

**COASTLINE**  
COLLEGE



# **Student Equity & Achievement Plan**

**2019-2022**

## 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 Fountain Valley. 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-Ethnic, 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). Most students enrolled at the College are part-time (91.6%), and the median age is thirty-three.

The mission of Coastline is to provide access and to support 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 and Achievement (SEA) Plan is formulated to assist in the development of programs, activities, and opportunities that will serve our disproportionately impacted student groups and our diverse student body. The Plan will assist in providing access to higher education learning and in retaining students through services that will provide support so that a student has the ability and tools to complete their degree or certificate.

The College recognizes the importance of equity and is committed to ensuring that faculty, staff, and students 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 and Achievement Workgroup was established through the Student Success Committee to analyze current practices and advance success through equity-minded practices. The SEA Workgroup consists of a diverse pool of staff and faculty from the following offices:

- Institutional Research, Planning, and Effectiveness
- Student Services
- Guided (Coastline) Pathways
- Student Success Centers
- Academic Senate
- Military Education/Extended Learning
- Counseling
- Intercultural Resource Center (IRC)
- Special Programs and Services (DSPS)
- Extended Opportunity Programs and Services (EOPS)

Coastline defines student equity as fair access, opportunity, and advancement for all students while working to address systemic barriers, especially those of race, ethnicity, socioeconomic status, disability, gender, language, and family background, that inhibit student success. Coastline is committed to allowing each student to have individualized instruction, opportunity, and the support needed for success.

Through the SEA Plan, Coastline aims to support students through programs and resources that help each student achieve their educational goals. Through Student Equity, Coastline is shifting the focus of responsibility from the students to the Coastline Administration.

There are three overall focus goals for the SEA Plan for 2019 -2022:

- 1) Increase equity practices across all modalities in which we serve students.  
Focus on practices and pedagogies for online curriculum.
- 2) Advance the equity mindset and practice for Coastline College  
Provide culturally relevant student services and instruction  
Provide professional learning opportunities for campus community
- 3) Work with Coastline Pathways groups to streamline and scale equity initiatives that assist in student access, retention, and completion.

Coastline believes that by keeping these goals at the center of the plan’s activities, the College will assist in closing the achievement gap for Coastline students. The SEA plan was designed in collaboration with our Coastline Pathways leadership and Vision for Success goals to ensure that we infuse equity-minded practices in all efforts at Coastline College.

## Introduction

This report includes the baseline data that will be used in setting goals for the 2019-22 SEA 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 set available.

The tables below include the five Student Equity and Achievement (SEA) metrics along with the following:

- Metric definitions
- Student populations where disproportional 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 tables in this report identify only the student groups that are disproportionately impacted at Coastline College.

In order to close the equity gaps by 40% in the next five years, the Student Equity Workgroup determined what goals need to be met in the next three years for each disproportionately impacted group. The Office of Student Equity will collaborate across the campus and community to implement activities that will move the needle and close the achievement gap for the various populations listed below. The following Student Equity Program Activities will be implemented in 2019-2020 and scaled over the next two years.

**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
<b>Disabled</b>							
<i>Disabled</i>							
Female	318	706	45.0%	48.0%	-3.7%	26	344
<b>Ethnicity</b>							
<i>Black or African American</i>							
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
<i>Hispanic</i>							
Female	3,029	6,507	46.5%	48.0%	-2.5%	163	3,192

<i>Native Hawaiian or other Pacific Islander</i>							
All	131	313	41.9%	48.0%	-6.1%	19	150
<i>Some other race</i>							
All	229	619	37.0%	48.0%	-11.1%	69	298
<b>Foster Youth</b>							
<i>Foster Youth</i>							
All	230	555	41.4%	48.0%	-6.6%	37	267
Male	68	192	35.4%	48.0%	-13.3%	26	94
<b>Veteran</b>							
<i>Veteran</i>							
All	609	1,346	45.2%	48.0%	-2.8%	38	647

Source: CCCCO Data on Demand. Retrieved 3.28.2019.

In Table 1 above, the “all” student population includes females, males, and students of unknown/unreported gender.

