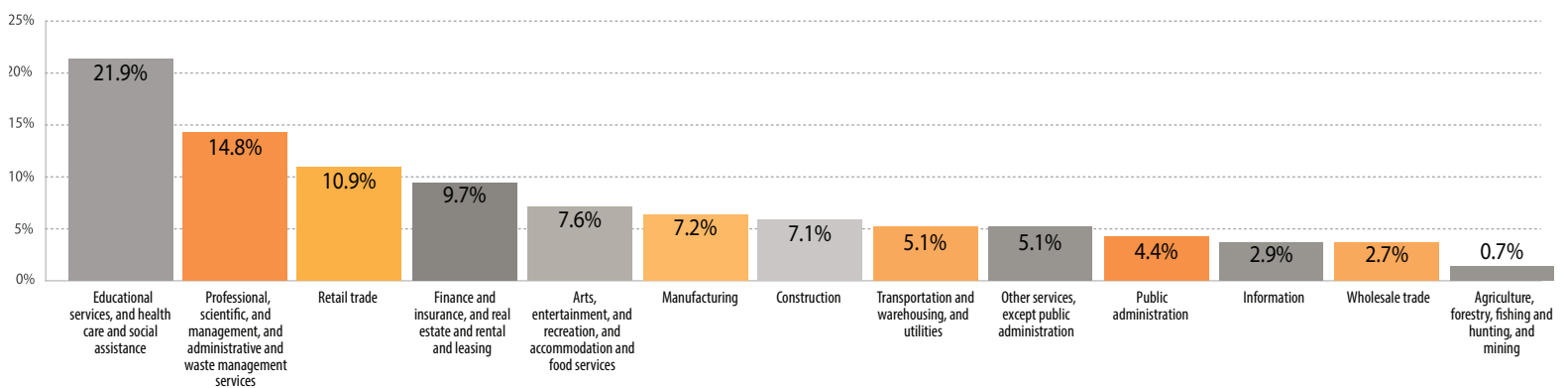
County Ethnic Distribution

Map Key
One dot = 200 people
- White
- Black
- Hispanic
- Asian
- Other
★ District Locations
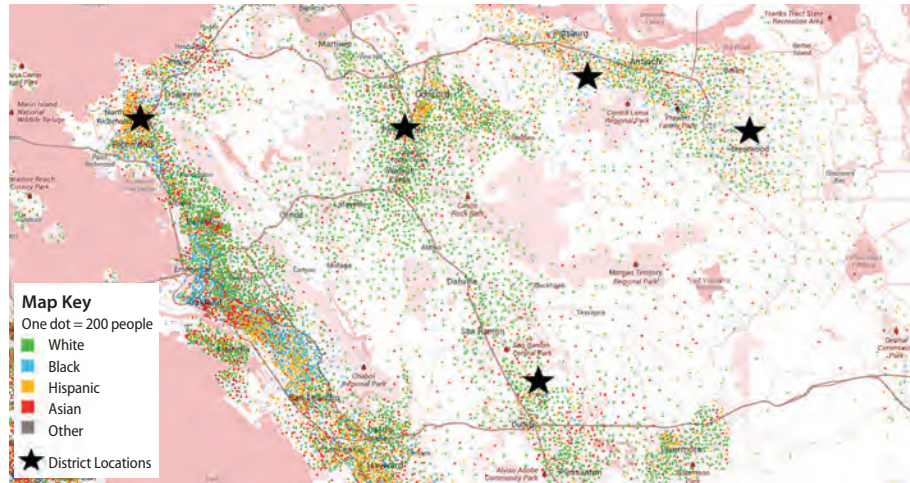
County Income Distribution: Households with Incomes below $30K

Map Key
- Less than 10%
- 10-20%
- 20-30%
- 30-40%
- More than 40%
★ District Locations

These residents of Contra Costa County have access to a broad labor market with wide-ranging opportunities for community college students. The chart below identifies the industries employing the highest number of workers in the region.

Percentage of Contra Costa County Workforce Employed by Industry: 2014

Industry	Percentage
Educational services, and health care and social assistance	21.9%
Professional, scientific, and management, and administrative and waste management services	14.8%
Retail trade	10.9%
Finance and insurance, and real estate and rental and leasing	9.7%
Arts, entertainment, and recreation, and accommodation and food services	7.6%
Manufacturing	7.2%
Construction	7.1%
Transportation and warehousing, and utilities	5.1%
Other services, except public administration	5.1%
Public administration	4.4%
Information	2.9%
Wholesale trade	2.7%
Agriculture, forestry, fishing and hunting, and mining	0.7%

Source: U.S. Census Bureau, 2008-2012 American Community Survey

Listed below are some of the occupations projected to grow the most quickly by 2020.

Fastest Growing Occupations in Contra Costa County: 2010-2020

Occupation	Percent Growth	Median Annual Income
Software Developers	33%	$102,200
Environmental Engineers	30%	$102,300
Plasterers and Stucco Masons	29%	$60,400
Urban and Regional Planners	28%	$84,800
Dental Laboratory Technicians	27%	$39,400
Computer Programmers	26%	$90,800
Structural Iron and Steel Workers	25%	$70,300
Management Analysts	24%	$94,000
Architectural and Civil Drafters	23%	$62,900
Chefs and Head Cooks	21%	$47,300

Source: California Employment Development Department, Projections of Growth by Industry and Occupation.

