



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

EXECUTIVE SUMAMRY

The data reference throughout this section can be found in the 2017-2018 Student Equity Plan Research Report and can be accessed by visiting the following link:

[2017-2018 Student Equity Plan Research Report](#)

For questions about this plan please contact one of the following individuals:

Mail Le
Student Success & Support Program Manager
mle@coastline.edu
714-241-6211

Dana Emerson
Dean of Instruction
demerson3@coastline.edu
714-241-6184 x 17401

Julie Mendez
Director, EOPS/CARE/Next Up & CalWORKs
jmendez54@coastline.edu
714-241-6207

Student Equity Goal A: Improve access for the target populations identified in the college research as experiencing a disproportionate impact. (Hispanic & Veterans students).

Within District Access

While the male student population was not disproportionately impacted for within district access in fall 2014, they were in fall 2016 (proportionality index=77.4%). In contrast, the Hispanic within district population was disproportionately impacted in fall 2014 but was not in fall 2016. Additionally, the White, Non-Hispanic population was consistently disproportionately impacted across the fall terms, relative to the within district California population.

Out of District/California Access

The out of district/California data displayed disproportion in access for the female population from fall 2014 to fall 2016, as well as for the Hispanic population for fall 2014. However, out of district Hispanics served by the College were not disproportionately



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impacted in fall 2016. There also existed a disproportion in the access of the out-of-district White, Non-Hispanic population during fall 2016, whereas there wasn't two fall terms prior.

Student Equity Goal B: Improve course completion for the target populations identified in the college research as experiencing a disproportionate impact. (African American, Pacific Islander, Foster Youth, and Veteran students).

Overall Successful Course Completion

The African American student population continued to be disproportionately impacted in overall successful course completion from fall 2014 to fall 2016; however, the proportionality index increased from 72.9% to 77.4% during the two years., Foster youth students remained equally disproportionately impacted in overall successful course completion in fall 2014 (76.1%) and fall 2016 (76.0%) Additionally, the research showed a disproportion course completion for veteran students enrolled in hybrid courses.

Student Equity Goal C: Improve ESL and basic skills completion for the target populations identified in the college research as experiencing a disproportionate impact. (Hispanic, Asian and DSPS students).

Basic Skills English Completion

The 30 to 34, 40 to 49, and 50+ age groups were disproportionately impacted in basic skills English completion for the 2008-2009 cohort with proportionality indices of 76.0%, 58.0%, and 51.3%, respectively. Two cohorts later, the 30 to 34 and 50+ age groups continued to be disproportionately impacted with 79.5% and 50.0% proportionality indices, respectively. The 40 to 49 age group, however, was no longer disproportionately impacted in the 2010-2011 cohort.

Basic Skills Math Completion

The African American population was disproportionately impacted in basic skills math completion in the 2008-2009 cohort (63.9%) as well as in the 2010-2011 cohort (67.0%). The 35 to 39 age group was disproportionately impacted in the 2008-2009 cohort; however, this disproportion did not exist two cohorts later. The 40 to 49 and 50+ age groups were also disproportionately impacted in the 2008-2009 cohort and continued to be disproportionately impacted in the 2010-2011.

Basic Skills ESL Completion

While the 30 to 34 age group was disproportionately impacted in basic skills ESL completion for the 2008-2009 cohort (68.9%), they were not for the 2010-2011 cohort (102.9%). The 35 to 39 age group was disproportionately impacted in the 2010-2011



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cohort (62.8%) whereas they were not two cohorts prior (120.3%).

Student Equity Goal D: Improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact. (Hispanic, Asian, and Female students).

Degree Completion

The unknown gender population was disproportionately impacted in degree completion in 2013-14, relative to their degree-seeking counterparts; however, they were not in 2015-2016. Additionally, while the American Indian and Hispanic populations were not disproportionately impacted in 2013-2014, they were in 2015-2016. In contrast, the unknown ethnicity population was disproportionately impacted in 2013-2014 in degree completion but they were not two years later. The 19 or less, 20 to 24, and 25 to 29 age groups were disproportionately impacted from 2013-2014 to 2015-2016. Lastly, the foster youth population was disproportionately impacted in 2013-2014 (proportionality index=20.3%); however, the proportionality index for this population increased to 95.3% two years later.

Certificate Completion

Although the female population was not disproportionately impacted in certificate completion in 2013-2014, they were in 2015-2016, with a proportionality index of 78.3%. Also, while the proportionality index for the Asian student population increased from 2013-2014 to 2015-2016, this population remained disproportionately impacted. The 20 to 24 and 35 to 39 age groups were disproportionately impacted in certificate completion in 2013-2014; however, they were not two years later. In contrast, the 25 to 29 age group was disproportionately impacted in 2015-2016 whereas they were not two years prior.

Student Equity Goal E: Improve university transfer for the target populations identified in the college research as experiencing a disproportionate impact. (First-generation, Hispanic, Asian, and Foster Youth students).

Transfer Velocity

The comparison of the transfer velocity data indicates a consistent disproportion for the age 40 to 49 population across cohorts. Additionally, there were disproportions among males, Hispanics, and the 25 to 29 and 35 to 39 age groups for the 2007-2008 cohorts; however, these groups were not disproportionately impacted in the 2009-2010 cohort. Additionally, while there were disproportions among EOPS students for the 2007-2008 and 2009-2010 cohorts, the population size was large enough in the 2009-2010 cohort to be considered a true disproportion.



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2014-2019 GOALS

14-15 Goals/Expenditures/Results

There was limited time for implementation of goals due to the lack of permanent personnel in multiple areas of the college during the 2014-2015 academic year goals. Consequently goals were not established until the end of the funding cycle. Goals were based on the gaps that were identified. Gaps included Access, Course Completion, Basic Skills/ESL Completion and Degree/Transfer Completion among Latino/Hispanic students and students over the age of 50. As reflected in the 2014-2015 expenditure report most Student Equity funds received were returned.

2014-15 Goals/Expenditures/Results

- **Goal A:** In Spring 2015, Outreach & Recruitment brought in one hourly support person to assist with recruitment efforts of disproportionately impacted students in the Garden Grove and Costa Mesa areas for cohort-based programs like STAR 2.0.
- **Goal A:** In order to expose disproportionately impacted students to and provide access to college transportation was provided to the Latino Youth Leadership Conference in Garden Grove.
- **Goal C:** Provided tutoring and other learning support for approximately 28 identified students of the target population who initially placed into remedial English courses enroll directly in transfer level English. At least 75% of the students who were reassessed placed into transfer level English.

15-16 Goals/Expenditures/Results

During the 2015-2016 academic year, the College focused on hiring personnel to implement the Student Equity Plan initiatives.

- **Goal A:** An EOPS/CAFYES Specialist, Veterans Resource Center Specialist, Hourly Outreach Staff and a Outreach Program Specialist were hired to increase access to disproportionately impacted students. As a result of hiring these staff members, the college was able to greatly increase the number of coordinated events to targeted populations.
- **Goal A:** Purchased software to facilitate the onboarding process.
- **Goal B:** Hired a full-time EOPS Counselor to improve course completion for disproportionately impacted students who are traditionally served by the EOPS program.
- **Goal B:** In an effort to help disproportionately impacted students succeed in their



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courses, a laptop checkout program was created. This was critical in helping students complete courses successful as the College offers many online courses and/or require that students have access to a computer.

- **Goal B:** Textbooks were purchased for identified disproportionately impacted Hispanic students in the College's K-12 partnerships who were seeking to enroll in the College's Introduction to Biology course (lecture/lab) during the summer session. The purchase of the textbooks provided 18 students the opportunity to successfully complete a general education college course.
- **Goal C:** Hired a bilingual adjunct EOPS Counselor in order to better serve Vietnamese speaking students. The adjunct EOPS Counselor was able to work very closely with ESL/Basic Skills EOPS students and assisted in the development of a bilingual EOPS orientation.
- **Goal D:** The College developed student events and activities to enhance the knowledge of and completion of certificates and degrees to current disproportionately students and their families. Student inquiries regarding transfer requirements have increased.
- **Goal E:** To increase the number of students applying for transfer, the college purchased a laptop cart in order to provide students with the opportunity to get hands on help in meeting the requirements to successfully transfer to a university of their choice.

2016-17 Goals/Expenditures/Results

During the 2016-2017 academic year an integrated planning group was established as a subset of the Student Success committee in order to coordinate integrated planning, review funding requests, and align the requests to goals.

