***Presented to Academic Senate on April 16, 2019***

Coastline College

Student Equity & Achievement Plan

Executive Summary

**Background**

Coastline College, serves the Orange County region with campuses in Garden Grove, Newport Beach, and Westminster. Student services and administrative offices are located in the Fountain Valley campus. The College also provides educational opportunities for students through a proportionately large distance education program via the College’s Virtual Campus.

The College serves a diverse student population: 30.8% White, 20.7% Asian/Pacific Islander, 17.4% Hispanic, 13.6% Multi-Ethnicity, 12.5% African American, 4.4 % Unknown and 0.7% American Indian/AK Native. The College is a federally designated Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) and a Hispanic-Serving Institution (HSI). The majority of students enrolled at the College are part-time (91.6%), and the median age is thirty-three.

The mission of Coastline College is to provide access and supporting student success and achievement inspired by an innovative and student-centered mindset, Coastline delivers flexible courses and services that cultivate and guide diverse student populations across the globe to complete pathways leading to the attainment of associate degrees, certificates, career readiness, and transfer to four-year colleges/universities.  The Student Equity plan is formulated to assist in the development of programs, activities, and opportunities that will serve our disportionately impacted student groups and our diverse student body. The Equity plan will assist in providing access to higher education learning, retention of students through services that will provide support, so that a student is have the ability and tools to complete their degree or certificate.

Coastline College recognizes the importance of equity and is committed to ensuring that faculty, staff, and student contribute to an environment, where there is a culture of quality learning, student support programs, and a campus that provides equitable services.  The student equity work group was established through the Student Success Committee to analyze current practices and advance success through equity. The Student Equity Committee consist of a diverse pool staff and faculty from the following offices:

* Institutional Research & Planning
* Student Services
* Extended Learning
* Guided (Coastline) Pathways
* Student Success Centers
* Academic Senate
* Military Education
* Counseling
* Title III

There are three overall focus goals of the Student Equity Plan for 2019 -2022:

1) Increase equity across all modalities in which we serve students.

- Focusing on online practices and pedagogies for online curriculum

2) Provide culturally relevant student services and instruction.

3) Work with Guided Pathways groups to streamline and scale equity initiatives, that will assist in the access, retention, and completion.

We believe that by keeping these goals at the center of activities, they will assist in the closing of the achievement gap for our students here at Coastline.

# Introduction

This report includes the baseline data that will be used in setting goals for the 2019-22 Student Equity Plan. Unlike previous versions of the Student Equity Research Report where cohorts of students were used to identify equity gaps, the California Community Colleges Chancellor’s Office has instructed colleges to use 2017-18 snapshot data for all metrics, with the exception of transfer where 2016-17 data is the most recent complete data available.

The tables below include the five Student Equity and Achievement metrics along with:

* Metric definitions
* Student populations where disproportion impact (DI) occurs
* Number of students achieving the metric
* Number of students in the population
* Percentage point gap (PPG) or proportionality index (PI)
* Number of students needed to close the equity gap
* Number of students needed to achieve full equity

The Percentage Point Gap (PPG) methodology is utilized for the access, transfer-level math and English completion, and retention metrics. PPG compares the percentage in a particular outcome for a disaggregated subgroup to the percentage for all students.

The Proportionality Index (PI) methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Note that in this report, PI ratios have been converted to percentages for readability.

Disproportionate impact (DI) occurs when a subset of students is unjustifiably experiencing lower outcomes compared to the total student population. The following tables identify only the student groups that are disproportionately impacted at Coastline College.

In the tables that follow, the “all” student population includes females, males, and students of unknown/unreported gender.

In order to close the equity gaps by 40% in the next 5 years, the equity work group determined what goals needed to be met in the next three years for each disproportionate group. Additionally, Student Equity will collaborate across the campus and community to partner to implement activities that will move the needle in close the gap for various populations listed below. The following Student Equity Program Activities will be implemented in 2019.

Access

Definition: Among all applicants, the proportion who enrolled at Coastline in the 2017-18 academic year.