● Contra Costa Community College District Student Characteristics

Enrollment Trends

While the long-term population growth of Contra Costa County would seem to suggest steady growth in student enrollment, in the shorter term it is important to recognize the impact of the local economy on enrollment. As the graph below depicts, enrollment tends to increase when there is less economic opportunity in the region; conversely, as the economy picks up and more individuals enter the workforce, student enrollment tends to shrink. Understanding the nuances of the relationship between enrollment and the economy will become increasingly important as the District pursues its goals over the next four years.

District Fall Headcount Since 1978
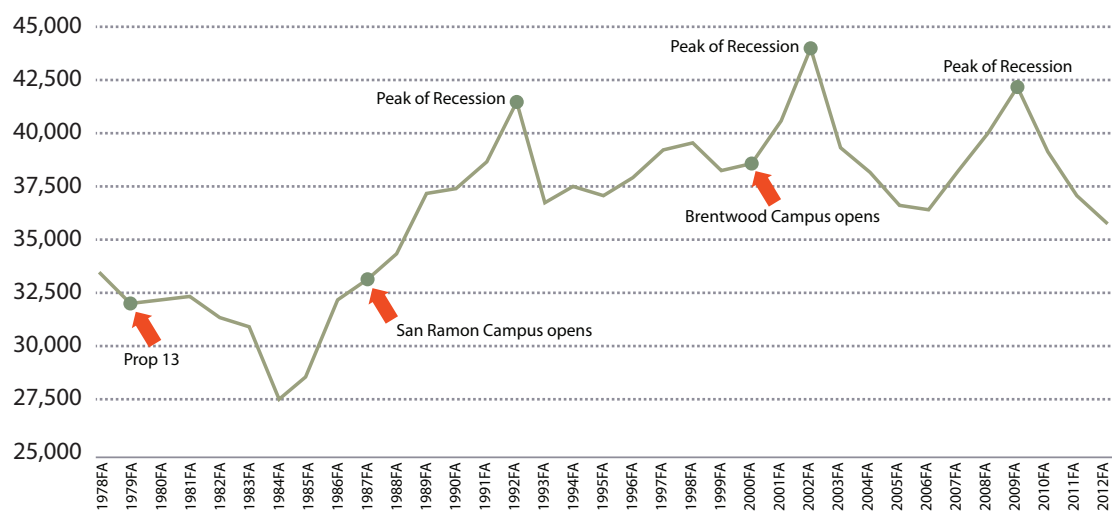
Source: California Community Colleges Chancellor's Office Data Mart

Student Demographics

As the chart below demonstrates, the District is currently serving a highly varied population of students across our primary service area in Contra Costa County. Moreover, African American students' representation in the District substantially exceeds their representation in the population, an indicator that the District is playing a positive role in increasing opportunities for those who are most likely to be educationally and/or economically disadvantaged.

**Ethnicity of District Student Population as Compared to Contra Costa County: 2012-13**
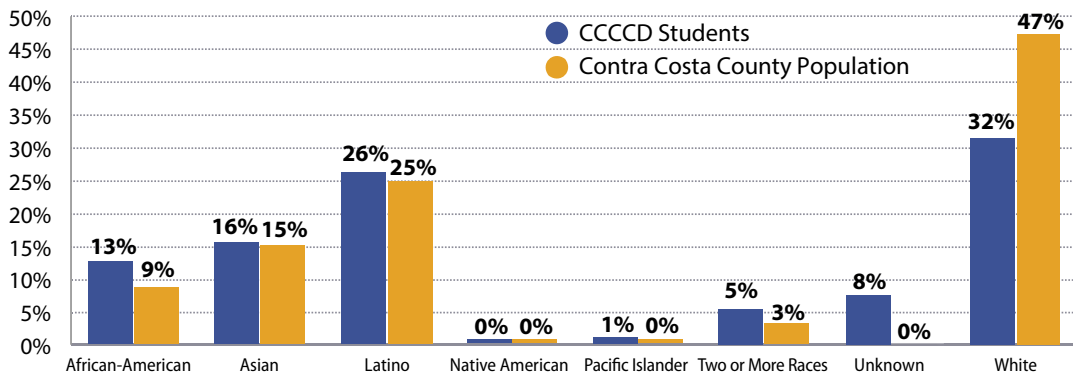
As we have seen, Contra Costa County serves a highly diverse population of residents distributed unevenly across the county. This heterogeneity is reflected in the unique distribution of students served at each college.
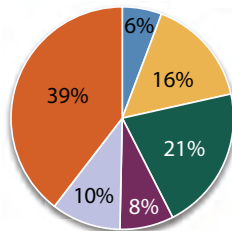
While the variation in demographic profiles of each college is not limited to one characteristic, one of the largest variations is captured in the ethnicity makeup of each college's student population.