- **Goal A:** The College continue to fund an EOPS/CAFYES Specialist, Veterans Resource Center Specialist, Outreach Specialist and Hourly Outreach Staff to increase access to disproportionately impacted students. As a result of the outreach conducted the EOPS was able to increase access to the College and to the EOPS program for Hispanic and foster youth students. This is evident by the fact that EOPS received over 800 applications during the 2016-2017 academic year and was able to provide services to 200 additional EOPS eligible students. To support the growth of the program, Student Equity provided \$50,000 towards book vouchers.
- **Goal A:** Research indicates that an increase in parent awareness about higher education will result in better academic preparation, access to financial resources and other support services. For this purpose, the College developed a Latino Parent Academy to provide continuous education to parents of disproportionately impacted groups.



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- **Goal B:** Provided textbook vouchers to disproportionately impacted students in order to increase their likelihood of completing their courses.
- **Goal B:** Meal cards (for students facing food insecurity) and Gas Cards (for student who can provide verification of car registration and insurance in their name) were purchased. By helping foster youth students with their basic needs they were able to concentrate on their academics.
- **Goal B:** Textbooks were purchased for identified disproportionately impacted Hispanic students in the College's K-12 partnerships who were seeking to enroll in the College's Introduction to Biology course (lecture/lab) during the summer session. The purchase of the textbooks provided 11 students the opportunity to successfully complete a general education college course.
- **Goal B:** The College supported the employment of a full-time Instructional Associate (IA) in the area of science. The Instructional Associate is responsible for maintaining and supporting tutors in multiple student support and success programs targeting science. Programs include course embedded tutor, supplemental instruction, online and Skype tutoring, and drop-in tutoring at every campus and service site. Successful completion of science courses continues to be a struggle for identified student populations. Over 3000 students per year needing support across the curriculum are served by tutoring and learning assistance services.
- **Goal C:** The College supported the employment of a full-time Instructional Associate in the area of math. The Instructional Associate (IA) is responsible for maintaining and supporting tutors in multiple student support and success programs targeting math. Programs include course embedded tutoring, supplemental instruction, online and Skype tutoring, and drop-in tutoring at every campus and service sites. Tutoring lead by the Math IA helps students progress through basic skills math, 3 levels below transfer, to college and transfer-level math. Over 3000 students per year needing support in math are served by tutoring and success programs.
- **Goal D & E:** Purchased software to help facilitate identifying student pathways to degree completion and transfer.
- **Goal D & E:** Additional EOPS hours were provided to counselors during the summer to conduct graduation checks and meet with identified students to ensure they completed necessary courses toward their degree, certificate and/or transfer, resulting in 35 EOPS students completing their degrees.
- **Goal E:** The CAFYES Specialist worked with foster youth to ensure that they were aware of their transfer options.
- **Goal E:** During the summer the EOPS Counselors promoted college visits, educated students regarding the transfer process and helped students identify continuous support programs available to them at transfer institutions.



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17-19 Goals/Planned Expenditures/Expected Results

The College decided to hire a Dean of Student Services & Equity (25% of the Dean's Salary & Benefits will be funded by Student Equity). The Dean of Student Services & Equity will be charged with identifying new initiatives to expand the Student Equity Plan.

- **Goal A:** Continue working on increasing and maintaining access to historically disproportionately impacted students by continuing to scale outreach efforts. The EOPS/CAFYES Specialist, Veterans Resource Center Specialist, Hourly Outreach Staff, Student Workers and Outreach Program Specialist will continue to work with local high schools, community agencies and other organizations to increase the visibility of the College.
- **Goal A:** Continue Outreach and Recruitment activities targeting identified disproportionately impacted students will continue to be funded to increase access. These events will continue to be tailored to reach disproportionately impacted students from the local area and encourage them to pursue higher education.
- **Goal B:** Maintain and improve current success rates in face-to-face courses textbook vouchers will be provided to Veterans, hours in our Veterans Resource Center (VRC) will be expanded and funding provide for Veterans Conference attendance.
- **Goal B:** Continue to support foster youth by connecting them to academic resources in order to ensure that foster youth are completing their courses successfully.
- **Goal C:** Continue to support and maintain learning assistance for disproportionately impacted students.
- **Goal D:** Continue working with foster youth in order to ensure that they stay on track to complete their educational goal.
- **Goal D:** Continue to support the hiring of EOPS Counselors during the summer in order for them to have the necessary time to review the files of students who are close to completing their degree.
- **Goal E:** Continue conducting workshops that focus on transfer in order in an effort to increase the number of students that transfer by the end of the academic year.