COASTLINE
COLLEGE

Student Equity Plan

2022-2025

Race Consciousness in Equity Plan Development

Summer of 2020, Coastline College began to make a shift and became intentional on their work to be equity minded and address the racial injustices that were brought center stage through the murders of Ahmaud Aubery, George Floyd, and Breonna Taylor. As a college rooted in diversity, we as an institution could not sit on the sidelines. Through the Office of Student Equity and Intercultural Resource Center we held multiple spaces for our community to come together to discuss, heal, and be in community. Through those sessions, the output amplified the need for systemic, and procedural changes to create race centered and equitable services for the college community.

Coastline College has spent the past two years reflecting and realigning our priorities to be race conscious. Prior to completing the SEA Plan, we reviewed the CUE report to discuss areas for improvement which indicated that we had a heavy focus on diversity, our goal from this information was to move from diversity to race conscious. This including, doing a deep dive of our local data, discussion on systemic and institutional racism that has impeded success for some groups. In completing our report, the decision was made that all metrics, must include a race focus, which is supported by the data. To ensure that the voices of the Coastline Community were heard in the developing of the SEA Plan, we held multiple townhalls for the campus to discuss the needs regarding student equity, diversity, anti-racism, accessibility, and inclusion. The SEA Plan was then developed with five cross-functional design teams.

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The plan strategically aligns with the college mission statement, "*Coastline College guides diverse populations of students toward the attainment of associate degrees and certificates leading to career advancement, personal empowerment, and transfer. By meeting students where they are, Coastline provides innovative instruction and services designed to achieve equitable outcomes*." The plan also operationalizes Coastline's Vision 2025 Educational Master Plan Goals Reduce all student equity gaps regarding access and achievement (Equity); Increase student completion and achievement outcomes (Achievement); Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement); and Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness).

Summary of Target Outcomes for 2022-25

Successful Enrollment

Filipino

1-year outcome: Increase Filipino first-time student enrollment by 6.7% (from 7 to 15 students – based on 225 applications received in 2020-21)

2-year outcome: Increase Filipino first-time student enrollment by 8.9% (from 7 to 20 - students – based on 225 applications received in 2020-21)

3-year outcome: Increase Filipino first-time student enrollment by 13.3% (from 7 to 30 students – based on 225 applications received in 2020-21)

Completed Transfer-Level Math & English

Black or African American

1-year outcome: Increase of awareness of students' rights to enroll in transfer-level English and math for Black/African American males. Increase participation in learning support services for Black/African American males using survey data. Implement professional development on equity minded teaching practices and culturally relevant course content using survey data.

2-year outcome: Build learning communities and learning support for successful completion of transfer-level English and math for Black/African American using survey data. Learning support includes integrated academic support, embedded tutoring, an early alert system, and more diverse tutors.

3-year outcome: Increase sense of belonging for Black/African American students in the classroom.

Hispanic or Latino

1-year outcome: Increase of awareness of students' rights to enroll in transfer-level English and math for Hispanic/Latino/x males. Increase participation in learning support services for Hispanic/Latino/x males using survey data. Implement professional development on equity minded teaching practices and culturally relevant course content using survey data.

2-year outcome: Build learning communities and learning support for successful completion of transfer-level English and math for Hispanic/Latino/x males using survey data. Learning support includes integrated academic support, embedded tutoring, an early alert system, and more diverse tutors.

3-year outcome: Increase sense of belonging for Hispanic/Latino/x males in the classroom using survey data.

Persistence: First Primary Term to Secondary Term

Black or African American

1-year outcome: Increase African- American/ Black student persistence to 39%
2-year outcome: Increase African American/ Black student persistence to 41%

3-year outcome: Increase African American/Black student persistence to 43%

Transfer

Black or African American

1-year outcome: Employ the collaborative efforts of a designated task force that is representative Black/African American colleagues and students. This task force will consist of cross-functional team members that are faculty, classified, leadership, and students. Increase the visibility of transfer information, timelines, and opportunities to staff, faculty, and students. Evaluate progress based on surveys. (Discuss other options for tracking this data) Identify all first-time college students who identify as Black/African American and provide them with guidance and direction in their first semester at Coastline. This should ideally be done by members of the designated task force. To build the advisory team, we will send out an invitation along with information about the goals of the project to all members of our campus community, including students, staff, faculty, and leadership. Once the committees are established, members will work with Equity & Diversity groups to make recommendations for intervention strategies, as well as targeted communication for students in the cohorts mentioned. Team meetings should ideally take place twice per semester, beginning in the spring of 2023. Advisory teams will provide guidance to campus stakeholders. Partner with Umoja transfer project.
2-year outcome: Strengthen partnerships with local UC, CSU, and online public institutions. Develop working relationships with programs such as EOP, Project Rebound, MESA, Upward Bound, HBCU transfer and other programs that focus on attracting Black/African American students.

3-year outcome: Increase the transfer rate of Black/African American males by 33%.

Hispanic or Latino

1-year outcome: Employ the collaborative efforts of a designated task force that is representative of our DI population's race, age, gender, culture, and other relevant characteristics. This task force will consist of cross-functional team members that are faculty, classified, leadership, and students. Increase the visibility of transfer information, timelines, and opportunities to staff, faculty, and students. Evaluate progress based on surveys. (Discuss other options for tracking this data) Identify all first-time college students who identify as LatinX/Hispanic and provide them with guidance and direction in their first semester at Coastline. This should ideally be done by members of the designated task force. To build the advisory team, we will send out an invitation along with information about the goals of the project to all members of our campus community, including students, staff, faculty, and leadership. Once the committees are established, members will work with Equity & Diversity

groups to make recommendations for intervention strategies, as well as targeted communication for students in the cohorts mentioned. Team meetings should ideally take place twice per semester, beginning in the spring of 2023. Advisory teams will provide guidance to campus stakeholders. Partnerships with LatinX groups on campus may be a good way to begin. 2-year outcome: Strengthen partnerships with local UC, CSU, and online public institutions. Develop working relationships with programs such as EOP, Project Rebound, MESA, Upward Bound, and other programs that focus on attracting Latinx/Hispanic students Establish Puente at Coastline to increase the transfer rates of LatinX/Hispanic males.

3-year outcome: Increase the transfer rate of LatinX/Hispanic males by 59%.

Completion

Hispanic or Latino
1-year outcome: Present on Open Educational Resources at Spring Flex Day, develop marketing campaign to promote OER, conduct Fall and Spring workshop with faculty audience on OER development.
2-year outcome: Continue Year 1 efforts on OER expansion. Increase usage of Open Educational Resources as primary learning material to reach 30% of all Spring 2024 sections. (For Fall 2022, 24% of Coastline's total 647 sections use OER).

3-year outcome: 35% of all Spring 2025 sections will utilize OER. Scale OER programs to Latinx and Black/ African American Hope Scholars

Equity Plan Reflection

2019-22 Activities Summary

- Veteran Resource Center
- Umoja Program
- EOPS/CARE/NEXTUp and CalWORKs
- Intercultural Resource Center (IRC)
- Outreach Programming (First generation workshops for students and families)
- Coastline Orientation
- AB 705 Initiative Support
- College Readiness Workshops & Program
- Early Alert Systems
- Retention and Persistence Research
- Preferred Name & LGBTQAI Resources
- Student Equity Workshop & Speaker Series
- Basic Needs Program
- SPED 300--Strategies and Technology for School Success
- Male Transfer Symposium
- Coastline Pathways
- Ally Training Series
- Research
- Online Student Support Structure
- Book Voucher Program
- Faculty Equity Champions
- Online Student Support Structure*
- Professional Development for Faculty

Key Initiatives/Projects/Activities

While the 2019-2022 had the goals listed above, the college and SEA Plan also had a commitment to provide equitable serves in the midst of racial and health pandemic, which lead to shifting the work. However, the following was done to support the 2019-2022 SEA Plan:

1: To increase equity practices across all modalities in which we serve students. Focus on practices and pedagogies for online curriculum we completed the following:

- Faculty Equity Champions provided workshops to Coastline faculty that focused on culturally relevant peer to peer training.
- Provided funding for Faculty advancement in curriculum that supports AB 705
- Developed online resources and student engagement opportunities for our underserved DI populations which included Latinx, African American, Asian -American LGBTQ, and Student Parents.
- Expanded Student Resources (Dolphin Assistance Program) to be holistic. The program supported students through emergency housing accommodations, Hotspots, Technology, and direct aid

2. To advance the equity mindset and practice for Coastline College we completed the following:

- Held Student Leader Diversity Training Hosted Racial Identity Group session for students
- Hosted 60 professional development opportunities for the Coastline community focused on a range of topics including creating an inclusive classroom environment, diversity dialogues, and the power of language.
- Expansion of the Umoja Program to include our Distance Learners.
- Campus Climate Survey was distributed to the Coastline community.
- Supported the Academic Senate and Faculty Success Center with syllabus reviews and diversity, equity, and inclusion (DEI) initiatives.
- Supported Classified Senate and Associated Student Government with the review of bylaws and polices.
- Reconstructed our Student Equity and Diversity Workgroups, to focus on racial equity.
- Equity Audits were supported and completed across the college in various departments, includes EOPS, Student Equity, and Financial Aid.

3. Work with Coastline Pathways groups to streamline and scale equity:

- Conducted Equity Hacks and focus groups
- Added DEI as a priority to all planning documents throughout the college
- Developed online resource hubs
- Hired Professional Experts to assist with case management for our Black/African- American Students.
- Assisted with Professional Development funding for Coastline staff, and administrators to attend conferences focusing on diversity, equity, and inclusion

Evidence of Decreased Disproportionate Impact

The College recognizes that the efforts to eliminate equity gaps are ongoing and models its approach on continual improvement. The data reflects improvements in narrowing gaps in certain metrics for certain student groups. Despite the efforts, the metric of retention (e.g., fall-to-spring persistence) declined. The information below highlights an overall average of student equity groups in established metrics. It is important to note that this summary is an overall average. The Department of Institutional Effectiveness has disaggregated each metric based on student groups. The data source did not allow for intersectionality of race-ethnicity-ancestry by gender.

Coastline College saw percentage point increases as noted in the table below for the following student populations by achievement metric where disproportionate impact (DI) was previously observed in 2017-18.

- Access: Black or African American and Hispanic or Latinx
- English and Math Completion: Black or African American, Hispanic or Latinx, Two or More Races, White, Economically Disadvantaged, First Generation, Foster Youth, LGBT, and Veteran
- Completion: Asian, Hawaiian or Pacific Islander, Hispanic or Latinx, Students with a Disability, First Generation, and LGBT
- Transfer: Hispanic or Latinx, Students with a Disability, Economically Disadvantaged, and Foster Youth

The Student Equity and Achievement Workgroup conducted summative assessments throughout the plan to track implementation, adjust, and communicate progress.

In future Student Equity Plan, Coastline will employ a more comprehensive approach for tracking participants with services and activities. These assessments will include descriptive and diagnostic analytics. Additionally, surveying of students along with qualitative activities will help build greater understanding of the activities and impact of the Student Equity work at the college.

2022-25 Planning Efforts

The past three years were influential for Coastline in reevaluating our commitment to student equity and success. Our 2019-2022 Plan was centered in diversity and was inclusive, however it did not focus on racial equity. Through our reflection and professional development, we know that for there to be true equity we must own the systemic inequities race has played in our educational system. Additionally, our past plan was central to the work of Student Services, therefore in our current plan, we were sure to collaborate with Instruction and faculty. By adding the voices of Instruction, we aimed to ensure that our SEA Plan centers the students experience in the classroom. Lastly, the goal of our current SEA Plan is quality not quantity. We will focus on two goals for each metric and provide better assessment of our work to show the growth of out students' success to close equity gaps.

Student Equity Plan Metrics

Student Populations for Metric Workflow	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✕	✓	✓	✓	✕
Hispanic or Latino	✕	✓	✕	✓	✓
Filipino	✓	✕	✕	✕	✕

Pandemic Acknowledgement

✕Interrupted Work Fully
✕Catalyzed Work
✓Delayed Work
Provide an explanation (optional)

The pandemic shifted the work of Student Equity. 90 percent of our focus shifted to providing direct aid and basic need resources to students, in doing our monetary resources for other programs was reallocated to support the needs of our most vulnerable students. Additionally, the Plan focused on the professional development of our faculty and staff to discuss racial equity, microaggression, and healing practices. The Pandemic provided an opportunity for Coastline to address the lack of resources that were provided to equity efforts and create momentum for there to be additional support from the college.

Executive Summary URL

https://www.coastline.edu/about/equity-at-coastline/index.php

Student Populations Experiencing Disproportionate Impact and Metrics

Successful Enrollment

Filipino

Structure Evaluation: Friction Points
Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

While Coastline provides flexible services and support through various mediums, there is a disconnect between application and enrollment that impedes equitable outcomes for Filipino students. Current processes and practices related to enrollment are asynchronous (e.g., website and emails). Current processes and practices assume students know the steps to enrollment, what they are and how to complete them, and know who can help them if they need assistance.

Structure Evaluation
Current Structure

☒Instruction
☑Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Our current processes and practices that impede equitable outcomes for Filipino students include:

- Lack of initial support through the onboarding process.
- Lack of follow-up/engagement after admission and prior to course enrollment.
- Lack of intervention from college to students about next steps.
- College-initiated follow-up with students to ensure that they know what needs to happen next and to get feedback as needed about the steps they've completed thus far.
- Lack of a clear matriculation process
- Lack of a personal connection between the college and students through the enrollment process.

All steps in the enrollment process can be initiated electronically via the web. The college's preference in practice is that students initiate contact electronically versus via phone or in person.

☒Budgeting and Administration (HR, Purchasing, Processes, etc.)
☒General Operations (A&R, Parking, Campus Policing, etc.)
☒Other

Ideal Structure

☒Instruction
☒Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
☑Budgeting and Administration (HR, Purchasing, Processes, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

The following process would assist in facilitating equitable outcomes:

- Clear outlined matriculation process,
- A &R staff that are trained to support and assist with equity related issues impending Filipino students with accessing Coastline.

☒General Operations (A&R, Parking, Campus Policing, etc.)

✕Other

Structure Evaluation: Necessary Transformation to Reach Ideal
Necessary Transformation to Reach Ideal

To reach the necessary transformation the following needs to occur:

- The College will provide increased support and outreach during the onboarding process to Filipino applicants by calling Filipino applicants within one week of application to walk them through the process of enrollment and answer any questions they may have regarding the College. The calls will be made by the Admissions and Records department based on a script developed by the department leads for this initiative. The College will seek to provide dedicated support for Filipino students during this process.
- To increase awareness of the financial benefits of a college education to the Filipino community applicants will be made aware of monthly Zoom sessions which will be facilitated by Admissions and Records and Financial Aid. These Zoom sessions will serve to provide applicants information to improve their awareness of the benefits of college education, provide guidance on the enrollment process and answer any questions applicants and their families may have concerning financial aid, College support services, and available degree or certificate options.

Action
Action Steps

Develop and implement tools to support the following three ideal practices:

- Develop and implement a script for calling all Filipino first-time applicants-walk through the steps to enrollment.
- Organize monthly zoom sessions that address the steps to enrollment for students and their families; send videos out to all students whether they attend or not; follow up with students after monthly zoom sessions. Invite counseling, financial aid to attend. Zoom sessions will begin in Spring 2023; calls to Filipino first-time applicants will start in Spring 2023
- Collect information about efforts (keep records of calls made, number of students and families in attendance at zoom etc.) and assess the impact of the two above practices on enrollment of Filipino students and general increase in the number of students who apply and enroll at the college.

