

**CONTRA COSTA COLLEGE**  
**Third Annual Strategic Initiative Update**  
**of the 2002-2007 Five Year Plan**  
**February 23, 2005**

The 2004-05 academic year is the third year of our involvement in the strategic plan we developed in 2001-02. We spent the first year (2002-2003) developing the mechanism for achieving the objectives of the plan. We have tinkered with the mechanism. The purpose of this summary is to report, from our point of view, the progress we have made on the initiatives to this point.

We began this effort in 2001-02 with a great deal of optimism. Our enrollment had finally begun to grow, and we were doing a much better job of managing our resources. Morale was good, and we were working together much better as a team in planning for our very diverse and under-prepared student body. Despite the downward turn of our district since that planning year, this, perhaps, is the most rewarding of our years of work, in that we are seeing the success of our labors in the achievements of our students in one of the most challenging times Contra Costa College has ever faced. We are also able to see the strong bonds of cooperation that this unique college has formed with its students, staff, faculty and administration despite collective bargaining issues and state cuts in funding. Our work has benefited us as individuals and as an institution.

In preparing this report, we saw that we needed to make adjustments in some of our original objectives because they either were unusable or impossible to bring to fruition. These adjustments demonstrate the active nature of keeping our plan viable. Several projects have been placed on hold as a result of the drastic changes in funding and the many unknowns that await funding obligations for the coming year. Other projects have taken prominence as we search for ways to best serve our student body. These are the things that make the whole strategic initiative process a positive experience for us.

Each initiative is listed below, followed by the stewards who are responsible for providing leadership in meeting the stated initiative.

**Initiative #1: Improve student success**

*The college will provide instruction and services to insure that students complete their educational goals. College employees participate in learning activities to remain current in the areas in which they work for the benefit of students.*

Stewards: Senior Deans for Instruction and Student Services, Division Deans, Student Services Deans

Student services and instructional managers developed the objectives and action plans for this initiative in the 2002-2003 academic. Using data available to them at the time, they concluded that in order for students to reach their educational goals, better institutional support for faculty and students had to be provided. They prioritized factors that motivate students to be successful. These include ongoing assessment of student learning needs, connection with faculty, mentoring and college orientation. Their efforts have been in those areas.

## Objectives

### 1.1 Improve student retention rate by 10%.

Contra Costa College has established and continued to maintain a number of programs to increase student retention, success and persistence during the first three years of implementation of the Strategic Initiatives. Programs include Puente, PACE & Weekend College, CSE/MESA, Transfer Academy, the Concurrent Enrollment Program, and the Title III Supports for Student Success grant project. CCC has also developed, maintained and increased articulation agreements with 4-year institutions in an effort to increase the number of students that transfer.

Grants and other resources have resulted in the implementation of Scheduling and Reporting Systems (SARS) and Automated Communications for Educational Success (ACES). These tools track utilization of counseling and other student support services, and assessment of the effectiveness of these services in increasing retention, success and persistence. Title III grant funding also resulted in the hiring of an additional counselor for Academic Skills students. The college is in the process of establishing mechanisms for tracking retention, success and persistence increases, transfers to four-year institutions and job placement for students after certificate, degree or transfer readiness completion. The Early Alert system for athletic, nursing and Academic Skills students, and the retention and success data provided by the Research and Planning Office to all faculty each semester are designed to boost retention, success and persistence rates. Specific program data follow:

#### *Puente*

The student retention rate in the Puente Project for the 2002-2003 year at Contra Costa College was 90%. The Puente program had one of the highest retention rates of all Puente expansion sites launched in the same year. Course retention rates for Puente students enrolled in pre-transfer level English (basic skills writing) at Contra Costa College were 79% and 63% for Fall 2002 and Fall 2003, respectively. The current retention rate for students enrolled in pre-transfer level English for Fall 2004 is an impressive 91%. The retention rate for *non*-Puente students enrolled in this course is typically only 64%. Course retention rates for Puente students enrolled in transfer-level English (first-year composition) at Contra Costa College were 79% and 87% for Spring 2003 and Spring 2004, respectively. The retention rate for *non*-Puente students enrolled in this course is typically only 74%.

#### *Center for Science Excellence (CSE)*

The Center for Science Excellence has increased the retention, success and persistence rates of the 490 students it has served between 1996 and Fall 2004. Eighty-nine percent of CSE students were retained and have successfully completed all courses required in the CSE program. Fifty-nine students are currently enrolled in the CSE program.

#### *Title III Academic Skills (under-prepared) College Students*

Retention increased for 1057 under-prepared college students served by the Title III Supports for Student Success grant during Year Two of the grant. Retention increased by 22% for all Supplemental Instruction (SI) participants (35% for students who attended 7 or more SI sessions) versus non-SI participants during Year Two of the grant. Retention increased by 4% for Academic Skills students who received academic counseling during Year Two of the Title III grant.

Each of the above mentioned programs is designed to increase college completion, success and retention rates. The average college course completion rate was 84% over the past nine semesters (Spring 2000 to Spring 2004). The average success rate for the college was 73% over the same period.

### **1.2 Increase successful course completion rate by 5%.**

Continuing work in developing a strong relationship between teaching and counseling, we now have annual meetings between faculty and counselors. Divisional meetings with counselors have also been established to better serve students. The Title III funded ACES that links instructors and counselors electronically to at risk students in academic skills courses is in place and will be evaluated continually. Specific program data follow.

#### *Puente*

The overall course success rate for Puente students at Contra Costa College is 73% as compared to 69% for all Contra Costa College students over the same period. In contrast, the overall course success rate for Latino and African-American students *not* enrolled in Puente is 66% and 61% respectively. The transfer-level course success rate for Puente students at Contra Costa College is 76% as compared to 71% for all Contra Costa College students. Conversely, the transfer-level course success rate for Latino and African-American students *not* enrolled in Puente is 69.5% and 63% respectively.