Table 1. *Disproportionate Impact in Access for Overall Student Population, Females, and Males*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Demographics** | **Enrolled** | **Applied** | **% Enrolled** | **College-wide Average** | **PPG** | **Students Needed to Close Gap** | **Full Equity** |
| **Disabled** |
| *Disabled* |
| Female | 318 | 706 | 45.0% | 48.0% | -3.7% | 26 | 344 |
| **Ethnicity** |
| *Black or African American* |
| All | 2,158 | 4,703 | 45.9% | 48.0% | -2.3% | 108 | 2,266 |
| Female | 1,092 | 2,351 | 46.4% | 48.0% | -2.3% | 54 | 1,146 |
| Male | 1,048 | 2,263 | 46.3% | 48.0% | -2.5% | 57 | 1,105 |
| *Hispanic* |
| Female | 3,029 | 6,507 | 46.5% | 48.0% | -2.5% | 163 | 3,192 |
| *Native Hawaiian or other Pacific Islander* |
| All | 131 | 313 | 41.9% | 48.0% | -6.1% | 19 | 150 |
| *Some other race* |
| All | 229 | 619 | 37.0% | 48.0% | -11.1% | 69 | 298 |
| **Foster Youth** |
| *Foster Youth* |
| All | 230 | 555 | 41.4% | 48.0% | -6.6% | 37 | 267 |
| Male | 68 | 192 | 35.4% | 48.0% | -13.3% | 26 | 94 |
| **Veteran** |
| *Veteran* |
| All | 609 | 1,346 | 45.2% | 48.0% | -2.8% | 38 | 647 |

Source: CCCCO Data on Demand. Retrieved 3.28.2019.

Table 1 shows the student populations that were disproportionately impacted in enrollment at the college relative to all applicants. The analysis revealed that Black or African American students were greatly impacted as both males, females, and the overall population were disproportionately impacted in access during 2017-18 (the “all” student population includes females, males, and students of unknown/unreported gender).

Activities-

-Umoja Program

-CARE/NEXT Up

-IRC

-Outreach Programming 1st generation workshops for students & families

-Veteran Resource Center (Veteran Mentor Program)

- Orientation, development of a Coastline orientation that happens in person and virtually.

- Case Management for students who apply, enroll, and first four weeks at Coastline.

Transfer-Level Math and English Completion

Definition: Among all students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district.

Table 2. *Disproportionate Impact in Transfer-Level Math and English Completion for Overall Student Population, Females, and Males*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Demographics** | **Completed** | **Attempted** | **% Completed** | **College-wide Average** | **PPG** | **Students Needed to Close Gap** | **Full Equity** |
| **Disabled** |
| *Not Disabled* |
| All | 85 | 1,829 | 4.6% | 4.7% | -6.1% | 112 | 197 |
| Male | 38 | 1,275 | 3.0% | 4.7% | -5.8% | 74 | 112 |
| **Ethnicity** |
| *Black or African American* |
| All | 0 | 234 | 0.0% | 4.7% | -5.4% | 13 | 13 |
| Female | 0 | 27 | 0.0% | 4.7% | -4.8% | 1 | 1 |
| Male | 0 | 204 | 0.0% | 4.7% | -5.3% | 11 | 11 |
| *Filipino* |
| All | 0 | 20 | 0.0% | 4.7% | -4.8% | 1 | 1 |
| *Hispanic or Latino* |
| All | 16 | 644 | 2.5% | 4.7% | -3.5% | 23 | 39 |
| Male | 7 | 491 | 1.4% | 4.7% | -4.5% | 22 | 29 |
| *More than one race* |
| Male | 0 | 46 | 0.0% | 4.7% | -4.9% | 2 | 2 |
| *Some other race* |
| All | 0 | 19 | 0.0% | 4.7% | -4.8% | 1 | 1 |
| *White* |
| Male | 10 | 353 | 2.8% | 4.7% | -2.4% | 8 | 18 |
| **Economically Disadvantaged** |
| *Economically Disadvantaged* |
| Male | 31 | 1,146 | 2.7% | 4.7% | -5.5% | 63 | 94 |
| **First Generation** |
| *Not First Generation* |
| Male | 32 | 1,087 | 2.9% | 4.7% | -4.4% | 48 | 80 |
| **Foster Youth** |
| *Not Foster Youth* |
| Male | 41 | 1,289 | 3.2% | 4.7% | -5.3% | 68 | 109 |
| **LGBT** |
| *Not LGBT* |
| Male | 41 | 1,276 | 3.2% | 4.7% | -5.1% | 65 | 106 |
| **Veteran** |
| *Not Veteran* |
| Male | 41 | 1,279 | 3.2% | 4.7% | -5.1% | 65 | 106 |

Source: CCCCO Data on Demand. Retrieved 3.28.2019.