Table 1 shows the student populations that were disproportionately impacted in enrollment at the College relative to all applicants. The analysis reveals 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\***

- Umoja is a program to transform, enrich, and advance the lives of students by infusing culturally relevant pedagogy and practices into the classroom. In order to create this program, we must elicit the assistance of those who have been part of an Umoja program and have research knowledge to create culturally diverse pedagogy and practices for higher education. The Umoja program will recruit and provide support services including mentorship/leadership for African American students interested in attending Coastline.

**EOPS/CARE/NEXTUp and CalWORKs**

- Extended Opportunities Programs & Services (EOPS) is a program designed to help students from educationally and socioeconomically disadvantaged backgrounds achieve their academic and personal goals.

- Cooperative Agencies Resources for Education (CARE) Program is a supplemental program to EOPS that is designed to provide the extra help a single parent may need to achieve his or her academic and career goals.
- NextUp is a supplemental program housed within EOPS designed to provide support services and other resources, including direct aid, to current and former foster youth.
- California Work Opportunity and Responsibility to Kids (CalWORKs) is a comprehensive program that provides student support services and aims to prepare participants to transition into unsubsidized employment and achieve long-term self-sufficiency.
- All programs provide funding for textbook support, trips to local colleges, workshops on study skills, counseling, and classroom supplies. NextUp, CARE, and CalWORKs also provide transportation assistance.

### **Intercultural Resource Center**

- The Intercultural Resource Center (IRC) provides a space for Coastline College students to learn about themselves and their community through workshops, one on one mentorship, and collaboration with their peers. The IRC collaborates with campus and community partners to increase awareness and to develop culturally relevant programs for students. The IRC also organizes student leadership development programs and summits. The IRC will provide a high school track for youth to access culturally relevant activities.

### **Outreach Programming (First generation workshops for students and families)**

- Outreach programming provides workshops at local high schools to target prospective students who are first-generation students from Hispanic backgrounds. These workshops will assist prospective students and their families to understand the enrollment process, develop financial literacy, and learn about support services.

### **Veterans Resource Center**

- The Veterans Resource Center (VRC) currently has locations at the Newport Beach campus and the College Center. Coastline College plans to expand the VRC locations to the Garden Grove campus and is exploring options to create a Virtual VRC to assist students who do not have access to an onsite campus. Services and resources provided to veteran students include priority registration, tutoring services, networking and peer support, access to community veteran resources, a food pantry, transportation support, computer access, and textbook support.

### **Book Voucher Program\***

- Between Fall 2015 to Fall 2017, the average fall- to- fall (annual) persistence for Coastline part-time students was 26.5% compared to 45.6% for full-time students. Our institutional data shows that 37-40% of our student body takes between 0.1 to 5.9 credits per term. In order to increase access and retention, Coastline can provide book vouchers to incentivize students to take more than 6 credits per term, which Civitas, the institution's predictive analytics software, shows can have a significant

impact on increasing student persistence. Funds for the Book Voucher Program may come from Coastline Pathways grant, Foundation, lottery funds, and other sources as needed.

**Online Student Support Structure\***

- Coastline will launch revised structures for online student support from application to week 4 of classes. Existing front-line staff will be cross-trained to support online students in a one-stop model, where students have one phone number, email address, and chat to support student needs from application to week 4 of classes. After students apply, they will be notified about the student online success squad (S.O.S. Squad) who will be trained and ready to provide support. Funds to support training for staff and the development of FAQ database will come from Coastline Pathways grant.

**Coastline Orientation\***

- In conjunction with Coastline Pathways, Coastline will create an equity-minded in-person and online Coastline orientation for students. The orientation will assist in guiding our overall student population through academic persistence and access to programs and resources. The development of both an in-person and online interactive orientation will allow students to connect with available academic and student affairs support services.