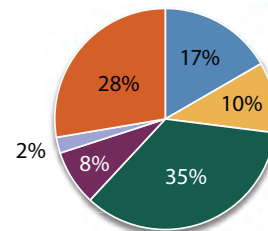## ■ ■ ■ *Ethnic Diversity across the District*

Contra Costa College
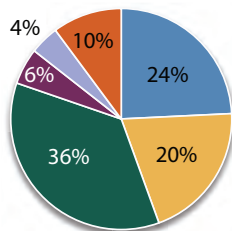
Diablo Valley College

Los Medanos College

- ● African-American
- ● Asian
- ● Hispanic
- ● Multi-Race
- ● Undeclared
- ● White

Source: 2012-2013 Contra Costa CCD Students from California Community Colleges Chancellor's Office, Student Enrollment Status Summary Report. County population age 18-64 years from State of California, Department of Finance, Report P-3: State and County Population Projections by Race/Ethnicity, Detailed Age, and Gender, 2010-2060. Sacramento, California, January 2013.

Academic Outcomes: Completion, Persistence, and Achievement of 30 Units

The Contra Costa Community College District serves a highly diverse population of students collectively pursuing a wide variety of educational goals. As such any set of performance measure is likely to be inadequate in capturing the many distinct objectives of all our students. This creates a challenge for tracking performance in an environment where we strive to help students achieve their individual educational goals.

And while we ask students about their educational objects on their application, we know that data gathered on student goals when they apply are only loosely connected to their course taking behavior once in college. We are therefore tasked with finding other mechanisms for deriving student intent to which we can then attach appropriate performance metrics that will allow us to gauge organizational effectiveness.

The California Chancellor's Office provides each college with a Student Success Scorecard that uses student course taking behavior to identify student intent. The Scorecard uses a pathway model and is oriented toward students pursuing completion, i.e. obtaining a certificate, earning a degree and/or transferring to a four year institution.

- **Starting Cohort:** is defined as the number of first-time students with a minimum of 6 units earned within six years who also attempted any Math or English in the first three years.

- **Persistence rate:** is defined as the percentage of students in the starting cohort that persist for three consecutive semesters (excluding summer). Strong persistence rates are associated with high levels of completion.

- **Earning 30 units:** Attainment of 30 transferable units of college credit is often the half-way point in a student's educational pathway toward transfer or degree, and as such examining how many students reach this milestone provides important information about the direction of completion rates in upcoming years.

- **Completion rate:** is defined as the achievement of a certificate, degree, or transfer to a four-year institution. Since most students take several years to reach their goals, the data below examine the percentage of students who attain completion over the course of a six-year period.

The Completion Pathway

A student's achievement of a completion outcome and these milestones depends on many factors; however, research consistently shows that a students' academic preparedness upon enrollment has the most significant impact on their future success. Consider this chart showing the five year completion rate trends for prepared and unprepared students statewide and the near 30 percentage point disadvantage experienced by unprepared students (defined here as students taking any developmental courses in math and/or English).
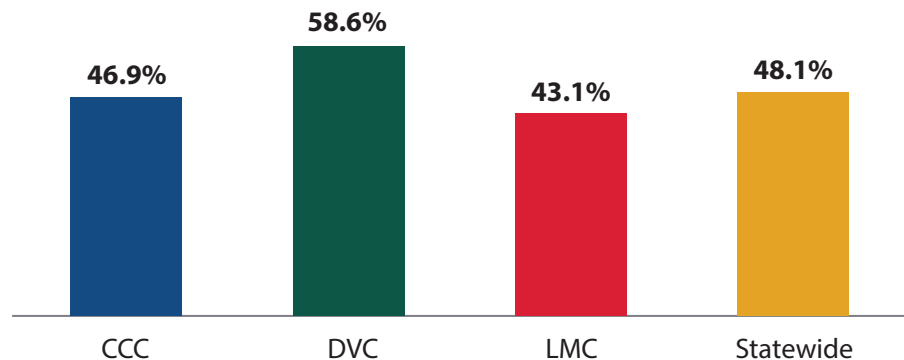
Five Year Statewide Completion Rate Trends (2014 Student Success Scorecard)
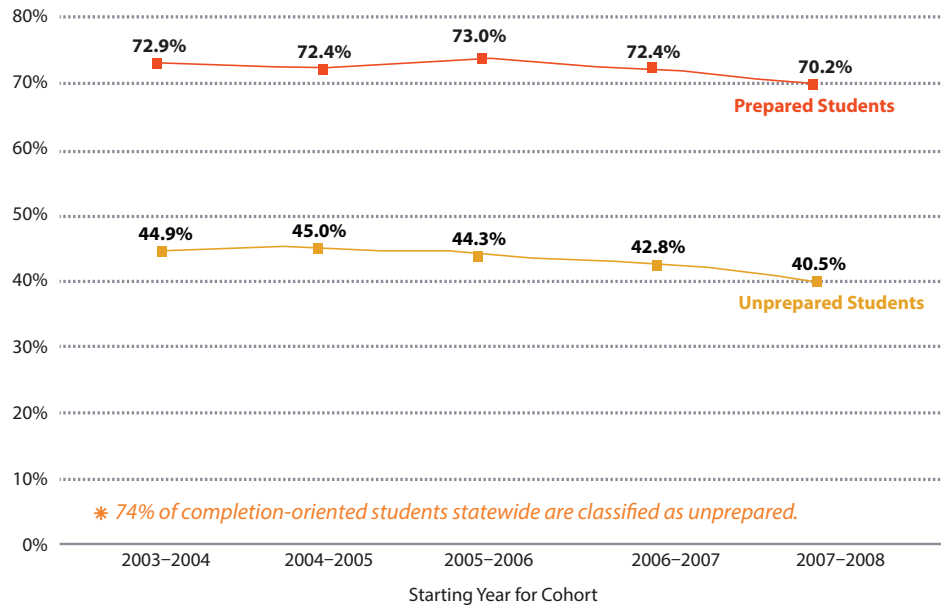
The chart below pulls data from the 2014 Scorecard to show completion rates at each of the District's three colleges as well as the California statewide average.

The variation in completion rates across the District's three colleges reflects, more than anything else, the differences in the preparedness and other characteristics of the populations they serve. To support strategic planning it is often valuable to examine the trends in completion rates for each college.

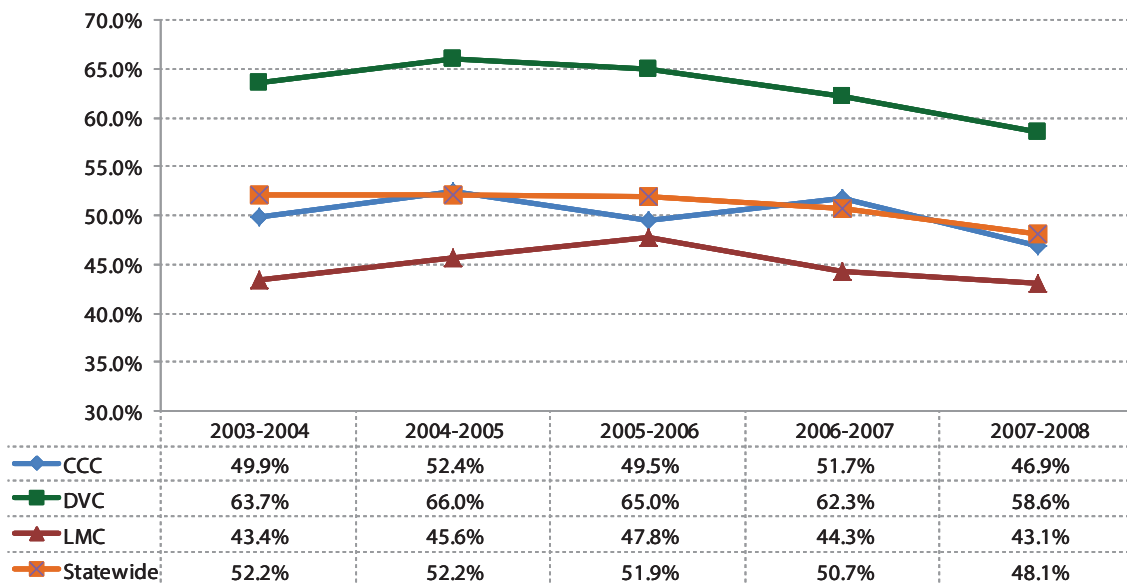**College and Statewide Completion Rates**

Source: California Community Colleges, Chancellor's Office (CCCCO),
Student Success Scorecard 2014

The data indicate that completion rates have dropped at each of CCCCD's three colleges over the past five years, as has been the trend statewide. This drop has for the most part been tied not to decreases in student achievement, but instead to increases in the number of under-prepared students entering colleges across California.

College Completion Trends over Five Years

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
CCC	49.9%	52.4%	49.5%	51.7%	46.9%
DVC	63.7%	66.0%	65.0%	62.3%	58.6%
LMC	43.4%	45.6%	47.8%	44.3%	43.1%
Statewide	52.2%	52.2%	51.9%	50.7%	48.1%

Source: California Community Colleges, Chancellor's Office (CCCCO), Student Success Scorecard 2014

Given the District's long term commitment to equity, it's equally important to examine the performance of multiple subpopulations. The chart below examines the completion rate of students across ethnicities. Note that as part of the District's regular review process, the District does review performance across a much broader set of student characteristics including, gender, age, disability and a host of other student defined categories. Reporting in this plan, however, is limited to student ethnicity.

| Student Ethnicity	Overall Completion Rate
African American	38%
Asian	66%
Filipino	52%
Hispanic	39%
White	53%

The gap in completion rates is captured in this table by a nearly 40 percentage point separation from highest to lowest rates. Driving much of this separation are sharp differences in the percentage of each ethnic group assessing into pre-college courses in both math and English. Strategies developed with the intent of closing this gap will need to be informed by a multitude of data points on student characteristics and milestone performance, including semester-to-semester persistence and achievement of 30 transferable units.

Student Persistence

Persistence has been identified in both state and national literature as strongly predictive of student completion. Therefore, it contains strong feedback value and can serve as an important indicator of student progression toward completion.

In the chart below, persistence rates are identified for each CCCCD college along with the statewide average. The Chancellor's Scorecard defines persistence as the percentage of first-time students persisting for three consecutive terms, excluding summer.

College and Statewide Persistence Rates
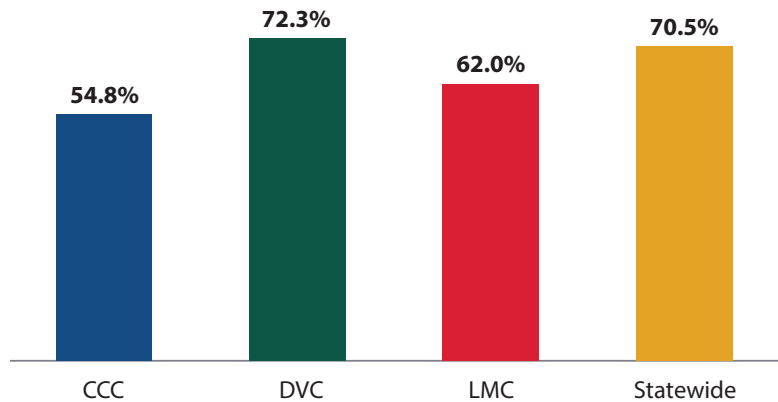
College	Persistence Rate
CCC	54.8%
DVC	72.3%
LMC	62.0%
Statewide	70.5%

Source: California Community Colleges, Chancellor's Office (CCCCO),
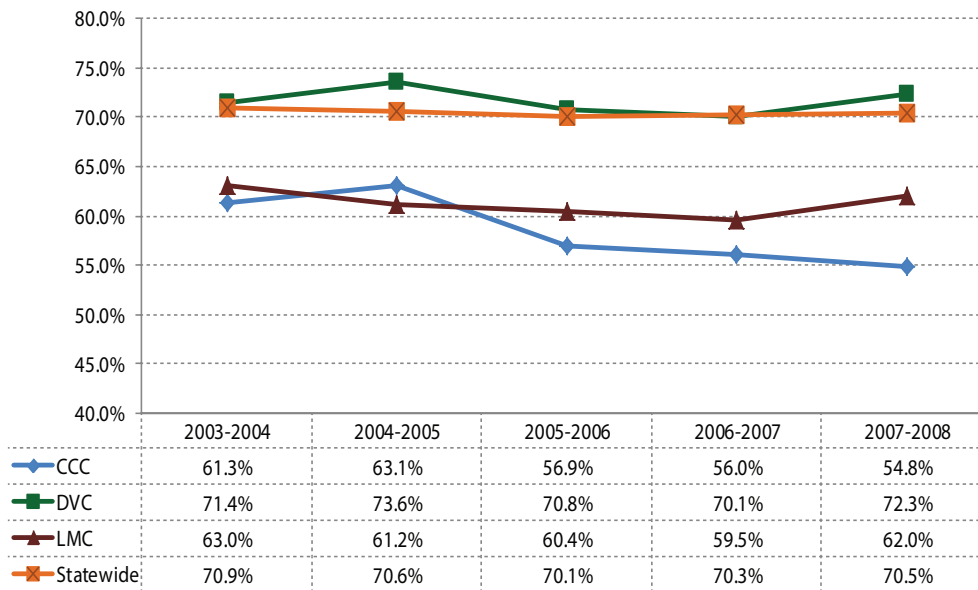*Student Success Scorecard 2014*

The following chart, details persistence rates at each college over a period of five years. While statewide persistence rates have remained remarkably stable, within the CCCCD District colleges have experienced some variability in persistence over time.

College and Statewide Persistence Rates

|	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
CCC	61.3%	63.1%	56.9%	56.0%	54.8%
DVC	71.4%	73.6%	70.8%	70.1%	72.3%
LMC	63.0%	61.2%	60.4%	59.5%	62.0%
Statewide	70.9%	70.6%	70.1%	70.3%	70.5%

Source: California Community Colleges, Chancellor's Office (CCCCO), Student Success Scorecard 2014

Student Attainment of 30 Units

Finally, below is a chart of students who have completed 30 transferable units of instruction. Typically, earning this number of transferable units marks the halfway point for many students pursuing completion. The chart identifies the percentage of students who have reached this milestone in each of the District's three colleges and the statewide average.

It's worth noting that the variation across CCCCD colleges in the 30 unit achievement is smaller than the variation in completion rates. This information coupled with more granular data on student unit accumulation may highlight points of intervention and situate planning efforts for improving the flow rate leading to high completion.

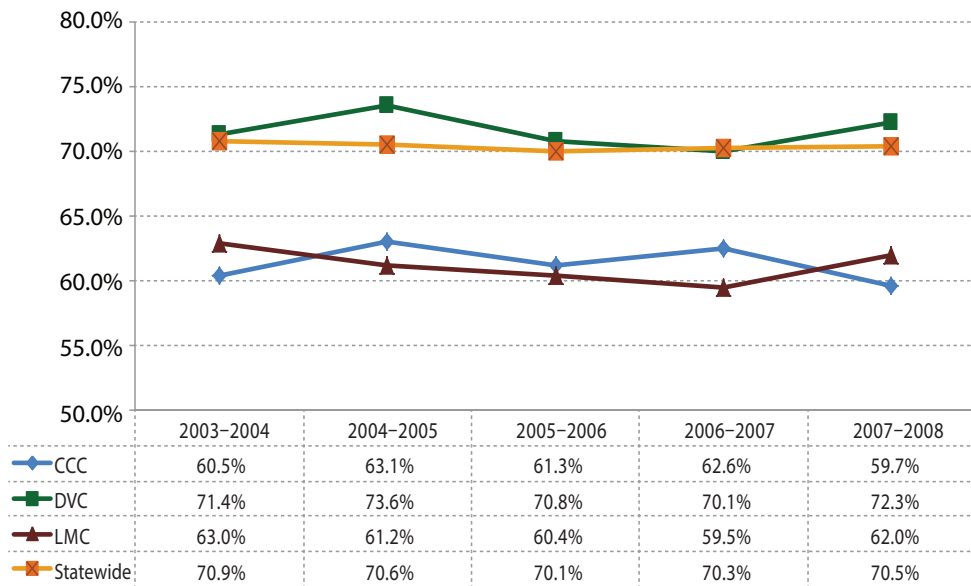**College and Statewide Completion of 30 Units**
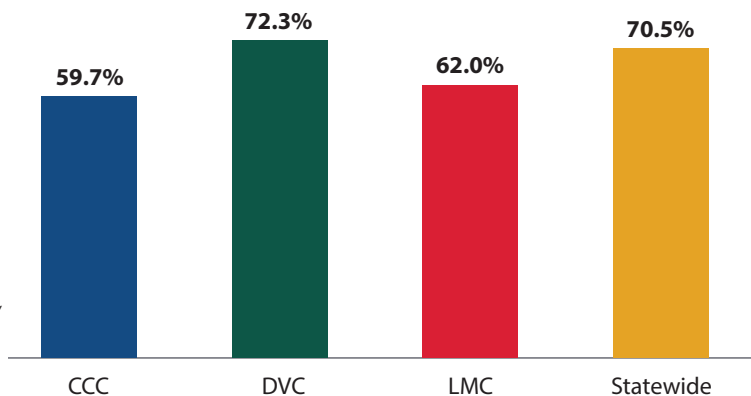
Source: California Community Colleges, Chancellor's Office (CCCCO), Student Success Scorecard 2014

Finally this last displays the five year trend in the 30 unit completion rate. Once again, little variation in the statewide rate contrasts the year-to-year movement experienced by each of the CCCCD colleges.

Tracking the data on student completion and achievement of the persistence and 30-unit milestones helps illustrate leakages in the completion pathway and can often shine a light on which areas in the pathway might offer opportunities for improvement.

College Trends in Completion of 30 Units

	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008
CCC	60.5%	63.1%	61.3%	62.6%	59.7%
DVC	71.4%	73.6%	70.8%	70.1%	72.3%
LMC	63.0%	61.2%	60.4%	59.5%	62.0%
Statewide	70.9%	70.6%	70.1%	70.3%	70.5%

Source: California Community Colleges, Chancellor's Office (CCCCO), Student Success Scorecard 2014

As helpful as this data is in building completion strategies, we must acknowledge the need for better data on the intermediate and outcome performance of students not pursuing completion. To assist planning in support of non-completion oriented students, the District will leverage internal data to identify both outcome targets and intermediate performance measures to support identification of polices and other intervention to assist those students.

The preceding data on student completion serves as a foundation for the strategic goals identified in this plan. The data informed the dialogues that led to the creation of the plan and serve to situate the goals and objectives outlined in the following pages.

Core Beliefs

● Vision

To be a beacon of excellence in learning and equitable student success.

● Mission

To transform lives by providing outstanding learning opportunities, nurturing and empowering all students to achieve their educational goals.

● Values

Equity through diversity. The pursuit of equity is one of the District's most defining values as we strive to provide every student—regardless of race, gender, economic status, birthplace, or style of learning—a launching pad to achieving their dreams. The District is deeply committed to eliminating persistent disparities in achievement and performance among students as well as maintaining high expectations for all. This commitment to equity is complemented by an equal commitment to celebrating diversity. The District recognizes that diversity in the academic environment promotes academic excellence; fosters cultural, racial, and human understanding; and provides positive role models for all students. Moreover, diversity creates an inclusive and supportive educational and work environment for our students, our employees, and the community we serve. As such, the District is dedicated to developing a diverse cadre of not only students, but also administrators, faculty, and staff who are equipped to provide culturally responsive services as well as to ensure that practices, programs, and policies advance equity at every level. Ultimately, the pursuit of equity and celebration of diversity suffuses the entire District—throughout each college, division, and department, and among every administrator, faculty member, staff member, and student—from small-scale to large-scale, each and every day.

Learning culture. The pursuit and promotion of learning is the responsibility of every member of the District community. We provide students meaningful learning experiences through classes that both inspire them and equip them with new skills and knowledge; support programs that build their capacity to thrive; and caring interactions with all District members that empower them to pursue their dreams. Moreover, learning is not the sole domain of our students. By continuously pursuing new ideas, honing expertise, and teaching one another, District faculty, staff, and administrators infuse learning into their work each and every day.

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

and departments facilitates a student learning experience that is cohesive and meaningful. And candid, sincere partnerships among individual members of the District community empower us to learn from one another as well as work together effectively to best meet the needs of our students.

Collaborative partnerships. Collaboration is essential in the District community's efforts to meet the needs of the community we serve. Meaningful partnerships with employers enable us to effectively prepare students for careers that will lead to financial self-sufficiency, economic mobility, and personal fulfillment. Deep engagement with the K-12 system helps prepare high school students for success in college and ensures that youth of all backgrounds know there is a place for them in our District. Finally, strong collaboration with four-year colleges enables an alignment of our efforts that paves the way for students to reach their most ambitious goals.

Thoughtful reflection. Thoughtful reflection ensures the District's continual progress in providing every student the chance to succeed. This reflection takes many forms, ranging from official assessment processes, to reviews of data drawn from inside or outside of the district, to the collection of feedback from students, employers, and community members, to peer-to-peer appraisals of techniques and ideas. When all members of the District community integrate thoughtful reflection into their daily work, our capacity to support our students' success increases exponentially.

Academic freedom. The District values 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. Only in such a free environment can imagination thrive and intellectual skills develop.

Integrity. The District respects the integral relationship between words, plans, and actions. We do our utmost to adhere to the overarching principles we espouse, always with an eye toward honesty and openness. By building a culture of evidence and promoting accountability, we certify the importance of integrity.

Innovative experimentation. Innovative experimentation creates opportunities for the District to generate new responses to longstanding challenges. While any experimentation comes with risk, its powerful benefits far outweigh the potential disadvantages. As such, the District is committed to cultivating, nurturing, and supporting innovative experimentation, both by bringing promising practices to scale and recognizing the merit inherent to inventive efforts, no matter the outcome.

Respect for all members of the CCCCD community. The District community is powerfully diverse—our students, staff, faculty, and administrators all hail from a wide range of ethnic, racial, socioeconomic, and geographic backgrounds, and each brings to the District a unique set of experiences, perspectives, skills, and knowledge. The District is dedicated to treating all members of our community with deep respect, for when this diverse set of individuals comes together, they are a force that has the power to transform lives.

District Goals: 2014-2019

The District will pursue four specific goals as we strive to realize our vision of excellence in learning and equitable student success. These goals are fully aligned with the District's mission and values, and each contributes to our overarching vision of a District that affords each and every student an equal opportunity to achieve their dreams:

> **Goal 1: Enhance student learning and success.**
>
> **Goal 2: Strengthen current and create new partnerships.**
>
> **Goal 3: Create a culture of continuous improvement and tangible success.**
>
> **Goal 4: Be good stewards of the District's resources.**

Framework to Achieve District Goals

In the section below, each of the District's four goals for 2014-2019 are described in detail, including a summary of methods and action steps related to that goal; specific objectives whose attainment will advance the District toward achieving that goal; and suggestions for measuring progress toward the goal over the next four years. While the measures listed are not requirements and progress can be assessed in other ways, it is imperative that some measures are used on at least an annual basis in order to ensure forward movement informed by regular reflection.

● Goal 1: Enhance student learning and success.

Create opportunities for thoughtful reflection and organizational learning that use meaningful quantitative and qualitative data, dialogue with diverse member of the community, student feedback, and other information in order to improve student outcomes.

Objectives

1.1 Conduct activities that improve student performance in areas included in the Student Success Scorecard over time.

1.2 Provide student support that focuses on student engagement and excellence in service.

1.3 Support high-quality distance education as an option for increasing access and promoting student success.

Suggested Progress Measures

- Review on an annual basis student performance in the areas included in the Student Success Scorecard as compared to the 2014 baseline.

- Identify in what ways, if any, administrators, faculty, and/or staff in instruction and student support arenas have engaged with student data in order to identify, implement, and scale activities that prove to boost student performance.

- Determine whether communication structures have been created that enable administrators, faculty, and/or staff in instructional and student support arenas to regularly share and leverage effective practices.

● Goal 2: Strengthen current and create new partnerships.

Build pipelines that guide and prepare both K-12 students and the adult population for success in higher education and employment.

Objectives

2.1   Expand and deepen partnerships with educational institutions from preschool through four-year colleges, increasing both collaboration and alignment in order to expand access to the District for students of all backgrounds, ensure that enrolling students are prepared for success at the college level, and facilitate the achievement of bachelor's degrees and beyond.

2.2   Increase partnerships with businesses, community organizations and public agencies to meet community, economic and workforce needs and serve as a force for positive change.

Suggested Progress Measures

- Review on an annual basis and compare to the 2014 baseline:

  ➢   The number of students enrolling in the District from regional high schools and the success of those students once enrolled;

  ➢   The number of students transferring to four-year institutions and the success of those students once transferred; and/or

  ➢   The number of students receiving a CTE certificate and the success of those students in the labor market.

- Determine whether the District and/or its the Colleges have engaged with regional K-12 institutions to address expanding high school students' awareness of and interest in college; ensuring that high school faculty understand the skills and knowledge their students will need to succeed in college; and/or facilitating articulation from high school to college.

- Determine whether the District and/or its the Colleges have engaged regional four-year institutions to address expanding College students' awareness of and interest in pursuing a bachelor's degree; ensuring that College faculty understand the skills and knowledge their students will need to succeed at a four-year institution; and/or facilitating articulation from Colleges to four-year institution.