Table 2 shows that Black or African American and male students were most disproportionately impacted in completion of both transfer-level math and English in their first academic year of credit enrollment within the district. Female, male, and the overall Black or African American populations were disproportionately impacted during 2017-18, in addition to many male subpopulations.

Activities:

Activities to support our economically disadvantaged students will consist of implementation of - - AB 705 for all students, providing supplemental support programs

Support services through College Readiness Workshops that are free of cost to all students.

-Embedded tutoring will continue in all math and English courses.

- 24/7 Access to tutoring and support

-Faculty & tutors will take a proactive approach in intervening with our student.

-Professional development opportunities for Math and English faculty

- Umoja Program, connection with mentors and access to tutoring and academic resources.

-Veteran Resource Center, provide additional access to tutoring and academic resources

-EOPS, host workshops on student skills, test testing

-Early Alert- Dolphin Alert- implement early alert system. Embed just-in- time support services in all areas of student life

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Retention

Definition: Among all students, the number retained from fall to spring at Coastline in 2017-18, excluding students who completed an award or transferred to a postsecondary institution.

Table 3. *Disproportionate Impact in Retention for Overall Student Population, Females, and Males*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Demographics** | **Retained** | **Enrolled** | **% Retained** | **College-wide Average** | **PPG** | **Students Needed to Close Gap** | **Full Equity** |
| **Disabled** |
| *Not Disabled* |
| All | 6,588 | 12,507 | 52.7% | 54.9% | -23.2% | 2,902 | 9,490 |
| Female | 2,673 | 5,007 | 53.4% | 54.9% | -2.3% | 115 | 2,788 |
| Male | 3,817 | 7,334 | 52.0% | 54.9% | -6.0% | 440 | 4,257 |
| **Economically Disadvantaged** |
| *Not Economically Disadvantaged* |
| All | 2,170 | 4,106 | 52.8% | 54.9% | -2.9% | 119 | 2,289 |
| Male | 918 | 1,866 | 49.2% | 54.9% | -6.5% | 121 | 1,039 |
| **Ethnicity** |
| *Black or African American* |
| All | 859 | 1,695 | 50.7% | 54.9% | -4.8% | 81 | 940 |
| Male | 602 | 1,191 | 50.5% | 54.9% | -4.7% | 56 | 658 |
| *Hispanic or Latino* |
| All | 1,859 | 3,601 | 51.6% | 54.9% | -4.4% | 158 | 2,017 |
| Male | 1,150 | 2,265 | 50.8% | 54.9% | -4.8% | 109 | 1,259 |
| **First Generation** |
| *First Generation* |
| All | 2,242 | 4,316 | 51.9% | 54.9% | -4.3% | 186 | 2,428 |
| Female | 1,126 | 2,148 | 52.4% | 54.9% | -2.8% | 60 | 1,186 |
| Male | 1,080 | 2,108 | 51.2% | 54.9% | -4.2% | 89 | 1,169 |
| **Foster Youth** |
| *Not Foster Youth* |
| Male | 4,176 | 7,799 | 53.5% | 54.9% | -3.0% | 234 | 4,410 |
| **LGBT** |
| *LGBT* |
| All | 155 | 321 | 48.3% | 54.9% | -6.8% | 22 | 177 |
| Male | 57 | 127 | 44.9% | 54.9% | -10.0% | 13 | 70 |
| *Not LGBT* |
| Male | 4,159 | 7,748 | 53.7% | 54.9% | -2.6% | 201 | 4,360 |
| **Veteran** |
| *Veteran* |
| All | 154 | 320 | 48.1% | 54.9% | -6.9% | 22 | 176 |
| Male | 113 | 236 | 47.9% | 54.9% | -7.1% | 17 | 130 |
| *Not Veteran* |
| Male | 4,103 | 7,639 | 53.7% | 54.9% | -2.5% | 191 | 4,294 |

Source: CCCCO Data on Demand. Retrieved 3.28.2019.

Table 3 shows that non-disabled and first generation college student populations were disproportionately impacted in retention across genders. The analysis also shows that males were disproportionately impacted across multiple subpopulations.

Activities:

-The campus has hired two Retention Specialist to assist in continuous research of understanding why students are not returning and what additional resources Coastline may need to provide for students to continue from Fall to Spring.