#### *Center for Science Excellence (CSE)*

The Center for Science Excellence has increased the success rates of the 490 students it has served between 1996 and Fall 2004. 77% of CSE students (377 students) have successfully completed all courses required in the CSE program. 79% of the CSE students who have completed the program have successfully transferred to 4-year institutions. 59 students are currently enrolled in the CSE program.

#### *Title III Academic Skills (under-prepared) College Students*

The Title III Supports for Student Success program has increased the success rate of the 1057 students served during Year Two of the grant. Success increased by 9% for all SI participants (19% for students who attended 7 or more SI sessions) versus non-SI participants during Year Two of the grant. Success rates increased by 5% for Academic Skills students who received academic counseling during Year Two of the Title III grant.

### **1.3 Increase persistence rate by 5%.**

The baseline persistence rate at Contra Costa College is based on a cohort of a selected semester (Fall 1999) and continuing for three semesters. Persistence from Fall 1999 to Spring 2000 was 57%, to Fall 2000 was 60%, and Spring 2001 was 72%. The nature of a persistence rate at CCC and the other colleges is that from the cohort of a selected semester, the rate has always been lower to the following semester than the third semester. The persistence rate is based not on the total number of students who started, but on the number of students who were retained, and started that current semester.

#### *Puente*

The Puente Project at Contra Costa College has had a significant, positive impact on the retention, success, and transfer rate of underserved students on campus. Only in the third year at CCC, the

Puente Project has begun to transfer some students to 4-year institutions and continues to prepare and support many more. Persistence data is still being collected.

#### *Center for Science Excellence (CSE)*

The persistence rate for students in the Center for Science Excellence is 89%. Of 490 students, 436 persisted to completion of the CSE program between 1996 and Fall 2004. Seventy-nine of CSE students (298 participants) have successfully transferred to 4-year institutions. An additional 79 students persisted to completion of the CSE program, but their transfer status is unknown.

#### *Title III Academic Skills (under-prepared) College Students*

The Title III Supports for Student Success grant program is designed to increase retention, success and persistence rates of under-prepared college students. Retention and success rate increases have already been documented. Persistence data is still being collected as the grant is just beginning its third year.

In addition to various transfer programs such as Puente, PACE & Weekend College, CSE/MESA, Transfer Academy and Concurrent Enrollment, a variety of methods has been used to identify transfer students including:

- Review of the CSU GE and IGETC certification request forms that are submitted to A&R.
- A marketing campaign, "If you go, let us know!" has been implemented on sandwich boards in various areas of the campus
- An annual reception to honor transfer students is sponsored by the Transfer/Career Center.
- Tracking transfer stats from CPEC as well as from our feeder 4-year institutions.

A process for establishing mechanisms for tracking transfers has been developed and implemented beginning fall 2004.

### **1.4 Develop a process to measure student goal attainment.**

This objective required adjustment since its achievement requires a step prior to measuring goal attainment: developing a plan to increase the number of students who declare an educational goal. In order to increase the number of students who declare an educational goal, the following actions have been completed or are in progress:

- A "Major Connection" campaign was conducted in fall 2004 to encourage students to research possible majors, discuss their choice with counselors, and officially declare a major. Three panel discussions with professionals from a variety of careers were conducted to acquaint students with possible career options. Approximately 200 students attended the workshops. Prior to the Major Connection campaign 1400 students receiving financial aid were identified as undeclared. The campaign was successful in that 1,024 students declared an educational goal and major during this time.
- Counseling, Admissions and Financial Aid are working to update previously entered educational goals and majors in order to bring the student information current within Datatel. New students are encouraged to declare a major and educational goal on their college application and throughout the matriculation process.

The stewards of this initiative discussed the definition of "goal" and how that is different for each student and does not always end in transfer or graduation. The group discussed several ways to obtain some information on goal attainment including a graduation survey. Currently, data from the

Student Satisfaction Survey are also being used to determine student goal attainment. The final process is still being developed. As a result of the activities created to increase the number of students who declare an educational goal, a series of actions have been undertaken to measure the attainment of these goals including the following:

- A formal mechanism has been established through the Transfer Center to track all transfers to 4-year institutions.
- The Articulation Coordinator has worked to develop articulation agreements with additional 4-year institutions. Staff is working to increase articulation to feeder transfer institutions.
- A mechanism to track job placement after certificate, degree, or transfer readiness completion is being developed through collaboration between the Job Placement office and Vocational Education programs.
- Data are being gathered from various programs such as PACE, Weekend College, Puente, CSE/MESA and Concurrent Enrollment in order to determine goal attainment of students in these programs. This process is ongoing.

As of Fall 2004, there has been a 5% increase in the number of students who declared major and educational goal. Institutional data show that the number of undeclared students decreased from 2845 in fall 2001 to 1465 in fall 2003.

Increasing retention, course completion, and retention rates are important objectives in improving student success. Many activities support all three objectives. The ACES program through Title III was established to provide a mechanism for faculty and counselors to communicate electronically with students in Academic Skills courses. This program allows for frequent and ongoing communication with students to increase retention, success and persistence in meeting educational goals. In 2004-05 the Supplemental Instruction component of the Title III program is being expanded to gatekeeper courses. In addition, the SARS tracking system is being implemented in all student services offices. The system will allow staff to identify each student who comes to the office and the reason for their visit. This information will help the division to identify type and frequency of service provision.

**1.5 Create a college orientation and acculturation program to insure that all students are knowledgeable about programs, registration options, other services and student life activities.**

Because this objective applies to incoming and current students, a multi-pronged approach has been taken in fulfilling it. Considerable progress has been made through various actions, which follow:

The College *Orientation* was enhanced to include a power point presentation, which is an improvement over the old black and white transparency/overhead presentation. In addition, the orientation includes the on-line registration process and information on the New Student Convocation. Over the past three years an average of 1200 students have attended Orientation for fall semesters and 700 students attend sessions in preparation for spring semesters. The number of sessions varies each year; 36 Orientation sessions were held for new students entering in fall 2004 and 17 sessions were held for new students entering in spring 2005.

The *High School Senior Connection* is in its third year. High School seniors from our local feeder high schools are invited to campus annually in the spring for a day of assessment, orientation and

group program planning. In the first year (2003) approximately 175 students participated and of those 68% or 104 students enrolled. 238 students participated in the second (2004) year of the program and 74% or 177 enrolled. This event was instituted through collaboration with Counseling staff and the Outreach office.

The *New Student Convocation* program was implemented in 2002 to welcome new students and their families to the college. The event is held each semester prior to the start of the semester. Ongoing evaluation has been used to alter the program each semester.

Application was made to the Department of Education for a *Student Support Services* program. This program would serve first-generation and low-income students and will provide a structured first year experience. The concepts for this grant, if funded, may be considered for college wide implementation in the future as a part of the first year experience for students.

In spring 2004 a *Register Online* campaign was rolled out by Student Services to encourage online registration. The college saw an increase from 160 students registering online in fall 2004 to 3945 in spring 2004. The online versions of the college application, BOG waiver form, and FAFSA are being promoted also. A mini lab was set up for FAFSA assistance in English, Spanish, and Vietnamese. Financial Aid staff also increased their outreach efforts to encourage students to apply for aid. EOPS enforced the use of priority registration dates to make their students aware of their special registration options.

The Student Life Supervisor established a mechanism through the ASU to require all ASU Senators to sit on at least one *shared governance* committee. Vacant seats are filled with CCC Ambassadors, Junior Senators or Students at Large. Since student involvement on the ASU changes each semester, committee assignments range from 70% - 90%. The number of committees with student representation rose from 6 out of 15 in fall 2002 to 15 out of 16 in fall 2004. The goal is to have 100% student participation on all shared governance committees where the students have a seat before the end of the first month of each semester. All ASU Senators receive training on the basics of shared governance during their semester retreats. In 04-05 a Research and Planning sub-committee will be developing a formal training presentation that will be available online for all student participants.

A comprehensive *student activity plan* is in the third year of development. Student leaders met every semester for the last three years to brainstorm on successful activities and to develop new activities. Permanent activities were defined as being held at least 3 times with moderate to high participation by the student body. These activities hold permanent positions on the activity calendar such as Welcome Week, Club Rush, Unity Day, and the Hot Topic Brown Bag series. The plan calls for activities to be varied and to represent a variety of cultures and socio-political positions. Activities are offered on a consistent basis throughout the semester and are advertised in a multitude of ways including paper fliers and posters, in class announcements, and on a web based activity calendar.

#### **1.6 Design a plan and allocate resources to assess learning and use results of learning assessment findings to improve teaching strategies and ultimately student success.**

Progress has been made toward achieving this objective. The integration of student services and instruction is crucial in achieving this objective; that integration is occurring. In addition, the SARS tracking system is in place and will serve as the foundation for a communication system between student services and instruction to monitor student progress in a given semester. ACES, an

automated student early alert/referral system, is being used effectively by Academic Skills faculty and counselors. Supervised tutoring and supplemental instruction have been successful and will be important elements of our plan. Now that those elements have been achieved, work will begin on developing the plan which will be closely linked to the development of SLOs. At the end of this academic year, we should have enough data to begin formulating the plan.

### **1.7 Create and monitor effective teaching and learning enhancement activities.**

For the Fall of 2004, the biotechnology instructor was given 50% reassigned time for the purpose of reviewing and revising the curriculum. The faculty member integrated the needs of employers in the biotechnology field into the curriculum.

The Culinary Arts department has revised the curriculum to increase student success. The program has been re-structured so that students will receive instruction in smaller blocks of content in leveled language ranging from simple to complex. When students are successful in one block, they will progress to the next. Workstations have been created where a set of critical skills are practiced and demonstrated for each station. The menu at each workstation remains constant since each menu is designed with a specific set of required skills.

The college has encouraged the design of new certificate programs that will provide students with skills that the job market demands. For example, HPC (High Performance Computing) was approved by the State Chancellor's office in Fall 2004.

In order to respond to the expansion of distance learning as an educational modality and to meet the needs of our students, in Fall 2004, a small incentive was offered to faculty to develop an online course. Ten faculty responded and training workshops were set up. Five faculty members have completed their projects and will offer courses in Summer and/or Fall 2005. The remaining five are still in the course development stage.

In an effort to assist our under-prepared students to be successful, a Supplemental Instruction model was created and implemented under the Title III grant. This model provides trained tutors to be available to increase retention and completion of course work. The outcomes have been positive.

In the Math Department, supervised tutoring is available for all students. A permanent part-time tutor coordinator has been hired to operate the program. The hours are varied to accommodate student schedules. At this time, there are no hard data to confirm the benefits, but many student take advantage of the service.

The Athletic Department has designed an Academic Success Program for our student/athletes. The components include a student survey, faculty participation by providing students with feedback on their progress, followed by counseling and a plan for remediation, if needed. Students are referred to the College Skill Center for tutoring and other services. The Athletic Department maintains an ongoing connection with faculty and students. As a result, there has been an increase in the GPAs for every team except one. The Athletic Department has reviewed and revised the Student Athlete Handbook. This handbook is distributed to all student athletes. A manual for coaches has also been completed.

The collaboration of Academic Skills courses with Speech has been put on hold. The retention and success rate was low because Academic Skills students were under-prepared for college level Speech. Faculty are evaluating the program and considering its viability for the future.

English as a Second Language (ESL) and Early Childhood Education departments have offered linked courses for approximately four years. In Fall 2002, the retention rate for the linked course was 92% versus 64% for the non-linked course. In Fall 2003, the retention rate for both was 87% but the success rate for the linked course was 96% versus 66% for the non-linked course.

The Nursing Department provides mentoring for students as part of a State Chancellor's Office grant. In addition, the Fundamentals of Nursing faculty surveys students annually regarding teaching style preferences. As a result, all lectures are now found on the website in Power Point format. Students find this feature very helpful in order to follow the Nursing Didactic component. This course also offers a discussion board online where students and faculty discuss areas related to course content. Students rate this very positively.

A new course (Technical Communication) has been designed by the English Department to provide students with technical reading and communications skills, and terminology in their respective majors. There is a comparable course offered in ESL. These courses are designed to assist students to be more successful in their program majors.

**1.8 Division Deans, in collaboration with the matriculation officer, will track individual program/degree requirements at the end of the each calendar year to ensure each degree applicable course is offered at least once every four semesters.**

This process is in place. Division Deans monitor this as part of enrollment management. The scheduling process is also used as a way of monitoring course offerings since all course requests require approval by the Division Dean.

**1.9 Design a staff development plan to ensure that all faculty and staff remain current with the latest methods, techniques and practices essential for effective teaching and service provision.**

The Contra Costa College staff development plan is derived from four committees: District Staff Development, Management Staff Development, Faculty Staff Development and Classified Staff Development. Each committee surveys its constituents to identify training needs. The last staff development plan was developed for 2001-2004. The strategic plan is currently being reviewed and updated. The college gives release time annually to a faculty member for coordination of staff development activities. The staff development committee has been challenged by the lack of funds but has been able to offer a wide variety of workshops that ultimately can improve student success. The following is a partial listing of activities that have been conducted in the last three years.

Several opportunities have been provided for faculty, classified staff, and managers to engage in understanding and developing student learning outcomes in student services and instruction.

Workshops on Online Course Development, Reading across the Curriculum, Supporting the Academic Skills Student, Assessing Students with Limited Literacy Skills, and Developing Student Learning Outcomes are among many that have been presented.

Faculty members are updated on a regular basis on Library and Media Resources via the College Web Page and email.

Annually, each manager develops an individual staff development plan with each classified staff member s/he supervises.

A classified retreat is held annually based on survey results to meet a specific staff development need for the classified staff.

Managers participate in a retreat each fall and spring to address identified staff development needs. Each manager completes an individual staff development plan annually.

In order to increase communication with adjunct faculty and insure they are adequately informed as to college policies and procedures and to promote a greater sense of belonging, an adjunct faculty handbook was published in Spring 2004 and distributed to all adjunct faculty. The handbook also includes teaching strategies and a variety of classroom assessment techniques. It is currently being updated and will be a link on the CCC website by May 2005.

The DSPS department has provided training for instructional departments to assist in facilitating the success of the DSPS student. The department has also interpreted the rules and regulations governing ADA requirements. Recently, in Fall 2004, the DSPS department offered a flex workshop to inform faculty on key issues and continues to offer in-service training year round.

## **Initiative #2: Expand and strengthen learning and instructional opportunities for students in various venues in the community**

*The college will provide students access to instruction and support services at on- and off-campus locations.*

Stewards: Vice President, Communications and Advancement Team

### **Objectives**

#### **2.1 Increase the number of learning sites in the community by 5 %.**

At first glance, it appears as though there has been a reduction in the number of classes and enrollments in credit and non-credit outreach classes from the fall of 2001 to the fall of 2004. To fully understand this decrease, a clear understanding of the influence of concurrent enrollment must be developed. Concurrent enrollment classes were those classes offered at high school locations with a majority of high school students enrolled in the classes.

Concurrent enrollment classes traditionally had large enrollments and skewed the total enrollment of the college's credit -outreach classes. For example, in the fall of 2001, the college offered 14 community-based credit classes. Twelve of those classes were at high school locations. The total enrollment in all credit-outreach classes was 624 students. Of that number 577 were high school students. As the state-mandated reduction in concurrent enrollment was implemented over the next three years, these numbers decreased drastically. Thus, in the fall of 2004 the college offered 13 credit outreach classes with only six of them being offered at high school locations. The total

number of enrollments in all credit outreach classes in the fall of 2004 was 227. Only 83 of those students were enrolled in high school.

As the college was decreasing the credit-outreach classes, it was increasing the number of non-credit outreach classes. For example in the fall of 2001, there were 17 non-credit classes offered in the community. The total enrollment for these classes was 660 students. By comparison, in the fall of 2004, there were 23 non-credit outreach classes with 731 students enrolled in them. This is a 3.5% increase in classes and a 10.7% increase in enrollment.

If you eliminate the influence of concurrent enrollment, a total of 19 sections of credit and non-credit outreach classes were offered in the fall of 2001. The combined enrollment for all sections was 707 students. In the fall of 2004, there were 30 sections of credit and non-credit outreach classes. The total enrollment in all sections was 875 students. These figures indicate that since the fall of 2001, there has been a 5.8% increase in the total non-concurrent enrollment outreach classes and a 23.8% increase in the enrollment in these sections. These increases are in line with the goals that were adopted for Strategic Initiative 2.

The major goals of Strategic Initiative 2 centered on increasing the number of classes and the number of students enrolled at community sites. The major action steps taken to accomplish these goals are listed below:

- In the spring of 2002, the college created a position that would be responsible for developing, scheduling and monitoring classes located at various community sites. This position, Senior Administrative Assistant, was given the charge to work with directors of senior centers, community centers, non-profit organizations and other community agencies in the service area.
- In the spring of 2002, a survey was conducted of the service area to determine the level of interest for various classes and to identify target audiences.
- In the fall of 2002, the stewards also examined all the positions with outreach responsibilities in the job descriptions to ensure there was no duplication of effort. At a meeting held with all staff members, responsibilities for each staff member were clarified, and cooperation and communication were encouraged. A monthly outreach calendar also was developed to ensure staff members were knowledgeable about where and when each of them was in the community.
- In June of 2002, the potential for contract education also was examined and monitored by the Dean of Economic Development. If there were a need for contract education classes, the college would seek to develop a contract. However, if a contract was not a viable option, the possibility of creating a credit or non-credit class was pursued. The very successful Youthbuild program is an example of the latter.
- In the spring of 2003 and the fall of 2004, the Senior Administrative Assistant, worked with outreach locations to create sixteen new sections. These classes attracted students who were not enrolled in existing classes.
- To insure the quality of the teaching that was being delivered at the outreach locations, in the spring of 2003 and the fall of 2004, the previous Dean of the RS3 Division and now the Senior Dean of Instruction developed a schedule to evaluate every outreach instructor. This task has been completed.
- In 2004-2005, the Manager of Maintenance Operations developed a schedule to visit and inspect each site to insure the facility is in accordance with standards.

## **2.2 Increase enrollment by 5% at off-campus sites.**

In 2003-2004, the Contra Costa College Foundation awarded a \$5000 mini-grant to increase outreach course offerings. As a result, a brochure was developed to advertise course offerings at various sites. Brochures have been distributed at senior centers, community centers and other community sites. With the remainder of the mini-grant, two new classes have been started in an area where none were offered previously. In January of 2004, the Contra Costa County Area Agency on Aging published a two-page story on the college's outreach efforts. In addition, flyers on various classes have been distributed in the community. During the last three years, the Senior Administrative Assistant has participated in three Senior Information Fairs in Richmond.

## **Initiative #3: Increase public awareness and understanding of the opportunities and benefits of Contra Costa College**

*The college will promote and advertise its academic programs, support services and campus events in a regular and comprehensive manner to ensure that all segments of the community are aware of the college and its resources.*

Stewards: Communications & Advancement Team, Dean of Economic Development, President's Office Staff, Student Life Coordinator

When this initiative was developed, the college had a marketing manager; a technology manager responsible for graphic design, website, and television studio staff; and a public information officer and an executive assistant who reported to the president. The director of college development facilitated those individuals in creating their objectives and action plans for Strategic Initiative 3. Budget cuts led to the elimination of two of these management positions and the creation of a comprehensive unit composed of the functions. The new Communications & Advancement Office includes public information, graphic design, the website, the television studio, and community relations along with grantwriting and the CCC Foundation and is managed by the director of college development. The CAO team receives policy and marketing input from the constituency-based Marketing & Community Relations Committee that includes representatives from service area communities. The CAO team along with staff from the President's Office and from Student Life has primary responsibility for developing and implementing the action plans for this initiative. They have provided excellent leadership and have made significant progress toward fulfilling the objectives. A representative from CAO also meets regularly with the District Marketing Committee. The Economic Development Office also hosts activities that introduce CCC to the community, especially high school students, parents and teachers.

### **Objectives**

#### **3.1 Develop general priorities and criteria for utilizing and accessing CCC marketing resources, and establish processes for consistent use of research data to produce marketing materials.**

College Council adopted a "Request for CCC Marketing Resources/ Support" policy F6003.3 for trial implementation in Fall 2004. The policy is included in the CCC Handbook. Requests are to be analyzed based upon their addressing the priorities of increasing transfer rates, increasing employability of students, preparing students to be global citizens, and positioning the college as an essential community resource and leader. In working with customers from the college, the newly

created Communications & Advancement Office focuses on the identified principles in developing marketing campaigns.

### **3.2 Conduct activities and special programs that bring the public (including prospective students) to the campus, and establish a regular planning cycle for these events.**

A monthly thematic calendar for the year has been established, coordinating the efforts of the Communication & Advancement Office, the President's Office and the Associated Student Union. The new web based college calendar of events is posted on our website: [www.contracosta.edu](http://www.contracosta.edu). We are constantly searching for opportunities to invite our communities to visit our campus in addition to our regular events such as the Martin Luther King, Jr. celebration, Women's History Month, the College is pleased to present groups such as the Dallas Black Dance Theater and the LIKHIA Filipino Dance Troupe. Campus departments that regularly sponsor activities are encouraged to plan events in line with the thematic calendar. Other events such as the Music Department Faculty performances each semester, drama performances such as the yearly Christmas Carol and the Speech, Drama Video, and Music nights also draw public support. Representatives from the Communication and Advancement Office, President's Office and Student Life meet regularly to review the themes and make any changes.

In order to provide regular notice of these events, a web-based campus events calendar was designed. The calendar was implemented in 2005 and is being evaluated by various students, staff and faculty.

Three annual events bring hundreds of business representatives companies, community members, and prospective students to our campus. The "Technology Careers Conference" brings 35 high tech businesses to the campus to put on career workshops for 300 local high school students. This event helps the businesses that participate, have a better idea of the facilities we can offer students and provides an opportunity for our faculty to network with leaders in their fields. The "Career Connection Job Fair" is open to the public and brings more than 100 companies to the college. It provides Bay Area and local businesses an opportunity to share current occupational information on career prospects with the campus and local community. The "Open House" invites citizens our service area to the campus, from current and potential students and their families to new homeowners and businesses in the community. This event makes them more aware of our programs, and they can see first hand, what we can offer students.

### **3.3 Institutionalize the college print information process and develop criteria for college print information and for establishing new publications.**

Most of these activities were postponed in light of planning by the anticipated new Communications & Advancement Office to conduct branding research to inform the overall visual image of CCC materials. That research was launched in Fall 2004.

### **3.4 Institutionalize the college web site, and plan for it as a major college publication.**

The Web subcommittee now reports to the new CAO Office. Web issues are regularly discussed by CAO and a new constituency-based Marketing & Community Relations Committee. Revisions of official college web pages are part of a new branding process coordinated by the CAO Department. We are currently using the college web site to conduct an on-line survey and have so far received written responses from approximately 50 users. The same survey will be used by several focus

groups next semester. A new design was used to create web pages for several Vocational Education sites including Culinary Arts, Early Childhood Education, Business and Office Technology, Dental Assisting, Engineering, Automotive Repair, Computer and Communication Technology, and Administration of Justice. The new Culinary Arts web site is almost ready for publication, and the other sites will be published next semester. The current version of the college web publication policies was posted on the Faculty and Staff Resources section of the home page. In addition, this policy has been presented for additional administrative review.

### **3.5 Increase utilization of the college television station for marketing purposes.**

Utilization of KCCC-TV for general marketing purposes is greatly contingent upon how widespread access to the station is over cablevision systems in West County. In addition to his ongoing involvement with creating and cablecasting CCC instructional and celebratory videos, our video production engineer is actively involved with the Contra Costa Educational Television Consortium and its efforts to require all cable franchisers in the county to carry educational programming. Contra Costa College marketing materials increasingly note that the college has both a website at [www.contracosta.edu](http://www.contracosta.edu) and its own television station, KCCC-TV, Channel 24 in most of West County. Internally, the Communication & Advancement Office team is working on how the TV studio can use the marketing materials produced by the graphics unit. There are compatibility issues between Macintosh and PC platforms and between the generally vertical orientation of marketing materials and the horizontal format of television screens. However, these issues can be resolved now that both units are part of the Communication & Advancement Office.

### **Initiative #4: Increase total revenues and contributions for college operations**

*Increase the financial support of all college programs and services through increased enrollment and outside funding opportunities.*

Stewards: Director of College Development, Vice President, President, Director of Business Services, Dean of Economic Development

The college experienced its largest enrollment ever of approximately 10,500 student headcount in the fall of 2002, the first semester in the implementation of this plan. We were well on our way to fulfilling this initiative. Unfortunately, in the spring of 2003, the college was forced to drastically reduce its schedule and begin the painstaking process of cutting staff in order to reduce expenditures. The college has been in a financially challenging position since that time. Not only has the number of employees been reduced, but the college operating budget was cut by 40% in 2003-04 and continues into the current year. Incredibly, the college has operated in the black through the support of the foundation, the acquisition of grants, and the incredible ability of CCC employees to continue to do more with less and contribute their own personal resources to the educational endeavor.

### **Objectives**

#### **4.1 Maximize existing revenue sources and resources.**

To encourage students to take more units and increase FTES, the Foundation is gradually increasing the number of units applicants for its scholarships must be taking to be eligible for its awards. Most of the endowed and renewal scholarships funded by individuals and community organizations already require that students carry full-time loads. Many do not support this direction because many

achieving and deserving students do not attend full-time. However, the current policy requires that even if students do not enroll full-time, they must clearly be on track to obtain either an associate degree or vocational certificate or transfer to a four-year institution for a bachelor's degree to be eligible for Foundation-funded awards.

College facility rental fees were increased in 2003-04 on a space-by-space basis. Rentals generated \$67,000 for CCC, an increase of more than 90% over revenues generated in 2002-03.

A policy on memorial benches and other such donations was adopted by College Council. Donors are invited to memorialize/recognize/honor individuals through the purchase of a Gretchen bench for \$3,000. In addition to a bench, the family whose inquiry precipitated this policy also created a scholarship in memory of a former physical education instructor.

The Reprographics department has been streamlined to take on projects that were traditionally outsourced. For example, business cards are now produced internally resulting in a cost savings and greater flexibility in quantities ordered. Schedules were developed to accommodate production of all syllabi rather than outsourcing. In addition, Reprographics has started contracting external work to further increase revenue during relatively slow times.

#### **4.2 Pursue new revenue sources and resources.**

Contra Costa College has been the recipient of competitive grant funds totaling \$2,629,000 in 2002-03, \$2,978,000 in 2003-04, and \$2,404,000 thus far in 2004-05. This includes awards from the U.S. Department of Education, the National Science Foundation, the U.S. Department of Energy, the U.S. Department of Health and Human Services, the State Chancellor's Office, the University of California Office of the President, and private foundations. While receiving competitive grants is good fortune, implementation of grant-funded projects can have a significant impact on the ongoing operations of the campus. For that reason, CCC is strategic when applying for such system-changing projects as our Title III grant and the TRIO Student Support Services proposal that is pending with the U.S. Department of Education. We zealously pursue grants to support ongoing programs such as the student stipends component of our Center for Science Excellence and the innovative Nurse Mentor project.

The Foundation Board of Directors' mission is to raise funds in support of CCC students and programs. Its primary fundraising activities are the annual Swinging for Scholarships Golf Tournament and the new CCC Hall of Fame. The success of the 2004 golf tournament allowed the Foundation to increase both the number and size of its scholarships to 50 at \$1,000 each and to replenish the fund established in 2003-04 for CCC program support (see next paragraph). Although break-even was the goal for the first CCC Hall of Fame induction ceremony and gala, the event cleared nearly \$10,000. Proceeds from the Hall of Fame events will support CCC programs with at least 25% going to CCC athletic programs.

In the 2003-04 academic year, the Foundation Board of Directors established a Program Support Fund of \$100,000 that was available to the college president for utilization when relatively small amounts of money would yield significant returns for CCC. Utilization of the fund was frequently in response to needs identified through the program review process. The Foundation also awarded mini-grants from the fund. Such projects as increased tutoring hours, physics software, magazine publication by English students, non-credit outreach, high school student recruitment, graphics lab equipment, nursing lab improvements, student identification card system, professional development,

aqua therapy swim class lifeguards, grant development, and music department fundraising concerts were funded.

John Muir/Mt. Diablo Medical Center continued to provide one full-time clinical instructor from its staff with the expectation of greater support in 2004-05. Kaiser Permanente traditionally sponsors the CCC Foundation's *Swinging for Scholarships* Golf Tournament. In addition to that support for student scholarships, Kaiser made a second grant to CCC of \$40,000 toward the hiring of additional nursing instructors. As the operator of Doctors Medical Center until July 31, 2004, Tenet Health Care was also a traditional *Swinging for Scholarships* sponsor. However, its 2004 grant of \$10,000 was designated for improvements to the nursing skills lab and the CNA lab. Local hospitals also donated outdated medical supplies to the nursing program for use in skills training labs. Other CCC curriculum-related industry donations included support for drama, chemistry, automotive services, dental assisting, high performance computing, and biotechnology departments and programs.

Foundations at the three colleges in the Contra Costa Community College District engaged in discussions about a collaborative alumni research and identification project. Community colleges with successful alumni programs generally focus on affinity areas rather than the College as a whole. Both the Associate Degree Nursing Program and the Center for Science Excellence at CCC have viable alumni programs. Discussions are underway about at least an annual newsletter for CCC alumni.

**4.3 Support CCCCD’s International Education Strategic Plan current goal of increasing student enrollment by 10% per year to ultimately achieve an international student enrollment of 5% of total unduplicated headcount districtwide.**

The following chart illustrates the trend in international student enrollment at Contra Costa College with 2001-2002 serving as the base year.

	2001 SP	2002 SP	2003 SP	2004 SP	2001 FA	2002 FA	2003 FA
Headcount	118	187	177	73	158	189	158
% change from prior year		58%	-5%	-59%		20%	-16%

Comparing Spring 2001 with Spring 2002 and Fall 2001 with Fall 2002, there was an increase in international student enrollment of 58% and 20%, respectively. However, after the September 11, 2001 terrorist attack, we experienced a decline in international student enrollment. This seems to be the case throughout the United States due in part to fear and uncertainty, but mostly to the new Visa issuance regulations. For example, our Japanese international student population had a slight decrease due to the interview process with the American Embassy that began during the 2003 fall semester. This new process made it much more difficult and cumbersome for international students to come to the US for their education. Instead, countries such as Canada, Australia and New Zealand where Visa issuance is not as strict as in the US, have seen an increase in international student enrollment.

The Director of International Education, currently residing at Diablo Valley College will be moving half-time to Contra Costa College in order to increase recruitment efforts and service for CCC international students. However, budget issues may continue to impact this situation. International students are required to take at least 12 units. Given reduced classes and sections, international students are sometimes unable to fill their schedules with classes at CCC. In those cases, they will frequently take three units at either DVC or LMC.

## **Initiative #5: Provide a safe, clean, secure, attractive, and ecologically-sound learning environment.**

*Our students and the community we serve deserve the best educational experience we can provide. The college will maintain a safe and well-maintained physical environment that is conducive to student success. Safe, pleasant surroundings allow students to focus their personal energies on learning.*

Stewards: Director of Business Services; Managers of Police Services, Custodial Services and Facilities and Operations; Operations Council

### **Objectives**

#### **5.1 Develop a plan to improve areas in which there are safety concerns.**

The college is located in the most urban part of the County, where per capita income levels are lower, and the population is considered most at risk. Therefore, in order to provide an environment where learning can occur effectively, safety and security of the campus are given high priority. Several action steps were developed to create and maintain a safe environment. These action steps are either completed or are being performed on an ongoing basis. Among those completed are the following:

- the development and distribution of the Emergency Operations Plan (EOP) and the safety training associated with the plan,
- offering of workshops/seminars to increase safety awareness (i.e. fire safety training, how to increase personal safety and emergency preparedness, racial profiling, etc.), and
- design/conceptualization of the college police commission, called Police Services Advisory Committee (which is scheduled for implementation on July 1, 2005)

Being performed on an ongoing basis are the following:

- regular walk-throughs of the college to identify safety concerns, i.e. places on campus that require more lighting at night, trees or shrubs that could use trimming in order to improve visibility at night, safety hazards, etc.
- evacuation drills,
- purchase of safety supplies as funds allow, and
- identification and correction of safety issues.

The college's safety committee continues to meet regularly to ensure that a safe and secure campus is provided for the students and employees of the college.

#### **5.2 Identify and remodel/renovate facilities to reflect the needs of current and future programs, faculty, staff, and students and to reflect the aesthetics conducive to teaching and learning.**

The action steps under this objective are closely tied to the bond projects. The status of the bond projects are communicated continuously to the college community through the website, College Council and other college meetings. Efforts to improve the college grounds are ongoing. Completed bond projects include roadway and path improvements, complete re-surfacing of the swimming pool, and a remodel of the administrative offices. Exacerbating progress toward the achievement of this goal is the fact that the original six major projects identified in the bond for Contra Costa College is now down to 2.5 or 3 projects because the college was the last of the three colleges to begin construction planning once the bond was passed. Costs are escalating, and the much needed

improvements to the college will more than likely not occur as originally planned. In the two years since the passage of the bond, no construction is underway on campus. At the time of this writing, projects are being re-prioritized for the third time to match current costs.

### **5.3 Develop a plan to enhance communication and collaboration between the facilities and operations, custodial services and college planning processes.**

The communication and collaboration between and among the above entities have been enhanced. The tasks identified to achieve this objective have been done and will continue to be done in the future. The District Director of Facilities and Construction attends the Executive Staff meetings at the college. Planning/brainstorming sessions and meetings between buildings and grounds and custodial services continue to occur. Joint walkthroughs of the campus by the custodial and buildings and grounds managers have been conducted regularly to collaborate on any facilities-related projects or other issues. There has been an improved communication of special projects by buildings and grounds to the College.