- Assess the depth and quality of engagement of industry in career/technical education (CTE) programs, such as industry advisory boards that provide regular, meaningful input into curriculum; assessments of regional labor market needs; and internship and work-based learning opportunities for students.

● Goal 3: Create a culture of continuous improvement and tangible success.

Provide opportunities for employees at all levels to continually gain new skills and knowledge, seek out effective practices, and share ideas with one another in order to continually enhance learning and improve student success.

Objectives

3.1 Bring together administrators, faculty, and staff within and across departments, divisions, and colleges to review relevant research and data, reflect on progress toward goals, and make course corrections as needed to ensure learning of the highest quality at all times.

3.2 Conduct focused recruitment efforts that result in the hiring of employees who are sensitive to and knowledgeable of the needs of our continually changing student body.

3.3 Create mechanisms to ensure employees have skills and knowledge to serve the needs of diverse students and implement practices that create equitable outcomes.

3.4 Expose employees at all levels to opportunities that enhance their knowledge, skills, and abilities to identify and develop emerging and promising practices.

Suggested Progress Measures

- Identify in what ways, if any, administrators, faculty, and staff within and across departments, divisions, and colleges have come together to review relevant research and data, reflect on progress toward goals, and make course corrections as needed to ensure learning of the highest quality at all times.

- Assess the use of professional development among administrators, faculty, and staff, including its quality and quantity; whether new skills and knowledge are shared across departments and divisions; and/or the ways in which professional development has led to the introduction of best practices and improved student outcomes as compared to the 2014 baseline.

- Review employee recruitment activities and the resulting hires.

- Determine what activities, if any, have been employed to ensure employees have skills and knowledge to serve the needs of diverse students and implement practices that create equitable outcomes.

● Goal 4: Be good stewards of the District's resources.

By word and deed, demonstrate sound judgment in the use of the District's current and potential physical and fiscal resources. Deepen 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

4.1   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.

4.2   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.

4.3   Practice fiscal prudence in order to ensure financial integrity and stability.

4.4   Diversify sources of revenue.

4.5   Provide a safe physical environment that is conducive to learning.

Suggested Progress Measures

- On an annual basis, assess improvements in efficiency by reviewing costs within and across departments, divisions, and Colleges as compared to the 2014 baseline.

- On a regular basis, assess the fiscal state of the District using the Sound Fiscal Management Checklist and compare results to 2014 baseline.

- Identify practices and procedures that promote sustainability in all areas of the District.

- Determine the diversity of revenue sources as compared to the 2014 baseline.

● References

Contra Costa Community College District Environmental Scan (2013)

Chancellor's Office Student Success Scorecards (2014)

Contra Costa Community College District Achievement Gap Report (2013)

Contra Costa Community College District Diversity Report (2013)

Contra Costa Community College District Accreditation Evidence Packets (2014)

Districtwide Goals and Objectives

● **Strategic Plan 2014-19**

Goals	Objectives
GOAL 1 ENHANCE STUDENT LEARNING AND SUCCESS: Create opportunities for thoughtful reflection and organizational learning that use meaningful quantitative and qualitative data, dialogue with diverse member of the community, student feedback, and other information in order to improve student outcomes.	1.1 Conduct activities that improve student performance in areas included in the Student Success Scorecard over time. 1.2 Provide student support that focuses on student engagement and excellence in service. 1.3 Support high-quality distance education as an option for increasing access and promoting student success.
GOAL 2 STRENGTHEN CURRENT AND CREATE NEW PARTNERSHIPS: Build pipelines that guide and prepare both K-12 students and the adult population for success in higher education and employment.	2.1 Expand and deepen partnerships with educational institutions from preschool through four-year colleges, increasing both collaboration and alignment in order to expand access to the District for students of all backgrounds, ensure that enrolling students are prepared for success at the college level, and facilitate the achievement of bachelor's degrees and beyond. 2.2 Increase partnerships with businesses, community organizations and public agencies to meet community, economic and workforce needs and serve as a force for positive change.
GOAL 3 CREATE A CULTURE OF CONTINUOUS IMPROVEMENT AND TANGIBLE SUCCESS: Provide opportunities for employees at all levels to continually gain new skills and knowledge, seek out effective practices, and share ideas with one another in order to continually enhance learning and improve student success.	3.1 Bring together administrators, faculty, and staff within and across departments, divisions, and colleges to review relevant research and data, reflect on progress toward goals, and make course corrections as needed to ensure learning of the highest quality at all times. 3.2 Conduct focused recruitment efforts that result in the hiring of employees who are sensitive to and knowledgeable of the needs of our continually changing student body. 3.3 Create mechanisms to ensure employees have skills and knowledge to serve the needs of diverse students and implement practices that create equitable outcomes. 3.4 Expose employees at all levels to opportunities that enhance their knowledge, skills, and abilities to identify and develop emerging and promising practices.
GOAL 4 BE GOOD STEWARDS OF THE DISTRICT'S RESOURCES: By word and deed, demonstrate sound judgment in the use of the District's current and potential physical and fiscal resources. Deepen 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.	4.1 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. 4.2 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. 4.3 Practice fiscal prudence in order to ensure financial integrity and stability. 4.4 Diversify sources of revenue. 4.5 Provide a safe physical environment that is conducive to learning.

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