-EOPS, will continue to hold workshops and provide gas, meal cards, and textbooks support.

- Umoja

-Safe Zone Ally Training for students & staff

- Preferred Name

- Veteran Resource center at Garden Grove campus & virtually.

- Student Success Center

- Supplemental instruction, tutors

-Cultural Awareness Activities

- Professional Development Training on Civitas for Faculty

-Basic Needs Program,

 -Gas Cards, meal cards, food pantry, clothing, toiletries, lap top lending

Transfer

Definition: Students that transferred to a four-year institution during the 2016-17 academic year.

Table 4. *Disproportionate Impact in Transfer for Overall Student Population, Females, and Males*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Demographics** | **Transferred** | **Total Students** | **% Transferred** | **College-wide Average** | **PI** | **Students Needed to Close Gap** | **Full Equity** |
| **Disabled** |
| *Disabled* |
| All | 70 | 790 | 8.9% | 12.3% | 72.1% | 27 | 97 |
| Male | 34 | 416 | 8.2% | 12.3% | 66.4% | 17 | 51 |
| *Not Disabled* |
| Male | 837 | 8,828 | 9.5% | 12.3% | 77.0% | 248 | 1,085 |
| **Economically Disadvantaged** |
| *Economically Disadvantaged* |
| Male | 552 | 7,098 | 7.8% | 12.3% | 63.1% | 321 | 873 |
| **Ethnicity** |
| *American Indian or Alaska Native* |
| All | 7 | 110 | 6.4% | 12.3% | 51.8% | 7 | 14 |
| Male | 3 | 72 | 4.2% | 12.3% | 33.8% | 6 | 9 |
| *Black or African American* |
| Male | 103 | 1,313 | 7.8% | 12.3% | 63.7% | 58 | 161 |
| *Hispanic or Latino* |
| Male | 173 | 2,544 | 6.8% | 12.3% | 55.2% | 140 | 313 |
| *Native Hawaiian or other Pacific Islander* |
| All | 7 | 75 | 9.3% | 12.3% | 75.9% | 2 | 9 |
| Male | 3 | 47 | 6.4% | 12.3% | 51.8% | 3 | 6 |
| *Some other race* |
| Male | 13 | 163 | 8.0% | 12.3% | 64.8% | 7 | 20 |
| **First Generation** |  |  |  |  |  |  |  |
| *Not First Generation* |
| Male | 601 | 6,968 | 8.6% | 12.3% | 70.0% | 256 | 857 |
| **Foster Youth** |  |  |  |  |  |  |  |
| *Foster Youth* |
| Male | 8 | 98 | 8.2% | 12.3% | 66.3% | 4 | 12 |
| *Not Foster Youth* |
| Male | 863 | 9,146 | 9.4% | 12.3% | 76.6% | 261 | 1,124 |
| **LGBT** |  |  |  |  |  |  |  |
| *Not LGBT* |
| Male | 844 | 9,051 | 9.3% | 12.3% | 75.7% | 269 | 1,113 |
| **Veteran** |  |  |  |  |  |  |  |
| *Not Veteran* |

Source: CCCCO Data on Demand. Retrieved 3.28.2019.

Table 4 shows that males were disproportionately impacted in transfer to four-year institutions across many subpopulations, particularly American Indian or Alaska Native males, Native Hawaiian or other Pacific Islander males, and Hispanic or Latino males, as demonstrated by lower proportionality indices.

Activities-

Due to our population of students, many do not have the intention of transferring to a four-year institution however they have the goal of completing a certificate, taking a course that will assist them in a current program

* EOPS workshops, counselors
* STAR 2.0 Program
* DSPS Technology Course
* Career &Transfer Center counseling

Vision Goal Completion

Definition: Among all students, the unduplicated count of students who earned one or more of the following: A Chancellor's Office approved certificate and/or associate degree in 2017-18.