Chancellor's Office Supports
Supports Needed

✕Field Guidance & Implementation
✓Technical Assistance/Professional Development

☒Data & Research
☒Policy & Regulatory Actions
☒Technology Investments & Tools
☒Proof of Concept Pilots
☒Strategic and Operational Communication
Explanation of Supports Needed

Support needed includes:

- Professional development for students to assist with culturally grounded outreach that supports the enrollment of disproportionately impacted students.
- Script templates to support colleges with moving students from application to enrollment.
- Quarterly meetings with other colleges about their efforts/best practices to address disproportionate impacts related to the successful enrollment metric (fostering communities of practice).

Completed Transfer-Level Math & English

Black or African American

Structure Evaluation: Friction Points
Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

The friction points include:

Lack of support services and personnel to for Black/ African American students through Umoja

Lack of diversity in the curriculum that allows for students to be seen or heard.

Structure Evaluation
Current Structure

✓Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

The orientation for incoming students is general and is optional for students. In addition, students aren't required to meet with a counselor, to enroll in transfer-level math or English during their first semester, to create any sort of Ed Plan, and to participate in learning support. When students view these steps as optional, they opt out of participating in the services decreasing the possibility of enrolling in transfer-level math and English within their first year. The information about student enrollment rights and the process to enroll in transfer-level English and math is not easily accessible and is inaccurate on our public facing website.

Coastline College would benefit from creating structures for students to create student-led or student-created group study communities, especially for our targeted demographics, outside of

Canvas. Students have asked for online environments where they can connect with each other to create active learning communities.

☒Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
☒Budgeting and Administration (HR, Purchasing, Processes, etc.)
☒General Operations (A&R, Parking, Campus Policing, etc.)
☒Other

Ideal Structure

✓Instruction
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Clarify student enrollment rights information and automatically enroll students into learning support services where they have the option to opt out. Specifically, student rights to enrollment must be shared clearly and accurately through the Coastline official communication online and onsite. The information should be on the Coastline website landing page, Math page, English page, Student Success, and Resource Centers (SSRC) pages, Counseling, Writing and Math Center pages. Students should initially receive the information through the Comevo orientation (something similar to the Fresno City College video, Public Advocates website video and infographic and Santa Ana College), welcome letter, and through onsite flyers in SSRC, ESL Lab, and Student lounges. Students can also be reminded of their rights to enrollment at the beginning of the semester through a Canvas shell announcement during Week 1 and as an integrated reminder as part of the syllabus template. There will need to be a person who is responsible for updating the information to ensure that it is up-to-date and accurate.

Coastline College will automatically enroll students into Umoja program

The cultural shift that needs to happen: Coastline College must build the structures required to achieve the stated goals, mandate support services with opt out option for students, and Math and English faculty and students need to champion learning support services and learning communities.

✓Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Identifying and acknowledging student "champions" for culturally appropriate practices and campaigns reflecting successful completion of English and math by African Americans. The campaigns promote success for students and community members who share the same cultural values leading to the creation of student lead communities of support, e.g., study groups, learning assistance/tutoring, and discussion groups in course specific discord channels. The

voices of the student champions will also be used to stress the importance of seeking learning support for successful completion of English and math courses.

✓Budgeting and Administration (HR, Purchasing, Processes, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Equity minded practices should include:

- Funding to support Umoja program development, which would host tutoring sessions
- Funding to support faculty professional development in math and English

✕General Operations (A&R, Parking, Campus Policing, etc.)
✕Other

Structure Evaluation: Necessary Transformation to Reach Ideal
Necessary Transformation to Reach Ideal

Develop a more personalize orientation for students, which requires students to meet with a counselor and develop an Education Plan. Increase how we as a college make students aware of their rights. Update website accessibility, to inform students of accurate information regarding English and math requirements

Action
Action Steps

1. Review, analyze, and change the pathway into the college for new and first-time students.
2. Coastline counselors meet with K-12 partners' counselors to discuss changes and implement a new process.
3. Create awareness of flexible pathways and offer modalities to meet the needs of students.
4. Make orientation, meeting with a counselor, and creating an Ed Plan mandatory.
5. Offer a Summer/Intersession Bridge program for incoming Black/ African American students.
6. Involve existing and new learning communities for Latinx students.
7. Implement professional development for faculty.

Chancellor's Office Supports
Supports Needed

✓Field Guidance & Implementation

✓Technical Assistance/Professional Development
✓Data & Research
✓Policy & Regulatory Actions
✓Technology Investments & Tools
✓Proof of Concept Pilots
✓Strategic and Operational Communication
Explanation of Supports Needed

Coastline needs the opportunity to explore best and promising practices from other colleges. We need to be able to identify and meet the needs of the students. The College's AB705 group, comprised of the VPI, Deans, and faculty from English, ESL, math, and counseling will contact other colleges in the state to learn about and align best practices for serving student needs. It is anticipated that the support from all areas of the College will be required to implement the practices, processes and procedures that will serve students in best and conform to an environment of success grounded in equitable practices.

Hispanic or Latino

Structure Evaluation: Friction Points
Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

The friction points include:

- Lack of support services for Latinx students.
- Lack of diversity in the curriculum that allows for Latinx to be seen or heard.

Structure Evaluation
Current Structure

✓Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Orientation for incoming students is general and is optional for students. In addition, students aren't required to meet with a counselor, to enroll in transfer-level math or English during their first semester, to create any sort of Ed Plan, and to participate in learning support. When students view these steps as optional, they opt out of participating in the services decreasing the possibility of enrolling in transfer-level math and English within their first year. The information about student enrollment rights and the process to enroll in transfer-level English and math is not easily accessible and is inaccurate on our public facing website.

Coastline College would benefit from creating structures for students to create student-led or student-created group study communities, especially for Latinx/Hispanic outside of Canvas. Develop online environments where Latinx/Hispanic can connect with each other to create active learning communities.

✓Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Clarify student enrollment rights information and automatically enroll students into learning support services where they have the option to opt out. Specifically, student rights to enrollment must be shared clearly and accurately through the Coastline official communication online and onsite. The information should be on the Coastline website landing page, Math page, English page, Student Success, and Resource Centers (SSRC) pages, Counseling, Writing and Math Center pages. Students should initially receive the information through the Comevo orientation (something similar to the Fresno City College video, Public Advocates website video and infographic and Santa Ana College), welcome letter, and through onsite flyers in SSRC, ESL Lab, and Student lounges. Students can also be reminded of their rights to enrollment at the beginning of the semester through a Canvas shell announcement during Week 1 and as an integrated reminder as part of the syllabus template. There will need to be a person who is responsible for updating the information to ensure that it is up-to-date and accurate.

The cultural shift that needs to happen: Coastline College must build the structures required to achieve the stated goals, mandate support services with opt out option for students, and Math and English faculty and students need to champion learning support services and learning communities.

✕Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕General Operations (A&R, Parking, Campus Policing, etc.)
✕Other

Ideal Structure

✕Instruction
✕Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✓Budgeting and Administration (HR, Purchasing, Processes, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Equity minded processes should include:

- Funding to support the growth of learning communities for Latinx students

✕General Operations (A&R, Parking, Campus Policing, etc.)
✕Other

Structure Evaluation: Necessary Transformation to Reach Ideal
Necessary Transformation to Reach Ideal

Develop a more personalize orientation for students, which requires students to meet with a counselor and develop an Education Plan. Increase how we as a college make students aware of their rights. Update website accessibility, to inform students of accurate information regarding English and math requirements.

Action
Action Steps

1. Review, analyze, and change the pathway into the college for new and first-time students.
2. Coastline counselors meet with K-12 partners' counselors to discuss changes and implement a new process.
3. Create awareness of flexible pathways and offer modalities to meet the needs of students.
4. Make orientation, meeting with a counselor, and creating an Ed Plan mandatory.
5. Offer a Summer/Intersession Bridge program for incoming Latinx students.
6. Involve existing and new learning communities for Latinx students.
7. Implement professional development for faculty.

Chancellor's Office Supports
Supports Needed

✕Field Guidance & Implementation
✓Technical Assistance/Professional Development
✓Data & Research
✓Policy & Regulatory Actions
✓Technology Investments & Tools

☒Proof of Concept Pilots
☒Strategic and Operational Communication
Explanation of Supports Needed

Coastline needs the opportunity to explore best and promising practices from other colleges. We need to be able to identify and meet the needs of the students. The College's AB705 group, comprised of the VPI, Deans, and faculty from English, ESL, math, and counseling will contact other colleges in the state to learn about and align best practices for serving student needs. It is anticipated that the support from all areas of the College will be required to implement the practices, processes and procedures that will serve students in best and conform to an environment of success grounded in equitable practices.

Persistence: First Primary Term to Secondary Term

Black or African American

Structure Evaluation: Friction Points
Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

Currently we do not have information to accurately address this question from the student perspective, so this lack of knowledge is itself a barrier to better serving this population. However, from our college's perspective, we believe that many of our processes, policies, and practices are institution-centered rather than student-centered. These practices put the burden on students to come to Coastline as "college ready" with certain knowledge and skills, to actively seek campus resources and next steps on their own, and to adjust to institutional service hours and staff availability.

Structure Evaluation
Current Structure

☓Instruction
✓Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

. Specifically, these the processes/policies/practices that impede equitable outcomes for this population include:

- We assume that students, in general, are aware of supports such as academic counseling, priority registration (which they have), Umoja, EOPS and other programs.
- We assume college readiness, from an academic perspective.
- We assume that students will take action based on the welcome letter (email) orientation, and meeting with a counselor.

- If a student identifies an area of interest (such as transfer), they are sent an email and the onus is on the student to follow-up.

  ▪ We assume that students will know which classes are "harder" than others- students cannot know by reading a course description which courses have heavier workloads than others.
  ▪ We do not have a single, centralized, version-controlled listing college resources for students.
  - Each department seems to make their own list of resources.
  - Website information is hard to find, not easily searched for, and information may be out of date/inconsistent with other sources (currently under Covid-19 path)

  - Student services support is offered during limited hours (typically 8am-5pm) because we assume that students can interact with us during normal business hours. However, this is likely not the case because:
  - Considering the low population of African American/Black residents in Orange County, it is likely that many of these students are distance and online learners. Online learners are typically active between 10pm and 2am.
  - Black/African American students are disproportionately parents, a population that are often busy during the day.

✓Budgeting and Administration (HR, Purchasing, Processes, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Impacted structures includes:

Employee agreements impact staff's ability to meet the needs of students by working adjusted hours that will assist students persist from term to term.

Lack of funding to hire staff that could support student persistence through the Umoja program

✕General Operations (A&R, Parking, Campus Policing, etc.)
✕Other

Ideal Structure

✓Instruction
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Develop Umoja cohorts to support persistence from term to term

✓Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

The first step needed to address what equity minded process/policy/culture shift that would possibly facilitate a shift to equitable outcomes for this population would be to develop a comprehensive survey for Black/African American students to gain a better understanding of their challenges to success.

To act in the spirit of Coastline's mission statement and "achieve equitable outcomes" "by meeting students where they are," we will not assume students come in knowing how to navigate the college campus, and instead:

- Actively, intrusively work with first-time students to encourage them to create a comprehensive education plan which they then review with a counselor.
- Make first-time students aware of steps and date for priority registration, including completing the college orientation Send communication about registration dates to both student email and preferred email, since many new students will have delay in accessing student email at first Explore auto-enrollment into Umoja and other programs based on self-identified student characteristics. Plan for additional "touches" at key points in the student's first semester (pre-midterms, pre-finals, etc.) Longer-term: consider piloting auto-suggesting enrollment into courses for subsequent semester based on comprehensive education plan
- Have a person in each support function dedicated to reaching out in response to a student's online inquiry about services (e.g., transfer center, EOPS) rather than just sending automated email responses
- Consider case management support where new students have a "go to" person for them during onboarding
- Hire an Umoja part-time counselor to directly support Black/African American students

To make campus services and resources more available to students, we also suggest to:

- Create a single, centralized, version-controlled, and regularly updated listing of college resources for students. If this is on the web, the page must contain search terms that students would use. Extend service hours for student support functions including counseling, A&R, mental health counselors, EOPS, etc.

✕Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕General Operations (A&R, Parking, Campus Policing, etc.)
✕Other
Structure Evaluation: Necessary Transformation to Reach Ideal
Necessary Transformation to Reach Ideal

To truly support the inequity of Black/African American students Coastline College should hire a staff who is dedicated to supporting Black/African American students through direct support and counseling services.

Review financial aid barriers that may impeded on a student's access to the college.

Action
Action Steps

To increase the retention rate for Black/African American students over the course of 3 years, we plan to:

Pilot a case management model/system which has prescribed and pre-defined interactions/" touches" for Black first-time students to provide intrusive outreach and advising.

- In Fall 2022, Counseling staff work intrusively with Black/African American first-time full-time students to encourage them to create a comprehensive education plan and meet with a counselor.
- In Fall 2022, identify other specific "touchpoints" by specific departments in the student's first semester (pre-midterms, pre-finals, registration dates, etc.) with input and buy-in from faculty, managers, and Student Services staff.
- In Fall 2022, set up the auto-enrollment in Umoja for Black/African American students based on self-identified information gathered in CCC Apply.
- In Spring 2023, for a small group, pilot auto-suggesting enrollment into courses for subsequent semester based on comprehensive education plan.
- In Spring 2023, responsibility for identified specific "touchpoints" are strategically divided amongst campus entities.
- In Spring 2023 (end of Year 1), send survey to cohort of Black/African American first-time full-time students to assess feedback of initiatives.
- By the start of Fall 2023, all offices/departments implement intrusive outreach and follow up around the specific "touchpoints" they are responsible for, utilizing different methods to connect to students, including preferred email address and texting.
- In Fall 2023, provide learned "best practices" training for federal work study (FWS) students and professional experts to support in this effort (on-going).
- In Spring 2024 (end of Year 2), send survey to cohort of Black/African American first-time full-time students to assess feedback of initiatives.
- By Fall 2024, assess effectiveness of efforts based on equity data and survey feedback and make adjustments, as needed.
- In Spring 2025 (end of Year 3), send survey to cohort of Black/African American first-time full-time students to assess feedback of initiatives.
- By the end of Spring 2023, establish the processes around the maintenance of a single set of version-controlled and regularly updated listing of college resources for students and provide employee training on this content maintenance process. Student-facing web pages must contain search terms that students would use.

- Document the process by which information on student-facing pages within Coastline.edu is maintained by the end of Fall 2022.
- This includes identifying content ownership and content change approval required for each page. This includes determining how these web pages relate to the Canvas Resource Hub. This may include removal of content from our standard Canvas template in order to avoid duplicative information. The resulting process document is to be maintained by Marketing and updated as personnel and responsibilities change.
- Build a repeatable, synchronous training session to educate all Coastline employees on this content management process by early Spring 2023.
- By March 2023, record at least one of these synchronous training sessions for viewing at any time by any employee By May 2023, work with HR to incorporate this training into the employee onboarding process Offer this synchronous training at Fall 2023 FLEX and other college-wide training days in 2024
- Ask all departments to discontinue department-created resource lists effective Fall 2023.
- During the two weeks before and first two weeks of the start of Spring 2023 semester, extend some student services (e.g., counseling, A&R, info center, food pantry) hours to evenings (e.g., 6-7 pm) and Saturday mornings, depending on student demand.
- During Fall 2022, identify which student services hours to offer extended hours. Continuously assess extended hours every end of semesters.

Chancellor's Office Supports
Supports Needed

✕Field Guidance & Implementation
✓Technical Assistance/Professional Development
✕Data & Research
✕Policy & Regulatory Actions
✓Technology Investments & Tools
✓Proof of Concept Pilots
✕Strategic and Operational Communication
Explanation of Supports Needed

The support needed is primarily financial:

- A true Case Management/CRM system,
- Staffing to provide intrusive check-ins,
- Staffing to extend service hours.

Transfer

Black or African American

Structure Evaluation: Friction Points
Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

A structural analysis of the policies, practices, and culture at Coastline College revealed several factors that likely impact student success in transferring. Some of these factors, such as the multi-college district and the fact that many Coastline students are enrolled at other institutions and only take single classes at Coastline, are difficult to directly address. Being a member of a multi-college district allows students to complete course work at our sister colleges, where they have access to Umoja Counselors, HBCU tours, that directly support Black/AA students in transferring. A full-time Umoja Counselor is not currently available at Coastline, and often, students may transfer over to one of our sister campuses where these targeted services are available.

 Additional factors that could impact transfer rates were identified and can be directly managed. In general, male students have lower transfer rates than females. Specifically, male Black/African American students have significantly lower transfer rates than other groups of males. Likely points of friction include:

- Lack of knowledge regarding the low rates of population-specific DI groups (Black/AA males) – instructors, staff
- Low levels and/or inconsistent contact and collaboration among departments and offices necessary for information about transfer (e.g., Admissions, Counseling, Career Center, Transfer Services, EOPS, Fin Aid) – instructors, staff
- Deficits in the amount/degree of information about transfer deadlines, requirements, and opportunities provided to existing population-specific communities (e.g., Umoja for Black/AA students) - staff

- Low rates of scheduling/attendance for Counseling sessions that include transfer information – students
- Lack of knowledge regarding application deadlines and requirements for 4-year institutions, students are unaware applications are due months ahead of enrollment (e.g., Nov/Dec 2021 for the Fall 2022 semester) - students
- Difficulty accessing necessary student services after normal working hours (5pm) - students
- Lack of professional development regarding student equity in the online classroom – instructors
- Deficits in the visible representation of DI populations (Latinx/Hispanic, Black/AA but also age, gender, culture, etc.) among faculty and staff that provide transfer information – instructors, staff.

Structure Evaluation
Current Structure

✓Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Recent research shows that course quality (Jaggers and Xu, 2016) and instructor support of students (Butler-Samuels et al., 2021) improve student outcomes in online classes. It is also generally accepted that students exhibit more success when they see themselves represented in classroom material and activities. In a collaborative learning environment, the cultural competence of faculty increases when they share their own experiences and perspectives and become aware of unconscious biases and privileges (Hutchins and Hode, 2021). Thus, professional development programs that make online courses more equitable for all students can be beneficial for student outcomes, including success in transferring. The SEA Work Group has adapted an Online Equity Training course modeled on the research-based Peralta Equity Rubric to help Coastline faculty align their existing courses with the principles of the rubric (e.g., technology, diversity, human bias, and connection). This 5-week interactive and collaborative online course aims to enhance current instructor knowledge regarding the 8 Principles in the rubric to better institutionalize inclusion and equity in the online classroom environment.

✓Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Ideally, we want to shift "business as usual" at Coastline College. As we move to establish our new post-pandemic normal, we want to move forth with the lessons learned over these last two years. If we truly want to meet students where they are at, then we need to make some adjustments.

In identifying our present circumstances, we have kept in mind the stories we have heard from students that are a part of these communities. We have the potential to become what our students need us to be. In order to do this, we have to take our data, and our students' stories, and move these from a theoretical space, into a practical one. We have imagined a Coastline, in which our services have more flexible access options. At Coastline 2.0, information is more readily available, and specifically targeted to the spaces our students inhabit on their road towards success.

Students will be able to connect people to programs, and more importantly, the specific services they provide. Students will understand that if they are receiving a message about getting a transfer evaluation, it is because they have arrived at a critical point in their journey. Students will better understand when their ADT verification will be sent to their transfer campus, when their CSUGE and IGETC get certified on their transcripts, and what happens after they leave Coastline College. Finally, and perhaps, most importantly, they will have learned from us, how to develop the coveted sense of community students strive for. All of this knowledge is transferable, and applicable to whatever new spaces our students inhabit.

✕Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕General Operations (A&R, Parking, Campus Policing, etc.)
✕Other

Ideal Structure

✕Instruction
✓Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Ideally, we want to shift "business as usual" at Coastline College. As we move to establish our new post-pandemic normal, we want to move forth with the lessons learned over these last two years. If we truly want to meet students where they are at, then we need to make some adjustments.

In identifying our present circumstances, we have kept in mind the stories we have heard from students that are a part Black/African American community. We have the potential to become what our students need us to be. In order to do this, we have to take our data, and our students' stories, and move these from a theoretical space, into a practical one. We have imagined a Coastline, in which our services have more flexible access options. At Coastline 2.0, information is more readily available, and specifically targeted to the spaces our students inhabit on their road towards success.

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Students will better understand when their ADT verification will be sent to their transfer campus, when their CSUGE and IGETC get certified on their transcripts, and what happens after they leave Coastline College. Finally, and perhaps, most importantly, they will have learned from us, how to develop the coveted sense of community students strive for. All of this knowledge is transferable, and applicable to whatever new spaces our students inhabit.

✕Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕General Operations (A&R, Parking, Campus Policing, etc.)
✕Other
Structure Evaluation: Necessary Transformation to Reach Ideal
Necessary Transformation to Reach Ideal

As far as practice and culture are concerned, providing ongoing opportunities for professional development in cultural competency to support equity-mindedness in understanding the needs of Black/African - American students. Counseling services that support Black/African American students, which would include targeted messaging to students regarding transfer options.

Action
Action Steps

Coastline College will develop and implement cross-disciplinary trainings for faculty, staff, and administrators to increase knowledge about equity practices in the classroom, transfer timelines, and other transfer opportunities for students.

In addition, there will be increased collaboration between the offices of Admissions & Records, Counseling, Transfer and Career Centers. These offices will collaborate and coordinate outreach strategies that will increase the likelihood of students connecting to information that will help them better understand the transfer process.

For students interested in STEM connections to the SSTEM scholarship program will be made. Beyond covering costs associated with obtaining an AST, this program offers students technology resources, faculty mentorship, specialized tutoring services, and collaboration with other STEM students in an effort to remove barriers which typically prohibit completion of transfer degrees.

Recommended steps include:

- Targeted messages to Black/African American students via direct email and Canvas announcements based on unit load (e.g., 30+/45+ units) to meet with a Counselor to review progress towards transfer/graduation.
- Develop and implement campus-wide training to inform staff, faculty, and administrators about transfer-related timelines, opportunities, and trends in transfer.

- Establish partnerships with local and popular online transfer institutions and engage with specific programs at 4-year institutions, such as EOP, Upward Bound, MESA, Project Rebound, etc.
- Build a relationship with SSTEM scholarship program
- Build relationship with Umoja's HBCU Transfer Program

Chancellor's Office Supports
Supports Needed

✓Field Guidance & Implementation
✕Technical Assistance/Professional Development
✓Data & Research
✓Policy & Regulatory Actions
✓Technology Investments & Tools
✕Proof of Concept Pilots
✓Strategic and Operational Communication
Explanation of Supports Needed

Support needed includes:

- Provide ongoing opportunities for staff, faculty, and administrators to continue engaging in professional development focused on increasing cultural competency with a focus on Black/African American students. Professional development may include attending conferences, FLEX sessions, and campus and community-based training opportunities. We understand that to sustain a healthy, culturally competent community, we must continue increasing our awareness, knowledge, and skills to appropriately respond to the impact of increasing diversity on our campus and global community.
- Support the development of an online training for faculty to engage in equity training as this pertains to curriculum development for Black/African American students.
- Develop and implement strategies that communicate the relevance and importance of transfer-related timelines, and opportunities to students, in a meaningful way. The originator of the message is just as important as the group of recipients.
- It is necessary, that campus leadership prioritize and support the work of these groups.
- Develop messaging to students that have completed or are in the progress of completing CSUGE or IGETC, to inform them of the process for certifying their general education on their final transcripts.
- Employ the collaborative efforts of a designated task force that is representative of our Black/African American colleagues This task force will consist of cross-functional team members that are faculty, classified, leadership, and students.
- Provide opportunities for peer mentoring to Black/African American students through regular meetings, workshops, and other activities.
- Hire an Umoja counselor to support Black/African American students

- Message students that have 45+ units in fall, spring, and summer with information about graduation timelines. Include additional information about transfer application timelines for fall and spring.
- Develop messages about Transfer Center Activities and encourage faculty to cut/paste into Canvas "Announcements" to increase access to information for students.
- Provide ongoing training opportunities to faculty about increasing the diversity of representation within the curriculum.

