

Orange Coast College
2015-16 Student Equity Plan

December 9, 2015

Orange Coast College STUDENT EQUITY PLAN

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I certify that Associated Student Senate representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

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Executive Summary

EXECUTIVE SUMMARY

TARGET GROUPS

The Student Equity Planning Committee was the body that ultimately recommended the target groups. It was agreed to primarily focus on the following student populations: **African American, Hispanic/Latino, older students, and students with disabilities**. Each of these populations experienced a disproportionate impact in at least 3 of the 8 success indicator areas (i.e. when Basic Skills is disaggregated by each of its three subjects, and Probation/Disqualification is disaggregated from Course Completion, we considered a total of 8 success indicators.) Note that the “older students” to be targeted varies between 20-35+, 25-35+, or just 35+, depending on the success indicator.

The group also decided to take a closer look at **Veterans and Foster Youth**. These groups were impacted in more than one success indicator area, and there were several indicators for which the data was not sufficient for disproportionate impact analysis. In order to best serve these groups, and to improve future Student Equity plans, these areas will need additional attention.

Based on feedback from the Chancellor’s Office Advisory Group on Student Mental Health (COAGSMH), concerns from the Academic Senate voiced during Student Success and Support Program (SSSP) planning, and goals set by other campuses in our district, **Mental Health issues** were added to OCC’s Student Equity plan. The campus recognizes that Student Equity is a data-driven project, and as such, will start Mental Health equity efforts with the same data inquiries required of all student population groups. If a disproportionate impact is discovered, then goals and activities to redress this impact can be identified.

GOALS

Research Goals

Additional research is required for Foster Youth, Veterans and Mental Health. Research goals were set in multiple areas. These included Access, ESL and Basic Skills, and Transfer. Finally, Mental Health will be researched in all indicator areas.

Goals for Modest Advances in Disproportionate Impact (DI) Areas

For the areas where the DI was most severe, we have tried to set realistic goals for improvement. These include the 3-year goals for:

- a) Access: 2% enrollment increase for Foster Youth, Veterans and students with disabilities (over 2014-2015 enrollment rates)
- b) Probation/Disqualification: a 2% drop in Probation/Disqualification rates for African Americans and Hispanic/Latinos (over the Fall 2014 semester rates)
- c) Transfer: a 1% increase in transfer rates for Hispanic/Latino students, students 25 and older, and Disabled Students (over the transfer rates of the cohort year ending in 2014-2015).

Finally, the Student Equity plan has aligned its goals in the Basic Skills categories with those set in the Basic Skills plan. This includes

- a) Basic Skills English: increasing the percentage of African American students and students older than 20 who begin at two levels below Freshman English composition and successfully complete Freshman composition within 4 years by 4% over the next 4 years (over the rates of the cohort year ending in 2014-2015);
- b) Basic Skills Math: increasing the percentage of African American students and students older than 35 who complete basic skills math courses with a C or better by 3% by the academic year 2016-2017 (over the rates of the cohort year ending in 2014-2015), and
- c) ESL: increasing the percentage of ESL students (within the Hispanic/Latino and older than 20 years of age student populations) who begin at two levels below Freshman composition and successfully complete Freshman composition within 4 years by 1% annually in 2015-2016, 2016-2017, and 2017-2018 (over the rates of the cohort year ending in 2014-2015).

Program/Administrative Goals

In order to make advances, additional personnel are required. In the Access success indicator, OCC has hired new positions to provide outreach and access services for the disproportionately impacted groups of Foster Youth, Veterans and students with disabilities. These positions will also direct intervention efforts and probation services to the disproportionately impacted groups in the Probation/Disqualification area (African American students and Hispanic/Latino students). OCC has also hired a full-time Student Equity Coordinator in order to support and administer the Student Equity program overall.

ACTIVITIES

Research Activities

The Student Equity Coordinator will work closely with the Office of Institutional Effectiveness to brainstorm about how to gain access to additional data to support the above outlined research goals. The research activities will include clarifying Access data, disaggregating ESL and Basic Skills data by gender for each of the disproportionately impacted populations, identifying potential data sources for Veterans and Foster Youth in the Transfer success indicator, and developing a longitudinal study to track the effect of programs on transfer rate. It will also involve reviewing potential data resources and conducting research in all success indicator areas for mental health issues. We also hope to review best practices in Student Equity, and other campus' plans.

Among the research activities, a dashboard-based Student Equity Program Information System will be created and designed to monitor and report progress along the success indicators. Through relevant and timely access to data by faculty and staff, early access to negative trends will allow for quicker action and focus on recruiting or marketing outreach to improve on specific goals. The opportunity presented by the Student Equity Program Information System is to provide the end user with the dashboards and reports which makes it easy to interpret trends to make informed decisions.

Once these research activities are completed, new activities and goals must be identified.

Activities for Modest Advances in DI Areas

In order to meet the goals set out above, greater collaboration will be necessary, particularly in identifying potential barriers to student success that may have caused the apparent disproportionate impact. Student Equity is reaching out to department heads for special populations (Guardian Scholars, Veterans, Disabled Students [DSPS], and Reentry Center), Instructional Divisions and Departments (Office of Instruction, English, ESL and Math), and campus committees and groups (Academic Senate, Curriculum Committee, Basic Skills [BSI], UMOJA, Puente, International and Multicultural Committee [IMC], Transfer Center, Transfer Opportunity Program (TOP), and SSSP).

Student Equity at OCC is also collaborating with the SSSP and Basic Skills programs to insure that overlapping goals and activities involve all necessary parties. For SSSP and Student Equity, this is particularly the case with our Probation/Disqualification activities, including Early Alert, StudentLingo, and the development of our intervention system/protocol. BSI and Student Equity will need to collaborate to reach the Basic Skills growth goals in the Equity plan.

After the research and collaboration activities take place, new activities and goals must be identified.

Program/Administrative Activities

Now that the hiring of full-time Student Equity Specialists and the Student Equity Coordinator has been accomplished, planning can be directed at campus-wide collaboration with faculty and student services staff to create an equity framework from which to integrate programming and further student success for our disproportionately impacted groups.

RESOURCES

It is anticipated that the bulk of the Student Equity Plan efforts will be funded by the Coast Community College District's Student Equity Allocation. Orange Coast College expects to receive **\$1,671,240** of these funds. Additional collaboration and support will be provided by the Student Success and Support Program (SSSP) and the Basic Skills Program. Finally, the General Fund, particularly the budgets of Human Resources, the Office of Institutional Effectiveness, Counseling, Transfer Center and Student Health Services have been identified as additional resources for Student Equity efforts.

CONTACT PERSON/STUDENT EQUITY COORDINATOR

The Student Equity Coordinator at Orange Coast College is Maricela Sandoval, under the direction of Steve Tamanaha, Dean, Student Success and Support Services.

Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

Campus-Wide Planning Coordination

Student Success Collaborative

OCC's Student Equity Program, Student Success and Services Program, and the Basic Skills Initiative have formed the Student Success Collaborative as a working group of the Student Success and Enrollment Committee. Through this body we plan to integrate applicable efforts related to these initiatives, such as the development of the Common Application for Funding, which allows faculty and program coordinators to submit project ideas for funding consideration from Student Equity and SSSP.

OCC's SSSP Plan.

Felipe Salazar, SSSP Coordinator, served on the SEPC and was involved in the writing of the plan.

Student Equity goals set for Probation/Disqualification overlap with the goals set in the SSSP plan. Both plans are working towards involving faculty in deciding on a campus-wide early alert system. Both plans are also focused on providing better services for Probation/Disqualification students, including using web-based workshops in StudentLingo. Additionally, Student Equity is involved in enrollment and assessment planning efforts for incoming students through the Freshman Priority Registration (FPR) process as related to serving disproportionate impact populations.

OCC's Basic Skills Plan.

Jaki Kamphuis, Basic Skills Coordinator, served on the SEPC and was involved in the writing of the plan.

Additionally, the goals set in the Basic Skills and ESL areas were aligned with the goals in the Basic Skills plan. The academic divisions were involved in setting these growth figures. The goals were modified slightly in the Student Equity Plan. The largest modification is that they were tailored to the goals of Student Equity; while Basic skills focuses on program-wide growth, Student Equity focused on redressing disproportionate impact. As a result, the growth goals were set for the impacted groups in each of the three Basic Skills areas.

The only other modification was to adjust the timelines and baselines of the goals. The timeline in Goal C4 was adjusted so that it covered the next three years (2015-2016, 2016-2017, 2017-2018) instead of the previous three that were used for the BSI plan (2014-2015, 2015-2016, 2016-2017). In addition, the baseline rates for the goals were adjusted to the most recent years for which data is presented in the plan.

I. District-Wide Planning Coordination

Coast Community College's District-Wide Strategic Plan.

There is some overlap between the program growth goals set in the District-Wide Strategic Plan and OCC's Student Equity Plan. The extent of the overlap is reflected in the table below.

Comparison of Goals in District-Wide Strategic Plan and OCC Student Equity Plan

		District Goals	OCC Student Equity Goals	Comparison
Basic Skills Math	Goal	0.7% over 3 yrs.	3% over 3 yrs.	Different measurement of reaching math goal.
	Annual Growth	0.23% annually	1% annually	
Basic Skills English	Goal	4.9% over 3 yrs.	4% over 4 yrs.	Similar goal of ~1% growth.
	Annual Growth	1.6% annually	1% annually	
ESL	Goal	12.1% over 3 yrs.	3% over 3 yrs.	Different measurement of reaching ESL goal.
	Annual Growth	4% annually	1% annually	
Transfer	Goal	0.91% over 3 yrs.	1% over 3 yrs.	Similar goal of ~0.3% growth.
	Annual Growth	0.3% annually	0.33% annually	

Ultimately, both plans aim to make advances in success indicator areas, despite their differences in scope. Although the numbers and baselines are not identical, the District-Wide Strategic Plan served as a valuable reference for the OCC Student Equity Plan.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
James Caughill	ASOCC Executive Board, V.P. of Fiscal Affairs	Associated Students of OCC (ASOCC)
Lynn Hua	SGOCC Senate Vice President	ASOCC
Brandon Gonzalez	SGOCC Senator	ASOCC
Tung Lampham	SGOCC Senator	ASOCC
Vickie Hay	CalWORKs Coordinator	California Work Opportunity and Responsibility to Kids (CalWORKs)
[VACANT]	[VACANT]	Counseling
Mike Beale	LD Instructor/Specialist Aide	Disabled Students (DSPS)
[VACANT]	[VACANT]	English
Marta Cabral	Counselor, EOPS	Extended Opportunity Programs and Services (EOPS)
Maria Lerma	Instructor, ESL	ESL
Diane Colvin	Instructor, ESL	ESL
Madjid Niroumand	Dean, Enrollment Services	Financial Aid
Tina Rodgers	Guardian Scholars Coordinator	Foster Youth
Vinta Oviatt	Librarian	International & Multicultural Committee (IMC)
Sonia Avetisian	Instructor, Mathematics	Math
Jaki Kamphuis	Instructor, Student Success Ctr. Basic Skills Coordinator	Basic Skills (BSI)
Maria Traver	Counselor, Puente	Puente Program
Clyde Phillips	Counselor, EOPS	UMOJA
Erin Fitzgerald	SSSP Specialist	Student Success and Support Program (SSSP)
Felipe Salazar	SSSP Coordinator	Student Success and Support Program (SSSP)
Maricela Sandoval	Student Equity Coordinator	Student Equity
Steve Tamanaha	Dean, Student Success and Support Services	Student Success and Support Services (SSSS)

Access

CAMPUS-BASED RESEARCH: ACCESS

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

i. Introduction & Metric Used

OCC’s annual enrollment headcounts from MIS as well as OCC local institutional data (for foster youth and veteran students) are presented for this indicator. CCCD service area data are from the U.S. Census 2008-2012 American Community Survey 5-year estimates and, for most population groups, reflect the adult population ages 18 and older. The major exception are foster youth data, which reflect the youth population (ages 0-18) in the CCCD service area during the same time period. