Contra Costa Community College District
Contra Costa Community College District
Strategic Plan 2025-2030

Contra Costa Community College District

pathways to success

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4CD Leadership
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Chancellor's Message

In the last quarter of 2024, the Contra Costa Community College District was completing its yearlong celebration of our 75th anniversary and simultaneously kicking off our strategic planning process to identify the goals and strategies that will guide our next five years.

The process was thoughtful and inclusive as we sought to hear from all of the constituency groups who comprise our community: students, faculty, classified staff, industry partners, and other key stakeholders from all over the county.

Thank you to everyone who participated. We heard your input, and we value your perspectives. With your feedback, we were able to tailor our strategic objectives to address our current needs and emerging priorities.
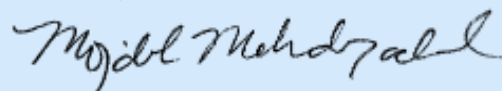
Our 2020-2025 strategic plan was completed in 2019, less than a year ahead of the Covid pandemic, which catalyzed major changes in how education is delivered. While we had already begun implementing professional development for the delivery of effective distance education, the rapid shift to fully remote instruction, student services, and support functions was a monumental undertaking marked by innovation, adaptability, and a deep commitment to supporting student success under unprecedented conditions.

Staying nimble and attuned to the needs of students and employers continues to be an area of focus for us as we look ahead to the next five years.

Our updated mission statement highlights the need to equip students with the knowledge and resilience to thrive in a changing world. As technology and industry needs evolve, we remain committed to providing equitable pathways to student success and fostering innovation and adaptability.

Through the goals and strategies outlined in this plan, our colleges will remain steadfast in creating an environment of excellence and belonging where all students can achieve their educational and career goals.

Sincerely,

Mojdeh Mehdizadeh

Mojdeh Mehdizadeh
Chancellor
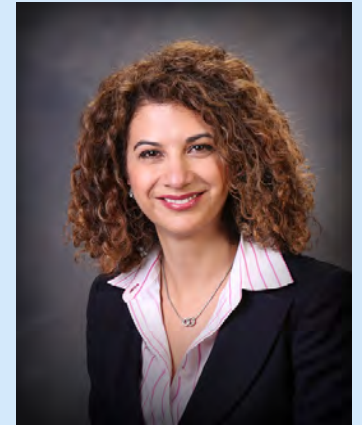
4CD Leadership
Governing Board

Andy Li, President

Diana Honig, Vice President

Fernando Sandoval, Secretary

John E. Márquez, Member

Rebecca Barrett, Member

Sophie Khouri, Student Trustee

*Top row, left to right: Rebecca Barrett, John E. Márquez
Bottom row, left to right: Diana Honig, Andy Li, Fernando
Sandoval. Not pictured: Sophie Khouri*

Planning Process Chronology

September 17, 2024	Chancellor's Cabinet Initial Planning Meeting
October 1, 2024	District Governance Council (DGC) Initial Planning Meeting
October 9, 2024	Strategic Planning Discussion with Governing Board
November 20, 2024	Planning Forum at Diablo Valley College
November 26, 2024	Planning Forum at Contra Costa College
December 2, 2024	Planning Forum at Los Medanos College
December 4, 2024	Planning Forum on Zoom
January 14, 2025	Community Planning Forum
February 11, 2025	DGC provides feedback on Mission, Vision, and Values
February 19, 2025	Strategic Planning Update to Governing Board
April 8, 2025	DGC provides feedback on Goals, Priorities, and Strategies
April 24, 2025	Online Survey Opens - Mission, Vision, Values, and Goals
April 29, 2025	First Draft reviewed by Chancellor's Cabinet
May 6, 2025	First Draft reviewed by DGC
May 14, 2025	First Draft reviewed by the Governing Board
May 27, 2025	Final Draft reviewed by Chancellor's Cabinet
June 3, 2025	Final Draft reviewed by DGC
June 11, 2025	Final Draft approved by the Governing Board

Summary

The Contra Costa Community College District (4CD) Strategic Plan aligns and supports the work of all District sites—including Contra Costa College, Diablo Valley College, Los Medanos College, and the District Office—by providing a shared direction and fostering coordinated efforts across the entire District.

Mission

To deliver innovative, high-quality educational programs and services that enrich communities, advance equity and belonging, and equip students with the knowledge and resilience to thrive in a changing world.

Vision

To be a leader in educational excellence—advancing equitable student achievement, fostering social mobility, and transforming the communities we serve.

Values

Student-Centered • Equity and Belonging • Future-Readiness and Adaptability • Excellence and Integrity

Strategic Goals

1. Equitably improve student learning and completion by providing holistic support.

2. Foster a culture of inclusion, belonging, and student-focused engagement.

3. Embed future readiness and adaptability into 4CD's educational programming and operations by fostering innovation, responsiveness, and proactive problem-solving at all levels.

4. Responsibly, proactively, and sustainably steward 4CD resources.

District Profile

In 2024, 4CD proudly celebrated 75 years of service to the Contra Costa County community. This rich history demonstrates a strong commitment to educational excellence, partnership development, and regional advancement. 4CD's longstanding presence has nurtured reliable relationships and collaborations, creating a solid foundation for implementing this plan, which guides us in addressing the community's changing needs.

The strategic plan is informed by this legacy of service and current and emerging factors influencing our local context. These factors include 4CD's economic contributions, financial landscape, student demographics, and relevant data regarding its service area, county population forecasts, and overall economic conditions.

Financial Overview

4CD's operational budget is supported by a combination of local, state, federal, and other revenue sources. Local property taxes account for the largest share at 58% of total revenues, followed by state apportionment at 22% (see Figure 1)

Figure 1. 4CD Funding Sources

Legend:
- Property Tax
- State Apportionment
- Enrollment Fees
- Other Local
- Other State
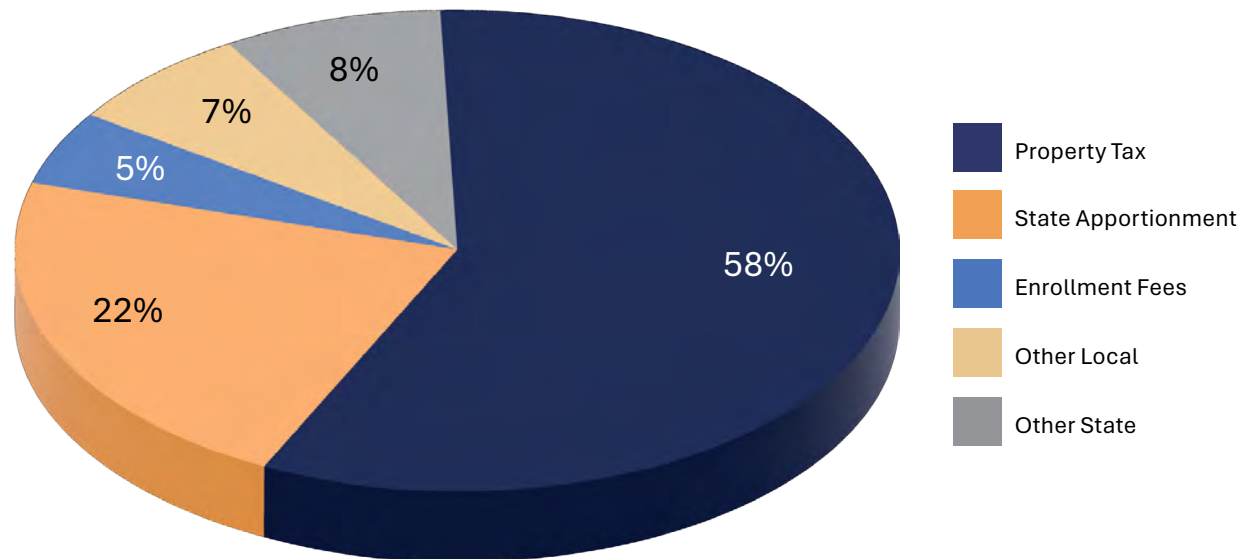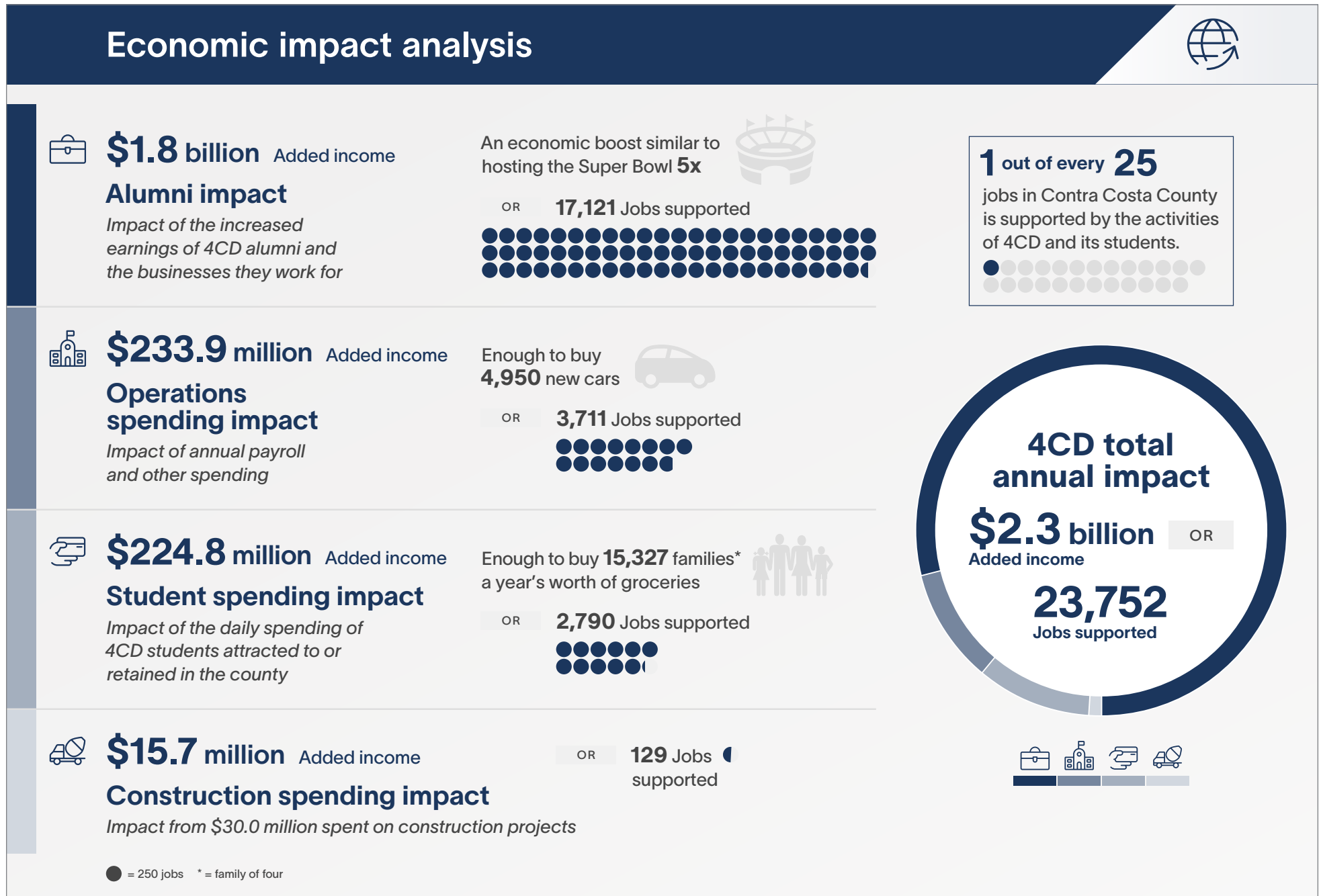
4CD's Economic Contribution

According to the recent economic impact analysis, 4CD contributes approximately $2.3 billion in annual income to the economy (Figure 2). This contribution exceeds the entire income generated by the County's Transportation and Warehousing sector and is comparable to sustaining 23,752 jobs in the area.

Economic impact analysis

$1.8 billion Added income

Alumni impact

Impact of the increased earnings of 4CD alumni and the businesses they work for

An economic boost similar to hosting the Super Bowl **5x**

OR **17,121** Jobs supported

1 out of every **25** jobs in Contra Costa County is supported by the activities of 4CD and its students.

$233.9 million Added income

Operations spending impact

Impact of annual payroll and other spending

Enough to buy **4,950** new cars

OR **3,711** Jobs supported

$224.8 million Added income

Student spending impact

Impact of the daily spending of 4CD students attracted to or retained in the county

Enough to buy **15,327** families* a year's worth of groceries

OR **2,790** Jobs supported

4CD total annual impact

$2.3 billion OR

Added income

23,752

Jobs supported

$15.7 million Added income

Construction spending impact

Impact from $30.0 million spent on construction projects

OR **129** Jobs supported

● = 250 jobs   * = family of four

Service Area

4CD comprises one of the largest multi-college districts in California, serving more than 1.16 million people who reside in Contra Costa County. Geographically, 4CD's boundaries are virtually coterminous with those of the County, encompassing all but 48 of the County's 734-square-mile land area (see Figure 3).

Figure 3. Contra Costa Community College District Service Area

With three colleges on five campuses serving nearly 50,000 students annually, 4CD is committed to delivering innovative, high-quality educational programs and services that enrich communities, advance equity and belonging, and equip students with the knowledge and resilience to thrive in a changing world.

Population Trends and Projections

4CD's recent environmental scan projects steady but limited population growth in Contra Costa County through 2033. The County's population is expected to age significantly over that period, with a notable increase in residents aged 65 and older and a decrease in those under 18.[1] This shift accompanies a gradual decline in traditional high school graduate pipelines and highlights the importance of engaging adult learners (Figure 4). Nearly half of the County's adult population does not hold an associate degree or higher, presenting a critical opportunity for 4CD to expand access and address evolving educational and workforce needs through targeted programs for adult and returning learners.

1   Contra Costa Community College District. (2025). Environmental scan 2025. Office of Research and Planning. www.4cd.edu/environmentalscan
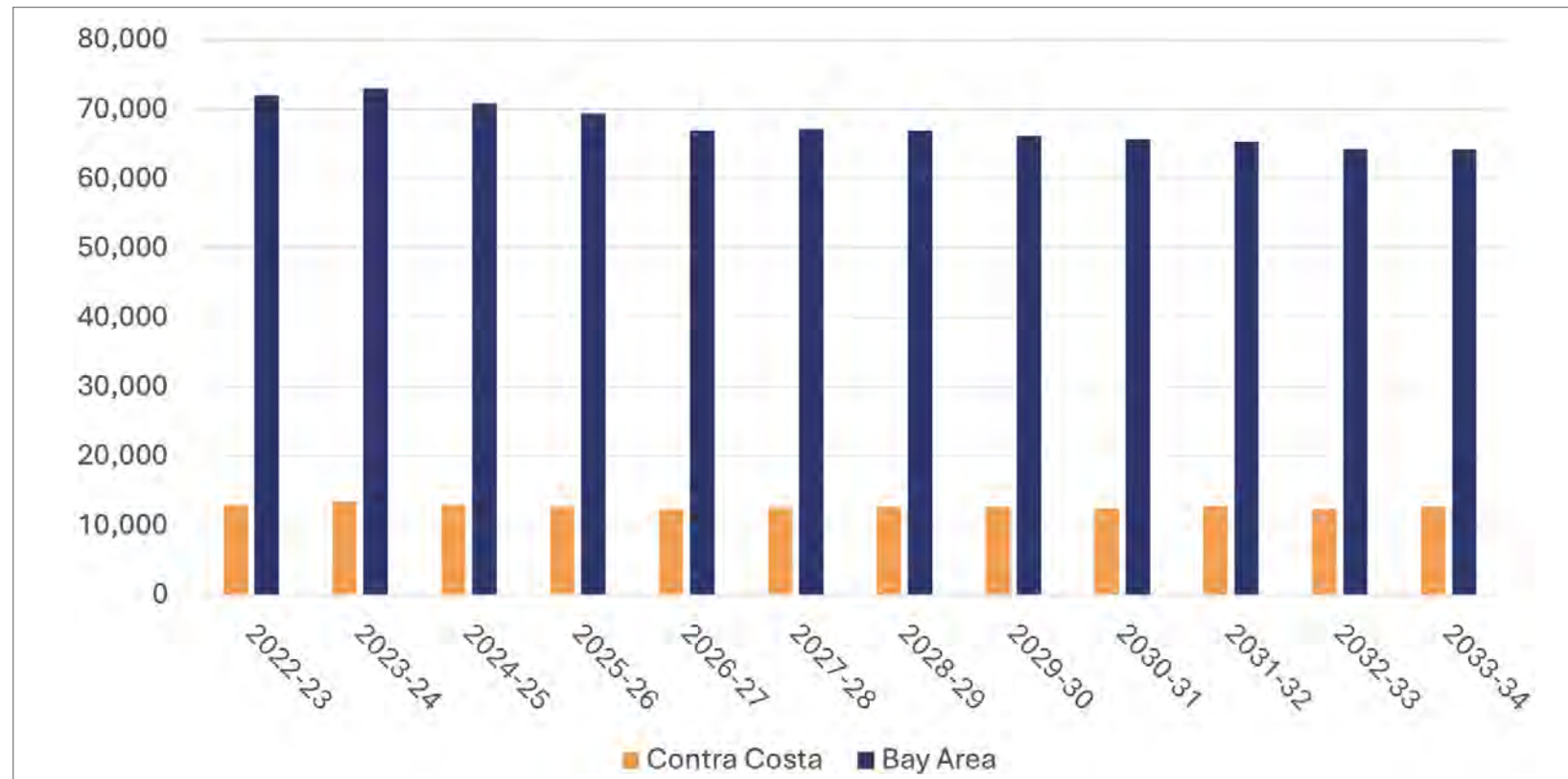
Economic Conditions

Contra Costa County's residents represent a diverse range of income levels, with a relatively high proportion of high-earning households compared to the overall state. However, the County's high cost of living places significant financial pressure on many residents, particularly students, and higher incomes do not fully alleviate these challenges. Economic conditions vary significantly across different communities, with higher concentrations of poverty generally found in the western and eastern regions of the County. Traditional poverty measures likely underestimate the true extent of financial hardship in the County, as they do not adequately account for the high cost of living.

While job growth is expected to continue in the near term, 2024 marked an increase in unemployment compared to the previous two years. Broader economic shifts may also emerge as federal policy changes impact trade and other key sectors. Despite these uncertainties, Contra Costa County's economy remains on a growth trajectory, supported by investments in transportation infrastructure, workforce development, and business incentives. However, persistent challenges such as housing affordability and infrastructure demands continue to shape the region's economic landscape.

4CD's three colleges—Contra Costa College, Diablo Valley College, and Los Medanos College—serve the distinct regions of West, Central, and East County, respectively. Each college's unique strengths, programming, and deep connection to its community position it to respond effectively to the specific demographic, economic, and workforce trends shaping its service area.

4CD Student Characteristics

Enrollment Trends

With two years of enrollment growth, 4CD is seeing encouraging signs of recovery following a prolonged period of decline exacerbated by the COVID-19 pandemic (see Figure 5). Historically, enrollment patterns have closely reflected regional economic conditions, typically rising during periods of economic downturn. However, during COVID-19 and the resulting economic instability, this enrollment trend did not occur, disrupting a reliable pattern often used in enrollment planning. This disruption highlights an increasing complexity in people's decisions to pursue post-secondary education. As social perceptions and national conditions continue to evolve, likely amid ongoing uncertainty over the next five years, maintaining flexibility and responsiveness in enrollment planning will be critical to sustaining and building on this recovery.

Figure 5. 4CD Enrollment Trends
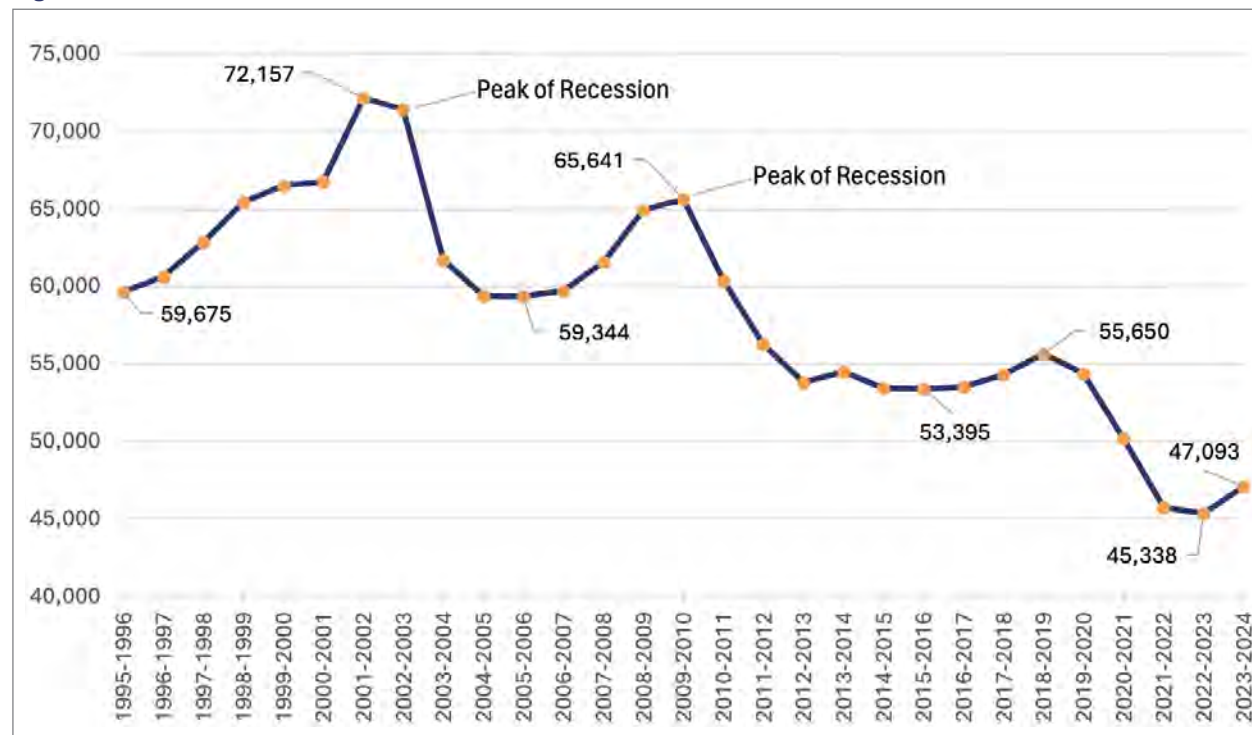
Recent high school graduates make up approximately one-quarter of 4CD's student population. High school graduation rates have been gradually declining since 2020–2021, a trend that is expected to continue. Although the percentage of graduates enrolling at a 4CD college decreased during the pandemic, enrollment rates among this group are now showing signs of recovery (Figure 6).

The COVID-19 pandemic significantly accelerated the diversification of instructional delivery at 4CD, leading to a lasting expansion of learning modalities available to students across disciplines. In the post-pandemic learning environment, students continue to engage across the three primary modalities: face-to-face, hybrid, and online. As of fall 2024, 4CD experienced equal enrollment in face-to-face and online courses, each accounting for 42%, with hybrid enrollments showing steady growth (see Figure 7).
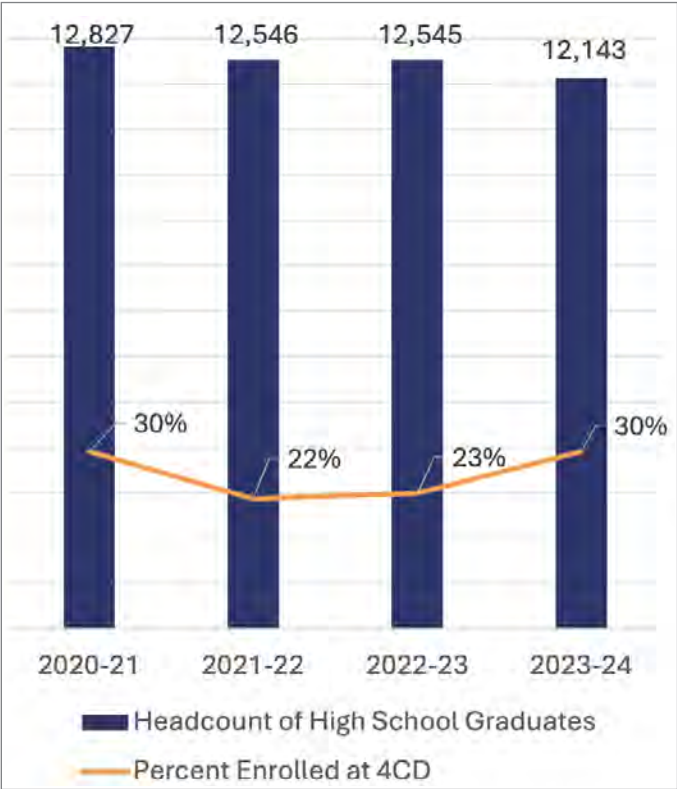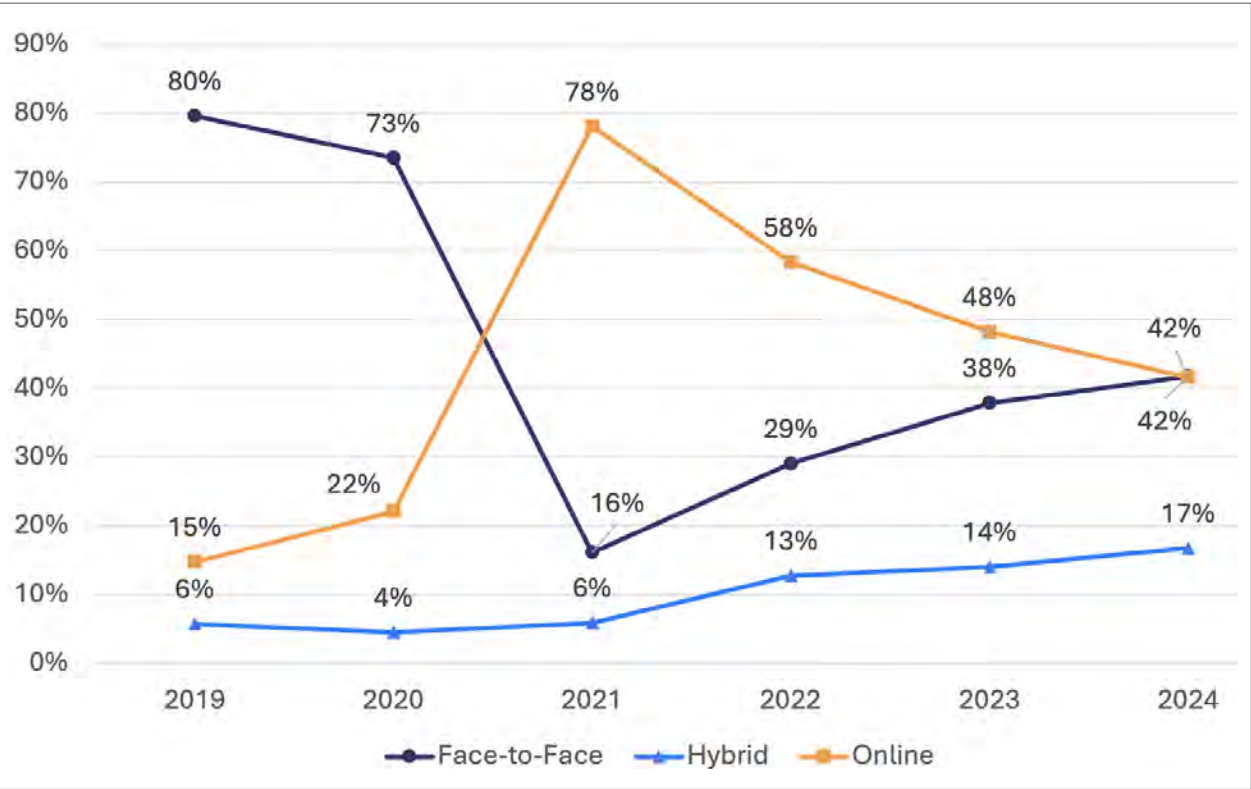
Figure 6. Local High School Transitions to 4CD

**Figure 7.** Credit Student Fall Enrollment by Modality

Student Demographics

Districtwide, the broad demographic patterns of 4CD students mirror the diversity of the County. The 4CD student body has higher concentrations of Hispanic, African American, and students identifying as Two or More races (see Figure 8).

Figure 8. 4CD Students' Ethnic Composition Compared to Contra Costa County
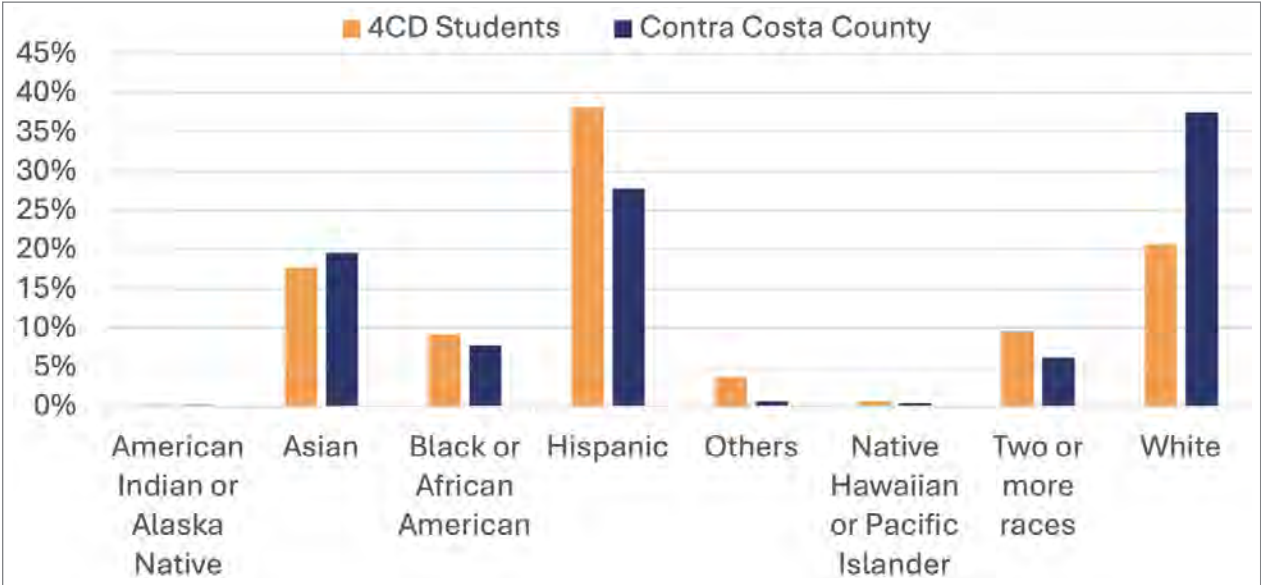
Strategic Plan Purpose and Scope

4CD's 2025-2030 Strategic Plan provides a unifying framework to guide collaborative decision-making, align efforts across all District sites, and drive positive change to achieve meaningful results for students, employees, and the communities we serve.

At its core, the plan affirms our collective commitment to continuous improvement in service to our students, employees, and communities. Through strategic planning, we define our organizational identity—who we are, what we value, where we aspire to go, and how we will get there, together. By examining our current context through the lens of our shared purpose and values, we identify common goals and priorities that will guide efforts to advance equitable student outcomes, address evolving workforce needs, and foster supportive, inclusive learning and work environments across 4CD.

This plan is designed to inform and support the development of each college's strategic educational plan and integrate with other institutional plans, promoting coherence across all planning efforts.

Strategic Planning Process

The 4CD Districtwide Strategic Plan was developed through an inclusive, participatory process that incorporated the perspectives of students, employees, and community partners. Instead of establishing separate planning structures, the process was embedded within existing governance bodies, districtwide committees, and workgroups, and was complemented by a series of focused planning forums. This approach supported continuous refinement and broad engagement throughout the planning period.

The 4CD Governing Board initiated the plan development process in fall 2024 by offering guidance related to 4CD's overarching direction and core values, which served as a compass for the remainder of the planning process. The District Governance Council (DGC) served as the District Strategic Planning Committee throughout the planning period, grounding the process in 4CD's participatory governance framework and providing consistent guidance and oversight.

Input was gathered through multiple formats to encourage broad and inclusive participation. More than 250 individuals directly contributed to the plan's content, including classified professionals, faculty, administrators, students, and external partners. A series of strategic planning forums served as key touchpoints for engagement:

- Three hybrid college forums—one at each college—welcomed employees and students to participate in person or via Zoom.

- A districtwide virtual forum provided an additional opportunity for engagement across all sites.

- A dedicated community partner forum brought together voices from education, business and industry, community-based organizations, elected offices, and workforce and economic development agencies.

To complement the forums, online surveys and digital feedback opportunities allowed stakeholders to review and comment on draft components of the plan, including the mission, vision, values, goals, and strategic priorities. This ensured that community feedback directly informed the development of the plan. The Chancellor's Cabinet and District Governance Council (DGC) reviewed and finalized the plan, which the Governing Board ultimately approved.

This collaborative, multi-modal approach helped create a plan that reflects diverse perspectives and articulates the shared purpose of advancing student success, equity, and innovation across 4CD.

Planning Context

The Strategic Plan is shaped by 4CD's broader environmental context, which includes current and emerging economic trends, socio-political dynamics, statewide priorities and mandates, emerging technologies, and changing workforce demands. The goals, priorities, and strategies detailed in the plan represent 4CD's deliberate response to this evolving landscape, grounded in its mission, aligned with its values, and directed toward achieving its long-term vision.

The summary below highlights key trends considered during the planning process. It is important to note that while this plan is a static document providing a snapshot of the environment at a particular point in time, it results from an ongoing districtwide planning process that adapts to circumstances as new needs emerge.

Economic Trends and Assumptions

As of early 2025, Contra Costa County's economy continues to display resilience, although some moderation is evident. Following a sharp rise in unemployment during the COVID-19 pandemic, the County's job market has largely rebounded. The unemployment rate peaked at 15.3% in 2020 and then declined steadily in subsequent years, reaching 4.6% in early 2025. Excluding pandemic outliers, the County's unemployment rate has remained below the statewide average, which was 5.4% during the same period.

California continues to face fiscal uncertainty at the state level. Its progressive tax system, which is heavily dependent on capital gains, leaves state revenues vulnerable to economic fluctuations.

Recent trends show a drop in consumer spending alongside a largely stagnant labor market.[2] Nationally, key economic indicators—such as yield curve inversions, slowing job growth, and weakening consumer confidence—suggest that the U.S. economy faces an elevated risk of recession in the coming years.

Given these dynamics, 4CD's Strategic Plan acknowledges the ongoing economic uncertainty and anticipates slower economic growth or the potential for a recession during the 2025–2030 period, including the related enrollment and budgetary implications.

2 Legislative Analyst's Office. (2024, March). The 2024–25 budget: California community colleges. https://lao.ca.gov/Publications/Report/4939

State and Federal Policy Trends

Statewide Frameworks

California's higher education landscape is increasingly shaped by ambitious statewide initiatives aimed at improving student outcomes, streamlining transfer, and aligning programs with workforce demands. The *Governor's Roadmap for Community Colleges*, California Community Colleges' Vision 2030, and California's *Master Plan for Career Education* establish a statewide strategic framework. While these state-led efforts promote systemwide coherence and student success, they also place significant demands on institutional capacity and reduce the flexibility available for locally driven planning, innovation, and improvement.

The *Roadmap for California Community Colleges* outlined system-wide priorities tied to increased base funding, establishing a policy foundation built on data-informed planning, equity-focused investments, and measurable outcomes. These principles shaped the development of Vision 2030, which extends the Roadmap's direction by providing a long-term strategy to advance equity, increase credential attainment, and strengthen connections between education and regional workforce needs. The *Master Plan for Career Education* complements this work by advancing a statewide vision for universal access to relevant, high-quality training and clearly defined pathways to economic mobility.

Legislative Mandates and Structural Reform

In tandem with these strategic frameworks, the California Legislature has enacted several policy mandates requiring colleges and districts to implement significant structural reforms—changes that necessitate deeper coordination between instruction and student services and often involve substantial investments of time, staffing, and resources for effective implementation. Assembly Bill 928 (the Transfer Achievement Reform Act) requires a single general education pattern for CSU and UC transfer, while Assembly Bill 1111 (Common Course Numbering) mandates standardized course numbering across California Community Colleges. These reforms aim to streamline the student experience but require significant curricular, operational, and technological adjustments at the district and college levels.

These state policy trends signify a shift from local and regionally tailored planning to state-directed structural change. While the intent is to create a more coherent and navigable system for students, the cumulative effect is an increasing expectation that districts implement uniform structural changes with limited flexibility to adapt solutions based on regional or institutional context. For district-level strategic planning, this evolving landscape necessitates a proactive and adaptive approach that aligns local priorities with state mandates, anticipates systemic change, and builds the internal capacity needed to implement reforms at scale. Strategic planning must incorporate compliance timelines, cross-functional coordination, and sustainable change management, all while remaining focused on student success and equity.

Evolving Federal Landscape

Executive orders and administrative actions under the current federal administration have created a new policy environment impacting California's community colleges. These include attempts to limit or dismantle diversity, equity, and inclusion (DEI) programs, as well as shifts in immigration policy and other directives with potential impacts on student access and support. Together, they contribute to a climate of uncertainty for institutions and the students they serve, particularly for undocumented students and those from historically marginalized populations. As a result, strategic planning must consider the implications of these federal actions and incorporate flexibility to respond to evolving national policy conditions over the next five years.

Public Perceptions of Higher Education

Public perceptions of higher education are complex, varied, and often conflicting. While views of higher education in the United States have improved slightly since pre-pandemic levels, concerns about affordability and return on investment remain paramount, despite a broad acknowledgement of higher education's role in economic mobility and long-term career success.[3]

These perceptions vary significantly depending on the type of institution and the job sector in question. Community colleges are generally viewed more favorably than four-year institutions for their affordability, flexibility, and direct pathways to employment—particularly in technical and healthcare fields. However, four-year institutions are often regarded more favorably in terms of academic prestige, research opportunities, and long-term earning potential.

Fortunately, local perceptions of 4CD have remained consistently favorable over time. In January 2024, EMC Research surveyed Contra Costa County voters and found that 4CD colleges were

rated positively for providing good or excellent overall quality and educational value. Fewer than 14% of respondents expressed an unfavorable view of the District or its colleges. These results closely mirror findings from a similar survey conducted by EMC Research in October 2013, reflecting a consistent and sustained positive perception of 4CD over the past decade.

Furthermore, data from a recent economic impact study commissioned by the District reveals that 4CD enhances the economic well-being of county residents and generates substantial financial returns for both students and residents. Every dollar students spend on tuition and fees yields, on average, $8.40 in the form of higher future lifetime earnings. Similarly, for every dollar of public money invested in 4CD, taxpayers receive a cumulative value of $2.00, equating to a 200% return on investment. The return to society in added revenue and social savings is estimated at $14.40 for every dollar of investment (see Figure 9).[4]

3   Contra Costa Community College District. (2025). Environmental scan 2025. Office of Research and Planning. www.4cd.edu/environmentalscan
4   Lightcast (2024). The Economic Value of the Contra Costa College District. www.4cd.edu/economicimpact

Figure 9. Summary of Investment Analysis, Fiscal Year 2022-2023
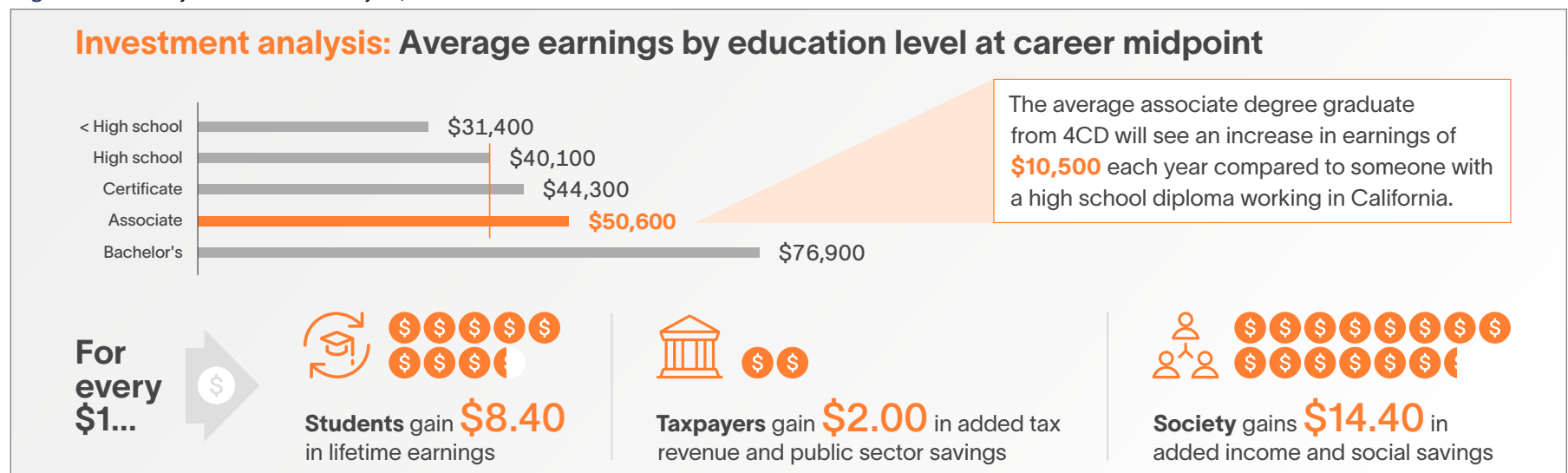
The Expanding Role of Artificial Intelligence and Emerging Technologies

Artificial intelligence (AI) and other emerging technologies are rapidly reshaping the landscape of higher education and the future of work. These advancements are transforming how students learn, how educators teach, and the skills required for future careers. As AI tools become more embedded in educational practices and operations, they create opportunities to tailor learning experiences, streamline administrative processes, and broaden access to information.

At the same time, this rapid evolution demands that higher education adapt swiftly to prepare students for a workforce shaped by automation, data, and digital systems. In addition to technical competencies, students need critical thinking, ethical reasoning, and digital citizenship skills to navigate complex digital environments successfully.

These shifts represent more than technological advancements; they signify a fundamental redefinition of institutional roles in preparing students for success in a rapidly changing world. The magnitude and pace of this change emerged as a consistent theme in strategic planning forums held across the colleges and the broader community, highlighting a collective awareness of its far-reaching impact and the need for a coordinated response across 4CD.

4CD Values

Student-Centered

We are committed to putting students first, recognizing that serving and supporting them is our shared purpose.

- **Student-First Approach –** Ensure that policies, programs, and practices are designed to support student needs and success.
- **Student Voice and Agency -** Actively seek and integrate student perspectives in decision-making.
- **Shared Responsibility and Engagement -** Strengthen collaboration among faculty, staff, administrators, and partners in service to students.

Equity and Belonging

Equity and belonging are core values guiding our work as we strive to create more diverse, just, inclusive, and supportive learning and work environments.

- **Addressing Inequities –** Remain reflective and proactive in identifying and addressing disproportionate impacts in our policies, practices, programs, and processes.
- **Inclusive Collaboration –** Work collectively to create welcoming spaces that reflect and celebrate our communities' diverse identities and cultures.
- **Safe and Supportive Environments –** Foster a culture where students and employees feel physically, psychologically, and emotionally safe in order to thrive.

Future-Readiness and Adaptability

We strive to prepare students, employees, and our institution for a rapidly changing world by fostering a culture of resilience, responsiveness, and ongoing improvement.

- **Sustainability and Stewardship –** Responsibly manage resources and embrace sustainable, forward-thinking practices.
- **Flexible and Responsive Systems –** Design programs and services that adapt to evolving student, workforce, and community needs.
- **Proactive Innovation –** Anticipate and drive positive change by embracing emerging technologies, data-informed strategies, and innovative practices.
- **Preparation and Resilience –** Equip students and employees with critical thinking skills, knowledge, and tools to navigate and shape a dynamic future.

Excellence and Integrity

We are committed to upholding the highest standards of excellence and integrity in all aspects of our institution.

- **Academic and Institutional Excellence –** Maintain high expectations for students, staff, and institutional practices to ensure rigorous, high-quality programs and services.
- **Proactively Affirm Student Potential –** Recognize the extraordinary abilities and resilience of our students and communities, engaging with humility and a commitment to meaningful support.
- **Ethics, Transparency, and Accountability –** Uphold ethical standards and clear, transparent processes with built-in accountability to ensure continuous improvement.
- **Thoughtful Action and Reflection –** Assess the impact of our decisions and continuously refine our practices to align with our values.

4CD Strategic Goals 2025-2030

Over the next five years, 4CD will pursue four goals that reflect and advance its mission and values. These goals provide a framework for aligning districtwide efforts with our commitment to student success, equity, and continuous improvement. Each goal is supported by four priorities that focus and coordinate action, along with suggested strategies and progress measures that identify specific steps and promote measurable outcomes. Together, these elements ensure that our mission and values are translated into meaningful, sustained impact across 4CD.

Goal 1

Equitably improve student learning and completion by providing holistic support.

Provide high-quality, evidence-based, and culturally responsive educational programs and support that meet the evolving needs of students and communities. Simplify systems and processes to improve student success and remove barriers to completion, focusing on closing equity and opportunity gaps for historically marginalized students.

Priority 1

Align districtwide completion, participation, and student support goals with those identified in the California Community Colleges Vision 2030.

Suggested Strategies and Progress Measures

Annually review districtwide progress toward Vision 2030 student completion, participation, and support goals to achieve districtwide improvement by 2030.

a) **Completion:** Increase with equity the number of 4CD students completing a certificate, associate degree, or baccalaureate degree by 30%.

b) **Participation:** Increase with equity the number of students attending a 4CD college by either 25%, or enrollment levels that surpass pre-pandemic numbers for student populations that experienced declines during the pandemic, whichever is greater.

c) **Maximizing Financial Aid:** Increase with equity the number of 4CD students receiving Pell and California College Promise Grant by 10%.

d) **Reducing Units to Completion:** Reduce with equity the average number of units required to complete an associate degree for transfer.

Priority 2

Clarify educational pathways and streamline institutional processes, ensuring students can navigate them easily and track their progress with confidence.

Suggested Strategies and Progress Measures

a) Utilize integrated technologies to guide students through the enrollment process, key educational milestones, and timely access to support services. Regularly review relevant performance indicators to evaluate the effectiveness of these interventions.

b) Evaluate student-facing processes across 4CD to identify opportunities for automation, streamlining, and standardization to improve the overall student experience.

c) Review and revise policies and practices to remove structural and systemic barriers that hinder the success of historically minoritized groups.

Goal 1

Priority 3

Collaborate with other systems, agencies, institutions, and community-based organizations to increase equitable access and offer students holistic academic, financial, and social support.

Suggested Strategies and Progress Measures

a) Enhance collaboration and alignment with K-12 and adult education partners to support equitable access and seamless transition to 4CD colleges. Annually review the District Feeder High School Report and California Adult Education metrics to track student enrollment and success.

b) Aligning with Vision 2030, collaborate with regional UC and CSU systems to equitably increase the number of 4CD students earning associate degrees for transfer by 30%, while providing effective transfer services and support.

c) Expand districtwide partnerships with local municipalities, cultural organizations, public agencies, and community-based organizations to effectively address student needs and enhance support services.

Priority 4

Design educational offerings that are accessible, flexible, and responsive to students' diverse needs and educational goals.

Suggested Strategies and Progress Measures

a) Implement a technology-enabled process to create data-informed, student-centered class schedules while streamlining schedule development for faculty, staff, and administrators.

b) Assess 4CD's accessibility support infrastructure using the California Community Colleges Accessibility Center's Accessibility Capability Maturity Model (ACMM) and implement necessary improvements.

c) Promote college affordability by expanding the use of Open Educational Resources (OER) and increasing the availability of Zero Textbook Cost (ZTC) and Low Textbook Cost (LTC) sections across disciplines. Improve transparency by displaying instructional material costs in the student-facing schedule, aiming to provide cost information for at least 80% of course sections by 2030.

d) Support the expansion of Credit for Prior Learning (CPL) across 4CD, to increase the number of students earning CPL by 25% by 2030.

e) Annually review progress on the metrics identified in the 2022-2027 Distance Education Strategic Plan.

Goal 2

Foster a culture of inclusion, belonging, and student-focused engagement.

Cultivate increasingly inclusive learning and work environments across 4CD where students and employees feel connected, engaged, and valued. Provide equitable opportunities for all community members to contribute, collaborate, and grow.

Priority 1

Implement the CREED[5] Framework across 4CD to reinforce our common purpose, promote a research-driven approach, encourage open and effective dialogue, and ensure deliverables are broadly communicated.

Suggested Strategies and Progress Measures

a) Host CREED trainings throughout 4CD, with an emphasis on utilizing the framework in participatory governance settings.

b) Regularly assess the utilization and impact of the CREED Framework and identify opportunities for continuous improvement.

5   The CREED Model was developed by Dr. Alvin B. Tillery, Jr., Professor of Political Science and Director of the Center for the Study of Diversity and Democracy at Northwestern University. The five CREED pillars are: Common Purpose, Research, Equanimity, Empathy, and Deliverables.

Priority 2

Ensure broad and active participation in 4CD's governance structures, with diverse representation across roles, backgrounds, and perspectives. Intentionally elevate the voices of students and those most impacted by decisions.

Suggested Strategies and Progress Measures

a) Assess 4CD employee engagement in participatory governance to determine who is engaged, how they contribute to decision-making, and identify opportunities to enhance involvement.

b) Regularly review and share findings from student surveys (e.g., the Survey of Entering Student Engagement [SENSE], Community College Survey of Student Engagement [CCSSE], etc.), focus groups, and other mechanisms used to gather student input, ensuring that student perspectives are amplified and inform decision-making across 4CD.

Goal 2

Priority 3

Expand and enhance districtwide professional development opportunities, including employee mentoring programs.

Suggested Strategies and Progress Measures

a) Revitalize and sustain the 4CD Leadership Institute (4CDLI) or a similar leadership development program.

b) Assess faculty, staff, and administrator engagement in professional learning using qualitative and quantitative measures.

c) Design and scale districtwide professional learning opportunities that align with districtwide strategic priorities, address Accrediting Commission for Community and Junior Colleges (ACCJC) requirements, and support progress toward Vision 2030 goals.

Priority 4

Plan and build safe, flexible, and inspiring spaces that reflect the identities and cultures of our students, employees, and communities.

Suggested Strategies and Progress Measures

a) Regularly monitor progress on implementing District Facilities Plans, which include projects that prioritize accessibility, safety, and the use of universal design principles to create inclusive environments.

b) Evaluate and implement new facility projects and renovations in alignment with 4CD standards and codes, including Crime Prevention Through Environmental Design (CPTED) guidelines.

c) Incorporate culturally significant design elements into new and renovated spaces, including artwork, symbols, bilingual signage, and visual representations that celebrate the heritage and traditions of diverse cultural groups.

Goal 3

Embed future readiness and adaptability into 4CD's educational programming and operations by fostering innovation, responsiveness, and proactive problem-solving at all levels.

Adopt a future-focused, data-informed approach to address evolving educational, workforce, social, and fiscal demands. Embrace emerging technologies and build strategic partnerships to enhance adaptability, ensuring programs, services, and infrastructure align with emerging needs.

Priority 1

Foster an organizational culture that actively encourages and supports experimentation, innovation, and strategic risk-taking.

Suggested Strategies and Progress Measures

a) Offer professional development for managers to cultivate a leadership approach that encourages experimentation and innovation within their areas.

b) Convene faculty, staff, and administrators committed to driving culture change to explore models from higher education institutions that have effectively promoted a culture of innovation and adaptability.

Priority 2

Design educational programs and learning environments to swiftly adapt to evolving educational, technological, and workforce demands.

Suggested Strategies and Progress Measures

a) Regularly analyze regional labor market data and trends to develop and refine a districtwide strategy that leverages each college's strengths and potential to address evolving workforce needs effectively.

b) Aligning with Facilities Plans, implement planning and design strategies that create flexible, technology-integrated learning environments that optimize utility and simulate real-world settings.

Goal 3

Priority 3

Embrace emerging technologies, data-informed strategies, and forward-thinking practices to prepare students for success in a rapidly changing world.

Suggested Strategies and Progress Measures

a) Assess opportunities to integrate Artificial Intelligence (AI) into institutional practices, administrative workflows, and student support services to increase efficiency, improve responsiveness, and predict student needs.

b) Convene forums that bring together faculty, staff, and administrators to explore opportunities to engage students with emerging technologies while promoting critical thinking and responsible digital citizenship.

Priority 4

Strengthen the resilience of Contra Costa County communities by advancing a future-ready workforce, providing educational opportunities that promote social mobility, and championing environmental sustainability.

Suggested Strategies and Progress Measures

a) Expand demand-driven, apprenticeship, and 'earn-and-learn' models across 4CD.

b) In alignment with Vision 2030, increase with equity the percentage of 4CD students who earn a living wage for the Bay Area by 10%.

c) Strengthen partnerships with workforce development boards, industry councils, and trade organizations to proactively design educational programs that address sector-specific training needs anticipated in Contra Costa County over the next five to ten years.

Goal 4

Responsibly, proactively, and sustainably steward 4CD resources.

Prudently steward Contra Costa County's investment in 4CD by sustainably and strategically leveraging all resources. Prioritize fiscal responsibility and environmental sustainability, recognizing their integral connection to student success and institutional resilience.

Priority 1

Allocate financial, human, and capital resources strategically and responsibly to enhance student success, ensure financial integrity and stability, and promote long-term institutional excellence.

Suggested Strategies and Progress Measures

a) Regularly monitor districtwide performance on the Student-Centered Funding Formula metrics and share the results broadly to support informed decision-making and continuous improvement.

b) Develop models and projections to assess how decisions, interventions, and strategies may influence future funding and financial sustainability.

c) Continuously assess 4CD's funding composition and proactively diversify revenue sources.

d) Regularly assess 4CD's financial state using the Sound Fiscal Management Checklist.

Priority 2

Optimize operational efficiencies by streamlining standard processes and eliminating unnecessary complexity.

Suggested Strategies and Progress Measures

a) Identify and assess key districtwide processes that impact employee workload and operational efficiency, with a focus on improving those that are repetitive and manual and increase liabilities.

b) Engage appropriate districtwide workgroups or form ad hoc taskforces to achieve process improvement goals and communicate progress widely.

c) Recognize 4CD teams and employees who contribute to identifying and implementing successful process improvements.
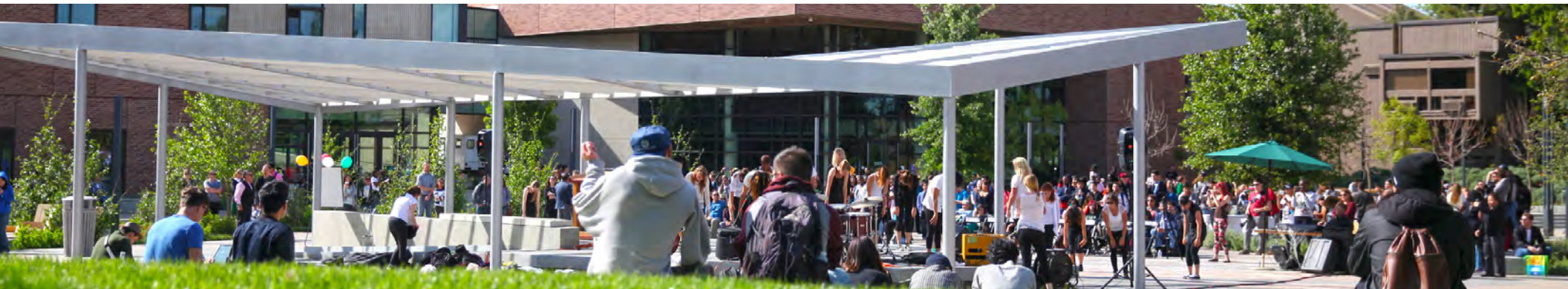
Goal 4

Priority 3

Support a strong and secure technology infrastructure that enhances workforce efficiency, delivers excellent service to students and employees, and maintains high security and privacy standards.

Suggested Strategies and Progress Measures

a) Assess and address ongoing infrastructure improvement needs.

b) Regularly review and update technology-related policies and practices to ensure alignment with industry standards and federal and state regulations related to security, risk mitigation, and access control.

Priority 4

Develop and implement practices and procedures that promote sustainability, environmental stewardship, proactive maintenance, and long-term resilience in all areas of the District.

Suggested Strategies and Progress Measures

a) Annually evaluate progress on 4CD's Districtwide Energy and Sustainability Goals to assess advancement toward 2030 benchmarks.

b) Track the adoption of practices and process improvements that demonstrate environmental stewardship and replicate best practices across District sites.

Appendix: 4CD Colleges

Contra Costa College

Contra Costa College (CCC) was the first college in the Contra Costa Community College District. As a proud Hispanic-Serving Institution, CCC serves a majority Latinx, African American, and Asian student population drawn from a socioeconomically diverse, culturally rich, and resilient community. The Chronicle of Higher Education has ranked its faculty among the most diverse in the nation.

CCC has earned national distinction for its academic partnerships and student opportunities. It is the only Northern California campus chosen for NASA's Aerospace Scholars program. CCC also supports Middle College High School, a National Blue Ribbon School, and has been recognized for many of its academic and student support programs.

West County residents have a long tradition of supporting education, and their strong support for our facilities bond measures demonstrates their recognition that higher education is key to improving the quality of life in our community. The completion of the new Science Center and fully renovated and expanded PE/Kinesiology Complex are the kind of investments that West County and our students will enjoy for decades to come. We appreciate the support that voters have shown by passing Measure E and earlier bond measures.

Contra Costa College

Diablo Valley College

Diablo Valley College (DVC) has earned recognition as one of the most successful community colleges in the country—offering exceptional degree and certificate programs in both transfer and career education to an increasingly diverse student body. With campuses in Pleasant Hill and San Ramon, DVC is ranked first in the state for the number of students transferring to UC Berkeley and is regularly highly ranked for transfer rates to all UC and CSU campuses.

Preparing students of today to be the leaders of tomorrow requires facilities designed with student learning and success in mind. Thanks to the support of voters through Measure E bond funds, DVC recently completed several major projects, including the new Art Complex and Athletics Complex on the Pleasant Hill campus, as well as the Library and Academic Success Center on the San Ramon campus. These investments, along with critical upgrades to aging facilities and infrastructure, ensure that our students continue to benefit from the high-quality instruction for which DVC is known for. We appreciate the support that voters have shown by passing Measure E and earlier bond measures.

Diablo Valley College

Los Medanos College

Los Medanos College

Los Medanos College (LMC) offers award-winning transfer and career education programs, stellar support services, and diverse learning opportunities in East Contra Costa County. Our exceptional educators, innovative curricula, growing degree and certificate offerings, and strong regional partnerships focus on student success. Of the 1,600 two-year institutions across the nation, LMC has been recognized on the list of "Top 150 U.S. Community Colleges" by the Aspen Institute since 2017 and was named one of the "50 Best Community Colleges" by College Choice. LMC ranks No. 12 among the best accredited colleges for associate degrees in mathematics, according to BestAccreditedColleges.org.

We are grateful to county residents for supporting our facilities bond measures, enabling the college to provide a welcoming and inclusive environment in state-of-the-art facilities at our Pittsburg Campus, including a new Kinesiology/Athletics and Student Union Complex, as well as new Brentwood Center. Such community investment allows LMC to continue positioning our students for success at four-year universities, in the workforce, and beyond.

Contra Costa Community College District **www.4cd.edu**