\*indicates new initiative

**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
<b>Disabled</b>							
<i>Not Disabled</i>							
All	85	1,829	4.6%	4.7%	-6.1%	112	197
Male	38	1,275	3.0%	4.7%	-5.8%	74	112
<b>Ethnicity</b>							

<i>Black or African American</i>							
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
<i>Filipino</i>							
All	0	20	0.0%	4.7%	-4.8%	1	1
<i>Hispanic or Latino</i>							
All	16	644	2.5%	4.7%	-3.5%	23	39
Male	7	491	1.4%	4.7%	-4.5%	22	29
<i>More than one race</i>							
Male	0	46	0.0%	4.7%	-4.9%	2	2
<i>Some other race</i>							
All	0	19	0.0%	4.7%	-4.8%	1	1
<i>White</i>							
Male	10	353	2.8%	4.7%	-2.4%	8	18
<b>Economically Disadvantaged</b>							
<i>Economically Disadvantaged</i>							
Male	31	1,146	2.7%	4.7%	-5.5%	63	94
<b>First Generation</b>							
<i>Not First Generation</i>							
Male	32	1,087	2.9%	4.7%	-4.4%	48	80
<b>Foster Youth</b>							
<i>Not Foster Youth</i>							
Male	41	1,289	3.2%	4.7%	-5.3%	68	109
<b>LGBT</b>							
<i>Not LGBT</i>							
Male	41	1,276	3.2%	4.7%	-5.1%	65	106
<b>Veteran</b>							

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 student populations were disproportionately impacted during 2017-18, in addition to many male subpopulations.

Activities:

### **AB 705 Initiative Support \***

- AB 705 Initiative Support will include the following components:
  - Provision of transfer level classes with corequisite learning support
  - Continued availability of embedded tutoring in both math and English courses at the request of faculty
  - Professional development opportunities for math and English faculty, including affective learning tutorials

In collaboration with Coastline Pathways, the SEA Plan will work to develop, scale and implement AB 705 support programs and opportunities as a College.

### **College Readiness Workshops**

- College Readiness is a program that builds and refreshes math and English skills to help students succeed with confidence in current and future classes. The program is completely free and open to current and prospective Coastline students. In the College Readiness Program, students complete a diagnostic that generates a personalized study path. The structure of the program ensures that students will never have to repeat lessons they already know, and they won't be rushed into exercises they're unfamiliar with. Through the College Readiness Program, students can build their math and English skills and become prepared for classes that transfer to the University of California (UC) and California State University (CSU) systems.

### **Umoja Program\***

- Umoja is a program to transform, enrich, and advance the lives of students by infusing culturally relevant pedagogy and practices into the classroom. In order to create this program, Coastline must elicit the assistance of those who have been part of an Umoja program and have research knowledge to create culturally diverse pedagogy and practices for higher education. The Umoja program will provide support services, including that of mentorship/leadership for African American students interested in attending Coastline. Students will have access to culturally relevant curriculum along with academic support through mentoring and tutoring services.

## EOPS

- The EOPS office hosts workshops on study skills and test taking. Students in the program must attend a minimum of three workshops each semester to maintain their eligibility.

## Early Alert Systems

- Starfish (Dolphin Connect) is a software system that allows faculty to give kudos to students who are doing well in classes and provide check-ins for students who need additional assistance. With this tool, faculty can provide just-in-time support services to assist students academically. This will allow for faculty, academic success coaches, and tutors to take a proactive approach to intervene and assist students by addressing issues that create obstacles for student success.

\*indicates new initiatives

## 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
<b>Disabled</b>							
<i>Not Disabled</i>							
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
<b>Economically Disadvantaged</b>							
<i>Not Economically Disadvantaged</i>							
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
<b>Ethnicity</b>							
<i>Black or African American</i>							
All	859	1,695	50.7%	54.9%	-4.8%	81	940

Male	602	1,191	50.5%	54.9%	-4.7%	56	658
<i>Hispanic or Latino</i>							
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
<b>First Generation</b>							
<i>First Generation</i>							
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
<b>Foster Youth</b>							
<i>Not Foster Youth</i>							
Male	4,176	7,799	53.5%	54.9%	-3.0%	234	4,410
<b>LGBT</b>							
<i>LGBT</i>							
All	155	321	48.3%	54.9%	-6.8%	22	177
Male	57	127	44.9%	54.9%	-10.0%	13	70
<i>Not LGBT</i>							
Male	4,159	7,748	53.7%	54.9%	-2.6%	201	4,360
<b>Veteran</b>							
<i>Veteran</i>							
All	154	320	48.1%	54.9%	-6.9%	22	176
Male	113	236	47.9%	54.9%	-7.1%	17	130
<i>Not Veteran</i>							
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 irrespective of gender. The analysis also shows that males were disproportionately impacted across multiple subpopulations.

Activities:

### **Retention and Persistence Research\***

- The SEA Plan will support retention and persistence research to assist in the College's continuous learning and understanding of why students are not returning and what additional resources Coastline may need to provide for students to continue from fall to spring. Additionally, the retention experts in various departments would assist with student outreach/onboarding to completion initiatives for students in various DI groups.

### **Umoja Program**

- Umoja is a program to transform, enrich, and advance the lives of students by infusing culturally relevant pedagogy and practices into the classroom. In order to create this program, Coastline must elicit the assistance of those who have been part of an Umoja program and have research knowledge to create culturally diverse pedagogy and practices for higher education. The Umoja program will recruit and provide support services including that of mentorship/leadership for African American students interested in attending Coastline.

### **EOPS/CARE/NEXTUp and CalWORKS**

- Extended Opportunities Programs & Services (EOPS) is a program designed to help students from educationally and socioeconomically disadvantaged backgrounds achieve their academic and personal goals.
- Cooperative Agencies Resources for Education (CARE) Program is a supplemental program to EOPS that is designed to provide the extra help a single parent may need to achieve his or her academic and career goals.
- NextUp is a supplemental program housed within EOPS designed to provide support services and other resources, including direct aid, to current and former foster youth.
- California Work Opportunity and Responsibility to Kids (CalWORKS) is a comprehensive program that provides student support services and aims to prepare participants to transition into unsubsidized employment and achieve long term self-sufficiency.
- All programs provide funding for textbook support, trips to local colleges, workshops on study skills, counseling, and classroom supplies. NextUp, CARE and CalWORKS also provide transportation assistance.

### **Preferred Name and Safe Zone Ally Training\***

- The College will purchase software to allow for students to have their preferred name on ID cards. Once completed, an education and marketing initiative on preferred names, personal pronouns, and support for LGBTQAI+ students.

### **Veterans Resource Center \***

- The Veterans Resource Centers (VRC) are currently located at the Newport Beach campus and the College Center. Coastline College has plans expand the VRC locations

to the Garden Grove campus and is exploring options to create a Virtual VRC to assist students who do not have access to an onsite campus. Services and resources provided to veteran students include priority registration, tutoring services, networking and peer support, access to community veteran resources, a food pantry, transportation support, computer access and textbook support.

### **Intercultural Resource Center**

- The Intercultural Resource Center (IRC) provides students with a hub for navigating resources and balancing academic and personal obligations through workshops, one-on-one mentorship sessions, and collaboration with their peers. The IRC collaborates with campus and community partners to ensure that students are receiving holistic support and advancing academically. The IRC also provides student involvement opportunities on campus and within the local community. Services can be expanded to other campuses beyond Garden Grove and virtually to distance-learning students.

### **Student Equity Workshops and Speaker Series\***

- The Student Equity Workshops and Speaker Training Series would include:
  - Training to enhance cultural competence and equity mindfulness for faculty advisors.
  - Cultural and equity awareness activities for faculty and staff.
- Through collaborations with Coastline Pathways, IRC, the Coastline Professional Development and Leadership Committee, and the Office of Student Equity, we will develop and implement diversity and cultural awareness workshops and trainings. Recognition will be provided to staff, faculty, and managers who best demonstrate diversity and cultural awareness in their work.

### **Basic Needs Program\***

- Coastline will develop a basic-needs program for all students who may require additional resources outside the classroom. This will include gas cards, meal cards, access to the food pantry, clothing, toiletries, and laptop lending. Through this program, Coastline will be able to streamline services for our disproportionately impacted student populations.
- Coastline will research and develop a virtual food pantry to meet the needs of online students.

### **Early Alert Systems**

- Starfish (Dolphin Connect) is a software system that allows for faculty to give kudos to students who are doing well in classes and to provide check-ins for students who need additional assistance. Through this process, faculty can provide just-in-time support services to assist students academically. This tool will allow for faculty, academic success coaches, and tutors to take a proactive approach in intervening to assist students in need.

- Civitas Learning is a predictive analytics software tool with multiple applications that provides opportunities for data mining and modeling to guide initiatives in teaching, learning, student support, and institutional management. The software uses real-time institutional and student data to predict term-to-term persistence for all students. Training will be provided for staff, faculty, and all end users to explore and engage real-time data to design, deliver, and evaluate interventions designed to increase graduation and student success rates for all students and targeted populations.

**Book Voucher Program\***

- Between Fall 2015 to Fall 2017, the average fall -to- fall (annual) persistence for Coastline part-time students is 26.5% compared to 45.6% for full-time students. Our institutional data shows that 37-40% of our student body takes between 0.1 to 5.9 credits per term. In order to increase access and retention, Coastline can provide book vouchers to incentivize students to take more than 6 credits per term, which Civitas, our institution’s predictive analytics software, shows can have a significant impact on increasing student persistence. Funds may come from Coastline Pathways grant, and other sources as needed.

\*indicates new initiatives

**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
<b>Disabled</b>							
<i>Disabled</i>							
All	70	790	8.9%	12.3%	72.1%	27	97
Male	34	416	8.2%	12.3%	66.4%	17	51
<i>Not Disabled</i>							
Male	837	8,828	9.5%	12.3%	77.0%	248	1,085
<b>Economically Disadvantaged</b>							
<i>Economically Disadvantaged</i>							
Male	552	7,098	7.8%	12.3%	63.1%	321	873

<b>Ethnicity</b>							
<i>American Indian or Alaska Native</i>							
All	7	110	6.4%	12.3%	51.8%	7	14
Male	3	72	4.2%	12.3%	33.8%	6	9
<i>Black or African American</i>							
Male	103	1,313	7.8%	12.3%	63.7%	58	161
<i>Hispanic or Latino</i>							
Male	173	2,544	6.8%	12.3%	55.2%	140	313
<i>Native Hawaiian or other Pacific Islander</i>							
All	7	75	9.3%	12.3%	75.9%	2	9
Male	3	47	6.4%	12.3%	51.8%	3	6
<i>Some other race</i>							
Male	13	163	8.0%	12.3%	64.8%	7	20
<b>First Generation</b>							
<i>Not First Generation</i>							
Male	601	6,968	8.6%	12.3%	70.0%	256	857
<b>Foster Youth</b>							
<i>Foster Youth</i>							
Male	8	98	8.2%	12.3%	66.3%	4	12
<i>Not Foster Youth</i>							
Male	863	9,146	9.4%	12.3%	76.6%	261	1,124
<b>LGBT</b>							
<i>Not LGBT</i>							
Male	844	9,051	9.3%	12.3%	75.7%	269	1,113
<b>Veteran</b>							
<i>Not Veteran</i>							

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:

### **EOPS/CARE/NextUp and CalWORKs**

- Extended Opportunities Programs & Services (EOPS) is a program designed to help students from educationally and socioeconomically disadvantaged backgrounds achieve their academic and personal goals.
- Cooperative Agencies Resources for Education (CARE) Program is a supplemental program to EOPS that is designed to provide the extra help a single parent may need to achieve his or her academic and career goals.
- NextUp is a supplemental program housed within EOPS designed to provide support services and other resources, including direct aid, to current and former foster youth.
- California Work Opportunity and Responsibility to Kids (CalWORKs) is a comprehensive program that provides student support services and aims to prepare participants to transition into unsubsidized employment and achieve long term self-sufficiency.
- All programs provide funding for textbook support, trips to local colleges, workshops on study skills, counseling, and classroom supplies. NextUp, CARE and CalWORKs also provide transportation assistance.
- With consistent support from the EOPS programs, students can participate in field trips to local colleges and get assistance with transferring.

### **Intercultural Resource Center**

- The Intercultural Resource Center (IRC) provides students with a hub for navigating resources and balancing academic and personal obligations through workshops, one-on-one mentorship sessions, and collaboration with peers. The IRC collaborates with campus and community partners to ensure that students understand the transfer process, requirements, and options. To expand services, families can be engaged through culturally relevant and home language workshops in developing a long-term educational plan.

### **SPED 300--Strategies and Technology for School Success**

- A course in the Special Programs and Services for the Disabled.
- This course serves as an introduction to practical study skills and the benefits of using smart devices and apps at school, home, and work to help build independence and success. This course provides relevant and practical study strategies and provides instruction and hands-on practice using smart technology and apps within the school environment.

**Male Transfer Symposium\***

- The Transfer Center will pilot a transfer experience for male students. This program will collaborate with Institutional Research, Counseling, Financial Aid, and four-year institutions to provide workshops, college visits, and one-on-one assistance to students

\*indicates new initiatives

**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
<b>Disabled</b>							
<i>Disabled</i>							
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
<i>Not Disabled</i>							
Female	406	14,928	2.7%	2.9%	78.8%	440	515
<b>Economically Disadvantaged</b>							
<i>Not Economically Disadvantaged</i>							
Female	120	6,772	1.8%	2.9%	51.3%	200	234
<b>Ethnicity</b>							
<i>American Indian or Alaska Native</i>							
Female	0	70	0.0%	2.9%	0.0%	2	2
<i>Asian</i>							
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
<i>Hispanic or Latino</i>							
Female	92	3,837	2.4%	2.9%	69.4%	113	132
<i>Native Hawaiian or other Pacific Islander</i>							
Male	3	132	2.3%	2.9%	65.8%	4	5
<i>Some other race</i>							
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
<b>First Generation</b>							
<i>First Generation</i>							
Female	159	6,085	2.6%	2.9%	75.7%	179	210
<i>Not First Generation</i>							
Female	266	10,251	2.6%	2.9%	75.2%	302	354
<b>Foster Youth</b>							
<i>Not Foster Youth</i>							
Female	419	16,143	2.6%	2.9%	75.2%	476	557
<b>LGBT</b>							
<i>LGBT</i>							
All	21	1,012	2.1%	2.9%	59.8%	30	35
Male	4	408	1.0%	2.9%	28.4%	12	14
<i>Not LGBT</i>							
Female	408	15,744	2.6%	2.9%	75.1%	464	544
<b>Veteran</b>							
<i>Not Veteran</i>							
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 irrespective of 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:

### **Guided (Coastline) Pathways\***

- In collaboration with Coastline Pathways design teams and leadership, Coastline will infuse equity minded practices into all College efforts from on-boarding to completion. Through the creation of pathways and meta-majors, students will complete their degrees in less time by taking only the courses they need to transfer or graduate.

### **Ally Training Series\***

- Due to students' diverse needs and realities, the College will educate faculty, staff, and students on resources and support available for different populations. Through training and education, students will have contact with employees who are able to assist them in meeting their education goals. The trainings and resources that will be offered include the following:
  - Safe Zone Training for LGBTQAI+, Vet Net, Undocuually, 1st Gen, Cultural Awareness at an AANAPISI Institution.
  - LGBTQAI+ resources for students

### **Professional Development for Faculty**

- In collaboration with Coastline Pathways and the College Professional Development and Leadership Committee, the Office of Student Equity will host a professional development series for faculty, which may include topics such as equity in the classroom, cultural competence and pedagogies in instruction, and ways to recognize a student in distress. The professional development will be held both in person and online.

### **Umoja\***

- Umoja is a program to transform, enrich, and advance the lives of students by infusing culturally relevant pedagogy and practices into the classroom. In order to create this program, the college must elicit the assistance of those who have been part of an Umoja program and have research knowledge to create culturally diverse pedagogy and practices for higher education. The Umoja program will recruit and provide support services including that of mentorship/leadership for African American students interested in attending Coastline.

### **Intercultural Resource Center (IRC) Mentorship Program**

- The IRC mentorship program guides students in developing short- and long-term personal and academic goals. Mentors are trained to engage in holistic dialogue that includes family expectations, cultural differences, and navigating resources.

### **Faculty Equity Champions\***

- Faculty will be supported with a stipend to create and share an online Canvas module/activity that is equity minded. For example, an English faculty member may redesign an assignment to reflect equity considerations and share that assignment with the College.
- Workshops will be held to educate faculty on specific ideas for development of the activity, and faculty will be compensated with the stipend after the activity/module is completed and shared. Funds will be provided by Coastline Pathways grant and faculty will work with the Faculty Center to implement their activity or module.

### **Research\***

- The College will engage in the following research activities:
  - Exploration of student populations using intersectionality with modality and special population and modality.
  - Focused qualitative research on different student populations.
  - AB705 data collection
- Collaborate with Guided (Coastline) Pathways to facilitate student focus groups regarding student equity issues.

\*indicates new initiatives

## Report of Student Equity Expenditures and Activities

Student Equity		CCC 15/16	CCC 15/16	CCC 16/17	CCC 16/17	CCC 17/18	CCC 17/18
Acct		Budget	YTD	Budget	YTD	Budget	YTD
1XXX	Academic Salaries	\$101,171.00	\$52,296.65	\$60,880.00	\$2,768.24	\$37,498.00	\$32,413.12
2XXX	Classified Salaries & Other Non-academic Expenses	\$289,958.00	\$239,966.72	\$310,846.00	\$350,638.30	\$232,698.00	\$300,590.56
3XXX	Employee Benefits	\$37,394.00	\$84,223.50	\$167,250.00	\$142,179.63	\$121,738.00	\$160,012.54
4XXX	Supplies & Materials	\$32,720.00	\$40,845.93	\$13,500.00	\$12,318.79	\$1,000.00	\$711.55
5XXX	Other Operating Expenses and Services	\$67,856.00	\$51,947.27	\$23,078.00	\$51,846.11	\$116,492.00	\$39,352.20
6XXX	Capital Outlay		\$30,672.17				
7XXX	Other Outgo	\$48,750.00		\$7,000.00	\$22,802.85	\$61,477.00	32,346.61
<b>Total</b>		<b>\$577,849.00</b>	<b>\$577,848.56</b>	<b>\$582,554.00</b>	<b>\$582,553.92</b>	<b>\$570,903.00</b>	<b>\$565,426.58</b>

Coastline's primary expenditures have been used to provide aid to students, hire personnel to support DI populations, and pay for technology expenses. Since many Coastline students are distance learners and are off-site, funding over the past three years was primarily designated to personnel to assist in completing the student equity goals listed below.

Academic salaries include that of counselors who work primarily with the College's EOPS students. EOPS counselors provide leadership and support services for students who are disproportionately impacted due to educational, language, social or economic disadvantages. As a result of this funding, Coastline was able to increase access for more foster youth and first-generation college students.

A Student Program Specialist serves current and former foster youth students, The main role of the student program specialist is to direct students to resources for mental health, housing, food, and other resources.

The Veteran Specialist continues to assist in closing the gap for Veteran students by initially creating the Veterans Resource Center and through, community involvement, providing additional resources to the Veterans Resource Center.

In 2018, a Director of Student Equity was hired to provide overall guidance to the development of Coastline equity programs. The Director has assisted in providing professional development opportunities for faculty and staff and developing new initiatives to serve the DI populations.

Professional learning opportunities provided to Coastline faculty and staff included attendance at the National Conference of Race and Ethnicity, 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 and 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 cohorts were implemented across the campus; however, achievement rates for math and English remained the same. However, with the current implementation of AB 705 and new support mechanisms such as co-requisites, it is expected that the equity gap in achievement rates for math and English will be mitigated.

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

**GOAL AREA:** Retention, Degree and 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 a food pantry. Expand implementation of multiple measures.

**Assessment:** Veteran, foster youth, and EOPS students received textbook support to support retention and certificate completion. The Food Pantry was established through EOPS; the SEA Plan will consider expanding those services and marketing the pantry more widely to Coastline students. Additionally, aid to students was provided in the form of meal cards, gas cards, emergency funding, transportation, and textbook support. Through this support of funds for students who were in need, there was an increase in the retention of students in the EOPS program.

**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 piloted with a group of professors this past year and with the support of Coastline Pathways to scale the program to the entire campus in the future. The use of an early-alert tool allows for faculty and academic success coaches to recognize and work with students to eliminate barriers that may impede their success. The use of Starfish will be expanded through marketing efforts in order that it be utilized throughout the College by the entire community.