### **5.4 Create formal and informal gathering places that enhance the learning environment and ambience of the college.**

Achieving this objective not only includes the physical environment of the campus but also the use of cyberspace as a gathering place. To that end, the action plans include the development of academic and classified senate web pages. Both of these have been posted on the college web page. As far as providing better e-mail access for part-time faculty, a Districtwide plan has been developed and is being implemented by IT. The other action plans under this objective are again tied to the bond projects, and will be implemented in the coming years.

## **Initiative #6 Enhance measurement of institutional effectiveness.**

*We are an outcome-based institution. Charting the success of our students, programs, and services allows us to demonstrate our viability and permits us the luxury of prediction planning.*

Stewards: Senior Dean of Research and Planning, Research & Planning Committee, President, Vice President

### **Objectives**

#### **6.1 Establish specific target goals for institutional effectiveness.**

The college subscribes to the institutional effectiveness measures adopted by the district several years ago: student goal attainment; course success/persistence/retention rates; certificate/degree completion numbers/rates; placement number/rate in workforce; transfer: number who are eligible, who transfer, and performance after transfer; success in subsequent related course work; participation rate in service area. The district tracks progress and the data will be provided in the next report.

In addition to the above stated measures, the college set out to increase student satisfaction with student services by 5%. Coupled with each student service unit annual program review, special student satisfaction with services surveys were implemented. The office of Student Life conducted a survey of student satisfaction with the Recreation Room, Cafeteria, Student Life Office and ASU

government. The outcome from this survey serves as the baseline level of satisfaction from which the same survey will be administered prior to the next program review for this office. The Counseling office, Admissions and Records, DSP&S, Cal-WORKS, Financial Aid, Job Placement and Dean of Student Services offices have all participated in the college program review model and have completed two cycles of review. Each of these units developed satisfaction surveys which form the baseline averages from which the 5% growth in satisfaction will be compared at the end of the strategic initiative cycle in 2007.

A college-wide student satisfaction survey was administered to 987 students during the fall 2004 semester. The survey results were compared to results of a similar survey administered in 2001. The results on the two similar surveys indicate a greater than 5% level of satisfaction overall compared to the 2001 survey. The increase is based on an average outcome from both surveys. Marked increases are shown in higher percentages of satisfaction on the six global questions compared to the 2001 survey. Specifically 56% (Satisfied) and 21% (Very Satisfied) of the students responded when asked overall, how satisfied they were with their academic experiences at CCC compared to results from the 2001 survey that were 53%(satisfied) and 20% (very satisfied). When asked about how satisfied students were with the physical environment 57% indicated satisfaction or very satisfied compared with a 55% rating from the 2001 survey. Additional questions asked students about satisfaction with the quality of academic programs, the faculty, and teaching and the responses all indicate from two to three percentage points higher compared to the 2001 survey. By the end of the strategic initiative cycle in 2007 this gradual increase in satisfaction should have reached the 5% outcome goal. Much of this increase in student satisfaction should come from the building of a new Student Center, a result of the bond election construction initiative.

## **6.2 Integrate educational, technological, financial, physical, facilities, and human resources planning.**

We are in the beginning stages of developing a diagram and accompanying narrative that clearly describes the integrated planning process for the college. The document will be completed by July 1, 2005, and shared with the college community in August 2005.

## **6.3 Identify student learning outcomes.**

This objective is probably the most challenging of all, but considerable progress is being made because advance work is required before the outcomes can be developed. The first step was to define student learning outcomes. Through district and college efforts, many employees have been participating in learning activities on the topic for the last four years. After considerable work, the Academic Senate adopted and published an SLO implementation plan in the 2004-05 academic year. The plan defines SLOs and mandates their implementation at the course, program, and departmental and general education levels. The plan describes the assessment cycle for ongoing improvement in student learning and includes a template in developing SLOs. In preparation for developing SLOs at the department and course levels, each college unit developed and adopted a mission statement. All mission statements are now being entered on the college web site under their respective department sites and the project should be completed by the end of February 2005. In addition, dialogues on the subject are conducted in Management Council, Council of Chairs, President's Cabinet, and Curriculum Committee meetings. The Curriculum Committee will begin requiring student learning outcomes, associated assessment criteria, and methods as part of the regular curriculum approval and content review processes.

As of January 25, 2005, 13 departments had completed assessment designs for either program or

course level student learning outcomes. According to the Academic Senate SLO model, each departmental design will be implemented according to each program review cycle. In addition, on All College Day in spring 2005, the college held a general education student learning outcome "dialogue" that included all the permanent employees of the college.

#### **6.4 Train faculty and staff to analyze data for program review, planning, and decision-making purposes.**

Each semester faculty, staff and managers are invited to attend training sessions both for the preparation of self-studies as well as how to participate on a validation team. The Research and Planning Fact Book Web Site is updated annually to include the most recent data.

#### **6.5 Provide access to data that can be used for effective planning and decision making.**

The Office of Research and Planning has been supplying program review and now student learning outcome data (i.e. assessment outcome results and survey formats) for many semesters. Each semester, training on the Decision Support System, known as Cognos, has been offered to both managers and faculty by the senior dean of research and planning. CCC is the major user of this district office supported system and works closely with IT in maintaining and developing these and new data modules. The Business Services and Research and Planning offices have developed modules to allow the Cognos system to forecast expenditures based on a cost per student model, with links to each college department down to the course level. Implementation of this format needs further refinement and adoption by the other two colleges before it can be realized. Deans are now able to access A, AC and C contract costs per faculty member on a semester by semester basis which was one of the developments that was associated from this activity. Faculty who use the Cognos system use the graphic capability for writing grant reports and mid-year analyses regarding enrollments and student demographics. About 15% of the faculty are users of this system; all of the academic deans are regular users.