Hispanic or Latino

Structure Evaluation: Friction Points
Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

A structural analysis of the policies, practices, and culture at Coastline College revealed several factors that likely impact student success in transferring. Some of these factors, such as the multi-college district and the fact that many Coastline students are enrolled at other institutions and only take single classes at Coastline, are difficult to directly address. One factor contributing is the distribution of resources to assist Hispanic and Latinx student transfer. Being a member of a multi-college district allows students to complete course work at our sister colleges, where they have access to Puente Counselors, HSI tours, that directly support Latinx/Hispanic students in transferring. Puente is not currently available at Coastline, and often, students will transfer over to one of our sister campuses where these targeted services are available.

Additional factors that could impact transfer rates were identified and can be directly managed. In general, male students have lower transfer rates than females. Specifically, male Latinx/Hispanic students have significantly lower transfer rates than other groups of males. Likely points of friction include:

- Lack of general knowledge/awareness regarding important transfer deadlines, requirements, and opportunities for UC, CSU, and private institutions - students, instructors, and staff

- Lack of clear messaging and outreach regarding CSUGE and IGETC certifications for transfer, particularly for students with 30+ and 45+ units – instructors, staff
- Lack of knowledge regarding the low rates of population-specific DI groups (Latinx/Hispanic males,) – instructors, staff

Structure Evaluation
Current Structure

✓Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

- Low levels and/or inconsistent contact and collaboration among departments and offices necessary for information about transfer (e.g., Admissions, Counseling, Career Center, Transfer Services, EOPS, Fin Aid) – instructors, staff
- Deficit in population-specific communities for identified DI populations (e.g., lack of Puente program for Latinx/Hispanic males) – staff
- Low rates of scheduling/attendance for Counseling sessions that include transfer information – students

✓Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

- Lack of knowledge regarding application deadlines and requirements for 4-year institutions, students are unaware applications are due months ahead of enrollment (e.g., Nov/Dec 2021 for the Fall 2022 semester) - students
- Difficulty accessing necessary student services after normal working hours (5pm) - students
- Lack of professional development regarding student equity in the online classroom – instructors
- Deficits in the visible representation of Latinx/Hispanic among faculty and staff that provide transfer information – instructors, staff

✕Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕General Operations (A&R, Parking, Campus Policing, etc.)
✕Other

Ideal Structure

✓Instruction
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Recent research shows that course quality (Jaggers and Xu, 2016) and instructor support of students (Butler-Samuels et al., 2021) improve student outcomes in online classes. It is also generally accepted that students exhibit more success when they see themselves represented in classroom material and activities. In a collaborative learning environment, the cultural competence of faculty increases when they share their own experiences and perspectives and become aware of unconscious biases and privileges (Hutchins and Hode, 2021). Thus, professional development programs that make online courses more equitable for all students can be beneficial for student outcomes, including success in transferring. The SEA Work Group has adapted an Online Equity Training course modeled on the research-based Peralta Equity Rubric to help Coastline faculty align their existing courses with the principles of the rubric (e.g., technology, diversity, human bias, and connection). This 5-week interactive and collaborative online course aims to enhance current instructor knowledge regarding the 8 Principles in the rubric to better institutionalize inclusion and equity in the online classroom environment.

✓Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Ideally, we want to shift "business as usual" at Coastline College. As we move to establish our new post-pandemic normal, we want to move forth with the lessons learned over these last two years. If we truly want to meet students where they are at, then we need to make some adjustments.

In identifying our present circumstances, we have kept in mind the stories we have heard from students that are a part of these communities. We have the potential to become what our students need us to be. In order to do this, we have to take our data, and our students' stories, and move these from a theoretical space, into a practical one. We have imagined a Coastline, in which our services have more flexible access options. At Coastline 2.0, information is more readily available, and specifically targeted to the spaces our students inhabit on their road towards success.

Students will be able to connect people to programs, and more importantly, the specific services they provide. Students will understand that if they are receiving a message about getting a transfer evaluation, it is because they have arrived at a critical point in their journey. Students will better understand when their ADT verification will be sent to their transfer campus, when their CSUGE and IGETC get certified on their transcripts, and what happens after they leave Coastline College. Finally, and perhaps, most importantly, they will have learned from us, how to develop the coveted sense of community students strive for. All of this knowledge is transferable, and applicable to whatever new spaces our students inhabit.

✗Budgeting and Administration (HR, Purchasing, Processes, etc.)
✗General Operations (A&R, Parking, Campus Policing, etc.)
✗Other

Structure Evaluation: Necessary Transformation to Reach Ideal
Necessary Transformation to Reach Ideal

As far as practice and culture are concerned, providing ongoing opportunities for professional development in cultural competency to support equity-mindedness. The importance of counseling services will likely be something that most groups will address in this report. Students don't always know when they need to request a 1-hour appointment. Providing clear roadmaps, which will be sent to students within the contents of targeted messaging, would help.

Action
Action Steps

Coastline College will develop and implement cross-disciplinary trainings for faculty, staff, and administrators to increase knowledge about equity practices in the classroom, transfer timelines, and other transfer opportunities for students.

In addition, there will be increased collaboration between the offices of Admissions & Records, Counseling, Transfer and Career Centers. These offices will collaborate and coordinate outreach strategies that will increase the likelihood of students connecting to information that will help them better understand the transfer process.

Recommended steps include:

1. Targeted messages to students via direct email and Canvas announcements based on unit load (e.g., 30+/45+ units) to meet with a Counselor to review progress towards transfer/graduation.
2. Develop and implement campus-wide training to inform staff, faculty, and administrators about transfer-related timelines, opportunities, and trends in transfer.
3. Establish partnerships with local and popular online transfer institutions and engage with specific programs at 4-year institutions, such as EOP, Upward Bound, MESA, Project Rebound, etcetera.

Chancellor's Office Supports
Supports Needed

✓Field Guidance & Implementation
✓Technical Assistance/Professional Development
✓Data & Research
✓Policy & Regulatory Actions
✓Technology Investments & Tools
✓Proof of Concept Pilots
✓Strategic and Operational Communication
Explanation of Supports Needed

Support needed includes:

- Provide ongoing opportunities for staff, faculty, and administrators to continue engaging in professional development focused on increasing cultural competency with a focus on LatinX//Hispanic students. Professional development may include attending conferences, FLEX sessions, and campus and community-based training opportunities. We understand that to sustain a healthy, culturally competent community, we must continue increasing our awareness, knowledge, and skills to appropriately respond to the impact of increasing diversity on our campus and global community.
- Support the development of an online training for faculty to engage in equity training as this pertains to curriculum development.
- Develop and implement strategies that communicate the relevance and importance of transfer-related timelines, and opportunities to students, in a meaningful way. The originator of the message is just as important as the group of recipients.
- It is necessary, that campus leadership prioritize and support the work of these groups.

Hispanic or Latino

Areas of Completion
Areas of Completion

╳Adult Ed/Noncredit Completion
✓Certificate Completion
✓Degree Completion
Structure Evaluation: Friction Points
Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

The College does not have an early alert system and has not had one since the pandemic. Early alert systems can be time consuming and costly to implement, although it is a process that potentially has a large payoff if student resources become more integrated with the experience of attending college and completion rates are improved. The use of an early alert system may increase the sense of a Coastline "personal touch," as well as help to identify needs the

students' have that may be unknown or misidentified. Finally, the expanded use of education plans may benefit the targeted populations so that completion is increased, particularly with the use of software to track progress toward completion.

Structure Evaluation
Current Structure

✕Instruction
✓Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Open Educational Resources is an established practice at Coastline, and the acceptance of its benefits and gains have been acculturated. Multiple departments are currently using OER textbooks and content; however, there is a need to increase OER use based on a data-supported correlation between the use of OER in community colleges and higher completion rates. Widespread adoption of OER in community colleges has shown to decrease equity gaps, particularly for the SEAP completion group's students of interest, LatinX males and Hope Scholars. Recent research on the LatinX lens in higher education depicted greater educational debt aversion than other student groups in the study; thus, LatinX males benefit from OER usage because it doesn't add to student debt. Additional studies on equity and social justice show that OER creates greater access and increases in student equity outcomes because content can be created from sources specific to BIPOC perspectives and even created by the BIPOC students in the classrooms, even, and specific to SLO based learning topics.

The SEAP completion group supports the expansion of OER use in courses throughout Coastline College and further investigation into which courses and departments need to provide more opportunities for their faculty to develop, adopt, or use OER materials. One problem inhibiting the use of OER funds to compensate faculty for time to create new OER materials. In years past, there was grant funding supporting this effort, although this has long ceased. Presently, the SEAP completion group proposes efforts for a renewed call for grant funding to pay for costs associated with creating new OER materials or revising courses to include OER textbooks and materials. Additionally, 50% of community college students use financial aid to buy textbooks, which contributes to 3 billion a year of federal financial aid that is spent on undergraduate textbooks each year. Title V requires every credit bearing course to have a textbook, but OER can virtually eliminate the usual ~$1,300 dollars spent on average for textbook costs per academic year.

✕Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕General Operations (A&R, Parking, Campus Policing, etc.)
✕Other
Ideal Structure

✕Instruction

✕Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕General Operations (A&R, Parking, Campus Policing, etc.)
✕Other
Structure Evaluation: Necessary Transformation to Reach Ideal
Necessary Transformation to Reach Ideal

In collaboration with Financial Aid, identify Latinx/Hispanic financial aid recipients with high unmet need and connect them to support services that include OER information, financial literacy and basic needs for students taking courses including telecourses. Provide intrusive support through counseling that provides students with OER classes that would limit the cost of books.

Action
Action Steps

- Completion Workgroup works with OER Coordinator Chau Tran in the following efforts: outreach to interested faculty, professional development for OER adoption, and requesting funding for faculty hours to develop OER.
- Work with Coastline Marketing Director to develop a long-term campaign to promote OER to students, including showing clear visuals of a variety of courses on OER.
- Facilitate information to faculty to accurately show all sections using OER, which addresses the issue of underreporting this information on the public Searchable Schedule.
- Allocate an annual amount of lottery funds for the lending library to provide Hope Scholars books & prints of OER materials.
- Retain instructors teaching Hope Scholars for multiple years and commit to a consistent textbook or OER.

Develop an OER Pathway for students to complete a degree, certificate, or transfer pathway.

Chancellor's Office Supports
Supports Needed

✕Field Guidance & Implementation
✓Technical Assistance/Professional Development
✓Data & Research
✕Policy & Regulatory Actions
✓Technology Investments & Tools
✕Proof of Concept Pilots
✕Strategic and Operational Communication
Explanation of Supports Needed

Continued financial support and institutionalization of Basic Needs funding to support the access, retention, and completion of disproportionately impacted students.

Incorporate information about OER in the technology that Coastline uses to communicate with students: Virtual Advisor (24/7 AI Chat) and Slate (admissions and enrollment management platform).

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

Coastline has made significant cultural and operational shifts toward equitable outcomes as a result of our pathways work. In early 2017, Coastline's cross functional Pathways team decided on a definition of an 'equity centered approach' to our Pathways work as we re-imagined the student experience. We leveraged Pathways funding to significantly support speakers, professional development workshops, retreats, materials, and other items to support a culture shift in our approach to the student experience. We are proud to highlight course success rates increased from 68.6% in 2016-17 to 77.5% in 2020-21. We saw significant increases in course success rates for Black and African American students from 53.9% in 2016-17 to 66.2% in 2020-21, and Hispanic and Latinx students increased course success rates from 63.6% in 2016-17 to 71.9% in 2020-21. Additionally, words like 'retention,' and 'liquid syllabus' became common place for our faculty as they focused on their role in student success in new ways. We also launched multiple retention initiatives around the college to provide more support for our students as they move through their pathways. In addition, we were able to introduce equity related trainings and concepts early on through professional development that have shifted the culture of our college.

We will continue to do the following as we streamline our student equity and pathways work:

- Support students through the development of our Dolphin Assistance Program, which provides holistic direct resources and programming.
    - Develop infrastructure and ensure the programs (book voucher, etc.) contribute to addressing disproportionate impacts
- Increase hiring of retention specialist to assist with our Black. African American, Latinx, LGBTQ, and Filipino students'
- Professional and Curriculum development through our Faculty Equity Curators
- Provide faculty support through the Online Equity Training for faculty
- Expand cultural programs for the college, including Umoja
- Develop resources and support structures for Latinx/Hispanic students
- Redesign the Intercultural Resource Center and expand enrichment opportunities to all students of color to create and nurture an environment that encourages diversity through dialogue, exploration, and community engagement."

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

Coastline has made significant cultural and operational shifts toward equitable outcomes as a result of our pathways work. In early 2017, Coastline's cross functional Pathways team decided on a definition of an 'equity centered approach' to our Pathways work as we re-imagined the student experience. We leveraged Pathways funding to significantly support speakers, professional development workshops, retreats, materials, and other items to support a culture shift in our approach to the student experience. We are proud to highlight course success rates increased from 68.6% in 2016-17 to 77.5% in 2020-21. We saw significant increases in course success rates for Black and African American students from 53.9% in 2016-17 to 66.2% in 2020-21, and Hispanic and Latinx students increased course success rates from 63.6% in 2016-17 to 71.9% in 2020-21. Additionally, words like 'retention,' and 'liquid syllabus' became common place for our faculty as they focused on their role in student success in new ways. We also launched multiple retention initiatives around the college to provide more support for our students as they move through their pathways. In addition, we were able to introduce equity related trainings and concepts early on through professional development that have shifted the culture of our college.

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

The activities Coastline is planning to improve and scale to strength accessibility for curriculum, services, and technology includes provide cyclical training schedule for 508-ADA compliance topics related to digital asset development. This activity will also include a continual update to resources and self-paced training materials.

 To provide additional employee support of adopting and adapting universal design, the Department of Online and Distance Learning will continue to update training and the standard Canvas shells to incorporate best and promising practices with accessibility in mind. In addition, the Department of Institutional Effectiveness will continue to provide the Accessibility helpdesk support to ensure digital assets are 508-ADA compliant. The department will continue to provide reviews of V-PAT reports in collaboration with various programs and services at the college.

 In addition, the college will participate in the U.S. Department of Education's plan to strengthen and protect rights for students with disabilities by participating, contributing, and supporting proposed amendments to Section 504 of the Rehabilitation Act of 1973 (May 2022). The college will provide input by submitting comments to: www2.ed.gov/policy/rights/reg/ocr/ as well as participate in upcoming listening sessions sponsored by the U.S. Department of Education.

 Finally, the college will continue its support the Associated Student Government's (ASG) resolution for continued inclusion and awareness activities related to students with disabilities.

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

We plan to complete the following:

Reach out to students (e.g., emails and two-way texting) who are enrolled but have not submitted a FAFSA or Dream Act application; provide guidance and information for completing.

Conduct FAFSA and Dream Act application assistance events – virtual and in-person (on and off campus).

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

 Reach out to and assist students who have incomplete files and provide guidance.

·Assist students with the SAP appeal process, including walking students through the process and providing information and guidance for completing.

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

The 2021-22 Budget Act included a total of $250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

No

5. Basic Needs

5.1 Basic Needs Center: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

The 2021-22 Budget Act included ongoing funding of $30 million to support basic needs centers and coordinators, and an additional $100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Yes

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

Coastline College provides basic needs services for our students through food distribution, CalFresh outreach, housing assistance, mental health support, and academic support in the form of technology, books, and other supplies.

We offer food distribution for our students through our partnership with Second Harvest Food Bank. Student ambassadors have been distributing food for students and will continue distributing food during food distribution days.

Additionally, we have hired a Basic Needs Project Coordinator who will provide CalFresh intake application support for students. We will continue to hire federal work study students as student ambassadors to provide peer-to-peer support in applying for CalFresh.

We will be hiring a full-time Basic Needs Manager who will plan, organize, and direct operation/activities related to basic needs. This position, like the Basic Needs Project Coordinator, will serve as a resource to students and employees regarding students' basic needs, and will coordinate with community organizations to secure resources to promote student success, retention, and completion by removing barriers for our students.

To address the housing insecurity many of our student's face, we are building partnerships with community and state agencies and will set aside emergency funds. We collaborate with the Student Equity Office to provide basic needs academic support in the form of technology loans, book vouchers, and book borrowing which has been managed by student ambassadors and the Basic Needs Project Coordinator. While we are reaching out to all students, we have been specifically working with Financial Aid, EOPS/CARE/NextUp, and staff and faculty to determine students who are most in need so that we can reach out to them.

Our goals are to create a single application for ease of access to services, to collaborate and coordinate basic needs services with other college efforts to support student engagement, persistence, and retention, to provide training to college employees so they can effectively support students and refer them to basic needs, and to collect student data to both outreach to students who may need basic needs support and collect information about the impact of services and interventions on student success.

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

Hire a basic needs manager who will plan, organize, and direct operation/activities related to basic needs.

The two basic needs positions serve as resources to students and employees regarding student's basic needs and will work to obtain resources for students that promote student success, retention, and completion by removing barriers to their education.

Coastline College is currently providing basic needs services that includes food distribution, CalFresh outreach, housing assistance, mental health support, and academic support in the form of technology loans, books, and other supplies.

We plan to continue expanding our basic needs efforts through the following activities:

- a single application for ease of student access to services,
- collaborate and coordinate basic needs services with other college efforts to support student engagement, persistence, and retention,
- provide training to college employees so they can effectively support students and refer them to basic needs, and
- collect student data to both outreach to students who may need basic needs support and collect information about the impact of services and interventions on student success.

Coastline's Basic Needs aims to respond to and dismantle structural barriers related to the provision of basic needs: data collection about student basic needs, impact of basic needs efforts on other college supports and resources, how students access basic needs, and how students learn about basic needs.

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

Coastline College has had a food pantry since Summer 2018. In Spring 2020, in response to COVID 19, we modified our food pantry to a drive-through operation and in Fall 2020, we expanded our food pantry to operate out of two different locations. Since Spring 2022, in addition to our drive-through operation, we have established a process for students to schedule individual food pick up times to reduce the potential negative impact that our hours of operation on our students.

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

Coastline positively responded to the Legislature's historic 2021 investment of $115 million for the ZTC program.

In an effort to help students meaningfully eliminate conventional textbook costs, increase college affordability, and remove inequitable financial, administrative, and psychological loads

that students without access to financial resources experience. Coastline follows a multi-pronged approach to ensure alignment between ZTC program design and implementation and the Vision for Success.

Coastline is working on $20,000 from Phase 1 to begin planning the development of a ZTC program.

Coastline is working to apply for funding in Phase 2 to develop and implement ZTC programs by responding to the Chancellor's Office's Request for Applications. Coastline will provide details about the proposed ZTC program(s) and self-assessments of Coastline capacity to support that effort.

Coastline plans to review, and oversee the development of OER, and facilitate the creation of ZTC Certificates and Degrees.

Coastline is working to promote LibreTexts to facilitate the remix OER materials courses in response to adding and modifying content related to issues of Diversity, Equity, Inclusion, Accessibility, and Anti-Racism.

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

Coastline College in collaboration with the Coast District will aim to increase support and visibility for the LGBTQ+ community. Our goal is to remove barriers that impede students from feeling included at our campus. Additionally, we will work to create resources and support programs that will assist students who identify as LGBT.

To do so we will do the following:

- Develop Equity Resource Hubs with allocated hours and space for LGBTQ+ community at all three campuses
- Hire 1 staff member to support retention and engagement for LGBTQ+ students on all three campuses and virtually
- Improve identification and data collection of LGBTQ+ students'
- Add a field on banner/self-service for student to self-identify.
- Improve communication to LGBTQ+ students about opportunities for engagement, including that of the website, newsletters, and Pride Club participation
- Develop, promote, and host LGBTQ+ trainings, for faculty to support instruction and student services to provide holistic knowledge Collaborate across the three colleges and district to host events (Lavender graduation) providing spaces for students to not feel as though they are the only one.
- Provide emergency housing and funding.

Success for our plan would mean:

Improved retention from fall to spring in comparison to the LGBTQ+ population (if enough data) or general student population (in future years) Increased units successfully completed in the academic year in comparison to the LGBTQ+ population (if enough data) or general student population (in future years)

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

With the rise in student mental health needs and concerns at Coastline Community College, there has been an increase in utilization of direct mental health services and outreach. Coastline Community College's student mental health program has been providing outpatient clinical care to maintain and promote mental health and wellness to the hard to reach, underserved student population.

Via Experience: The Student Mental Health services program employs various types of licensed and unlicensed mental health professionals, including clinical social worker, marriage family therapists and professional counselors.

Via Languages: Mental health therapists represent fluency in the following languages: Spanish, Farsi.

Via cultural diversity: Latin X, African American, and Middle Eastern representation.

In an effort to continue to reach underserved students, student mental health services are expanding and will seek to employ additional licensed and unlicensed clinicians and will continue efforts to reach out to the hard-to-reach student populations via coordination and collaboration of services and outreach with affinity groups. Workshops have been and will continue to be inclusive, equitable and interactive

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

The Coast Community College District Board of Trustees request, on a regular basis, reports from Coastline College (and other District colleges) on student equity planning efforts and progress; this will continue for the 2022-2025 period.

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

Equity is one of the top goals of the Coastline College Vision 2025 Educational Master Plan as it aligns with the CCCCO Vision for Success long-term goals related to equity. Resource allocations associated with initiatives are developed in Program Review, which requires alignment to college goals. Of the College's 116 initiatives from 2021-22, 55% were in alignment with the college goal for equity. This is part of our codified planning and resource allocation processes and is a continual practice.

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

The Associated Student Government of Coastline College (ASG) has a position of Equity Senator, and this student leader is involved with the discussion and writing of Coastline's student equity plan as well as participates on Coastline's DEIA committee. · Coastline's student equity plan is presented to ASG at one of their meetings, and ASG members provide feedback, ask questions, make suggestions, and decide whether to approve/endorse on behalf of students. · Student voice is collected on an annual basis through a comprehensive survey related to awareness and experience with a variety of the college's programs and services. The survey provides open-ended questions to gain insight on the student experiences and can be disaggregated by student demographic. This is a continual practice.

Certification

Chancellor/President

- **Vince Rodriguez**
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Approved by Vince Rodriguez

11/21/2022 04:49 PM PST
Chief Business Officer

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Approved by Christine Nguyen

11/28/2022 02:01 PM PST
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Approved by Isela Ocegueda

11/28/2022 01:48 PM PST
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11/18/2022 10:11 AM PST
Academic Senate President

- **Dr. Lisa Lee**
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11/28/2022 04:01 PM PST
Guided Pathways Coordinator/Lead

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11/18/2022 10:15 AM PST