Table 5. *Disproportionate Impact in Transfer for Overall Student Population, Females, and Males*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Demographics** | **Certificate &/or Associate Degree Earners** | **Total Students** | **% Certificate/Degree Earners** | **College-wide Average** | **PI** | **Students Needed to Close Gap** | **Full Equity** |
| **Disabled** |
| *Disabled* |
| All | 43 | 2,603 | 1.7% | 2.9% | 47.6% | 77 | 90 |
| Female | 19 | 1,408 | 1.3% | 2.9% | 39.1% | 42 | 49 |
| Male | 23 | 1,167 | 2.0% | 2.9% | 57.1% | 34 | 40 |
| *Not Disabled* |
| Female | 406 | 14,928 | 2.7% | 2.9% | 78.8% | 440 | 515 |
| **Economically Disadvantaged** |
| *Not Economically Disadvantaged* |
| Female | 120 | 6,772 | 1.8% | 2.9% | 51.3% | 200 | 234 |
| **Ethnicity** |
| *American Indian or Alaska Native* |
| Female | 0 | 70 | 0.0% | 2.9% | 0.0% | 2 | 2 |
| *Asian* |
| All | 138 | 7,138 | 1.9% | 2.9% | 55.8% | 210 | 247 |
| Female | 63 | 4,031 | 1.6% | 2.9% | 45.3% | 119 | 139 |
| Male | 73 | 3,018 | 2.4% | 2.9% | 70.1% | 89 | 104 |
| *Hispanic or Latino* |
| Female | 92 | 3,837 | 2.4% | 2.9% | 69.4% | 113 | 132 |
| *Native Hawaiian or other Pacific Islander* |
| Male | 3 | 132 | 2.3% | 2.9% | 65.8% | 4 | 5 |
| *Some other race* |
| All | 17 | 1,517 | 1.1% | 2.9% | 32.3% | 45 | 53 |
| Female | 6 | 734 | 0.8% | 2.9% | 23.7% | 22 | 25 |
| Male | 9 | 718 | 1.3% | 2.9% | 36.3% | 21 | 25 |
| **First Generation** |
| *First Generation* |
| Female | 159 | 6,085 | 2.6% | 2.9% | 75.7% | 179 | 210 |
| *Not First Generation* |
| Female | 266 | 10,251 | 2.6% | 2.9% | 75.2% | 302 | 354 |
| **Foster Youth** |
| *Not Foster Youth* |
| Female | 419 | 16,143 | 2.6% | 2.9% | 75.2% | 476 | 557 |
| **LGBT** |
| *LGBT* |
| All | 21 | 1,012 | 2.1% | 2.9% | 59.8% | 30 | 35 |
| Male | 4 | 408 | 1.0% | 2.9% | 28.4% | 12 | 14 |
| *Not LGBT* |
| Female | 408 | 15,744 | 2.6% | 2.9% | 75.1% | 464 | 544 |
| **Veteran** |
| *Not Veteran* |
| Female | 405 | 16,149 | 2.5% | 2.9% | 72.6% | 476 | 558 |

Source: CCCCO Data on Demand. Retrieved 3.28.2019.

The analysis of Vision Goal completion revealed that disabled, Asian, and students of some other race were disproportionately impacted across gender. Additionally, female American Indian or Alaska Native and male LGBT students were particularly impacted in the attainment of a Chancellor's Office approved certificates and/or associate degrees in 2017-18.

Activities-

Coastline Pathways

Ally Training Series

Professional Development for faculty (equity in the classroom)

Umoja

AANAPISI Grant (IRC) Mentor program

**Report of Student Equity Expenditures & Activities**

Coastline College has had numerous transitions of personnel in the past two year to support Student Equity initiative for the campus. Due to the fact that many of our students are distance learners and off-site funding over the past three years has been spent primarily on personnel to assist in completing the student equity goals listed below.

Academic Salaries, include that of Counselors who work primarily with our EOPS students. The EOPS counselor provides leadership and a specialty in working with low income students specifically for working with students who are disproportionately impacted, my doing so the counselor was allowed for access to more foster youth and first generation college students.

Student Programs Specialist serve current and former foster youth students. Funding Source: 50% under Student Equity and 50% under NeXT Up program. The main role of the staff member is to direct students to resources for mental health, housing, food and other resources.

The Veteran Specialist assisted in closing the gap for our Veteran students by assisting in the creation of the Veteran Resource Center and community involvement that provided additional resources to the Veteran Resource Center.

In 2018, a Director of Student Equity was hired to provide overall guidance to the development of a Coastline Equity programs.

Aid to students, include meal cards, gas cards, emergency funding, transportation, and textbook support.

Professional Development opportunities were provided to include attendance to National Conference, Guided Pathways Meetings, Ally Trainings, and Equity Workshops.

**GOAL: Increase academic achievement rates in all levels of math and English while decreasing the time to completion.**

**GOAL AREA:** Transfer, ESL / Basic Skills, Degree & Certificate Completion

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL**: Launch ESL/Basic Skills cohort program that includes group tutoring, online, tutoring, proactive counseling, faculty-student interaction.

Assessment: Online Tutoring, counseling, and Star 2.0 cohort were implemented across the campus, however achievement rates for math and English stayed the same. However, with the current implementation of AB 705 and new support mechanisms such some co-requisites.

**GOAL: Close academic achievement gaps to increase retention, persistence, and degree completion.**

GOAL AREA: Retention, Degree & Certificate Completion

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Provide comprehensive orientation. Offer a learning community for underrepresented students. Provide additional foster youth services. Arrange textbook support. Establish food pantry. Expand implementation of Multiple Measures.

Assessment:

Veteran, Foster Youth, and EOPS students received textbook support to in retention and certificate completion. The Food Pantry was established through EOPS, Student Equity will now look to expand services and marketing to students.

**GOAL: Increase access to support services and programs in order to help students identify and achieve their educational goals.**

**GOAL AREA**: Access

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Implement early alert system. Administer software to optimize college course selection.

Assessment: Starfish was implemented to a Pilot group of professors this past year, with the guidance of Coastline Pathways to scale to campus in the future. The use of early alert allows for faculty and academic success coaches to recognize and work with the student to eliminate barriers that may impede their success.

**GOAL: Strengthen all aspects of community engagement at the College.**

GOAL AREA: Access

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL**: Strengthen relationships with local K-12 partners and transfer institutions to expand community awareness of the College. Increase student outreach and recruitment efforts. Inform students of student life opportunities. Coordinate information sharing and resources from community agencies. Plan community events at the college to build awareness and strengthen relationships. Develop and deliver workshops for parents of 1st generation college students.

Assessment-

The Outreach Program Specialist conducts outreach activities to local area high schools and has coordinated numerous events in Spanish. The position was established in 2015-16 with 100% Student Equity funding through 2017-18 to provide targeted outreach for access to prospective students from Hispanic backgrounds and helped lead the efforts to support the successful enrollment of Hispanic students at Coastline. This was mainly done through cohort-based program recruitment such as STAR 2.0. Generally speaking, since the introduction of this position for outreach, the population of Hispanic students enrolling at Coastline increased to surpass Student Equity goals within 2-3 years.

Increased efforts in 2018 have been established to streamline outreach efforts and raise awareness of Coastline College.

**GOAL: Identify and eliminate institutional barriers to student educational goal completion.**

GOAL AREA: Retention, Transfer, ESL / Basic Skills, Degree & Certificate Completion

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**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL**: Implement early alert system. Embed just-in- time support services in all areas of student life. Expand implementation of Multiple Measures. Provide access to technology. Offer textbook support.

Assessment:

The STAR 2.0 Programs, with the support of Student Equity funds, attracted cohorts of new students primarily from Hispanic backgrounds in the years of 2015-2018. Recruitment events were hosted by the Outreach Program Specialist and conducted in Spanish to connect with prospective students and their families. The purpose of these events was to educate STAR 2.0 students and their families about going to college and how to navigate key steps in the process. The STAR 2.0 Summer Orientations welcomed families of new STAR 2.0 students to attend with their students and featured support from counselors, faculty, and staff (including tutors) who were funded by Equity to provide supplemental support to students in the program.

**Evaluation of Progress made:**

The College develops an annual Equity and Success Research Report that is disseminated to College planning committees and councils. Additionally, the College conducts disproportionate impact on student success and retention data at the subject-level through the annual Program Review process. The Program and Department Review process is the College’s primary planning process used for initiative development for all programs and departments. By annually working with Institutional Research Office we will assess our progress is closing the Student Equity Gaps.

 Additionally, the College utilizes key performance indicators (KPIs), which includes the statewide scorecard, academic and institutional data to evaluate progress.

The Student Equity Directors will annually meet with Department Heads and offices who receive funding to implement their approved activities, each activity will need to complete an assessment and report utilizing data prepared by the Institutional Planning & Research Office.

The following equity programs (Umoja, Ally Series, Basic Need Expansion, and Cultural Competency Professional Development) will start in the piloting stage in the first year, with an assessment of the programs at the end of year one, with the success of the move from the piloting stage to be mainstreamed and scaled.

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+ please refer to NOVA for additional information