**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 first-generation college students.

**Assessment:** The Outreach Program Specialist conducts outreach activities at 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 to prospective students from Hispanic backgrounds and to help 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. Since the introduction of this position for outreach, the population of Hispanic students enrolling at Coastline increased to surpass Student Equity access goals within two to three 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 and Certificate Completion

**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 Program, with the support of Student Equity funds, attracted cohorts of new students, primarily from Hispanic backgrounds, from 2015 through 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 assist them 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.

**How will your college ensure coordination across student equity-related categorical programs or campus-based programs?**

The Student Equity Director will ensure that initiatives in the plan are carried out across campus-based programs. This will include regular meetings with the Student Equity Workgroup in collaboration with Coastline Pathways design teams. In fall 2019, Pathways Summit Equity days will be held to educate the Coastline community on the SEA Plan and the goals of the campus. At the Guided Coastline Pathways summer retreat, design teams will review data, the SEA Plan, and develop equity-focused processes, procedures, and activities to guide their work.

Collaboration across campus-based programs will happen through the Director of Student Equity meeting regularly with campus based programs (EOPS, DSPS, Veterans Resource Center, Transfer Center, Counseling, Intercultural Resource Center, Pathways groups), to provide assessments and advise on the equity work that is completed in each space. All projects that receive funding will be presented at a town hall with the Planning of Institutional Effectiveness and Accreditation Committee (PIEAC).

Lastly, a Department Review will be completed by the Office of Student Equity to ensure accountability for implementation of the SEA Plan.

2019-2020	2020- 2021	2021 -2022
<ul style="list-style-type: none"> <li>● Guided (Coastline) Pathways Equity Meetings</li> <li>● Equity Learning Series</li> <li>● Pilot Umoja</li> <li>● EOPS Aid</li> <li>● Ally Training Series</li> <li>● Outreach Program for First Gen. students</li> <li>● AB705 initiative support and marketing</li> <li>● Veterans Resource Center (VRC)</li> <li>● IRC Mentorship</li> <li>● College Readiness Workshops</li> <li>● Starfish (Dolphin Alert) training and marketing</li> <li>● Retention Specialist Data Collection</li> <li>● Basic Needs Pilot Program</li> <li>● Male Transfer Symposium (data collection)</li> <li>● Professional Learning for faculty equity in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>● Equity Learning Series 2.0</li> <li>● Coastline Orientation</li> <li>● AB 705 Professional Learning</li> <li>● AB 705 Classroom Assessment</li> <li>● Umoja Program</li> <li>● EOPS Aid</li> <li>● IRC Mentorship</li> <li>● VRC Garden Grove + Virtual</li> <li>● Retention Specialist Workshop and Education</li> <li>● Basic Needs Program (location + workshops)</li> <li>● Pilot Male Transfer Symposium</li> <li>● Inclusive bathrooms + access</li> </ul>	<ul style="list-style-type: none"> <li>● Coastline Orientation Case Managers</li> <li>● Equity Learning Series 3.0</li> <li>● Scale IRC Program</li> <li>● VRC</li> <li>● Male Transfer Symposium</li> <li>● AB 705 Classroom support</li> <li>● Umoja</li> <li>● EOPS Aid</li> <li>● Retention Specialist (scaled)</li> <li>● Basic Needs Program</li> </ul>

## **Evaluation of progress made:**

The College develops an annual Equity and Success Research Report that is disseminated to the College's planning committees and councils. Additionally, the College conducts studies on 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, we will assess how our progress is closing the student equity gaps. Additionally, the College utilizes key performance indicators (KPIs), which include the statewide scorecard and academic and institutional data to evaluate progress.

The Student Equity Director will meet annually with the academic and Department Chairs and offices who receive funding to implement their approved activities. Each new activity or initiative will need to complete an assessment and produce a report utilizing data prepared by the Institutional Research, Planning, Effectiveness.

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. Year two will focus on scaling activities through Coastline Pathways, with a focus on increasing equity related training. By year three, there will have a better understanding of which modalities need specific equity activities to assist in closing the gaps. On an annual basis, the college will assess the work of our programs through quantitative and qualitative data collection.

## **Contact Person:**

Leighia Fleming  
Director of Student Equity and Title IX  
Lfl Fleming5@coastline.edu

Natalie Schonfeld, Ph.D.  
Dean of Students  
nschonfeld@coastline.edu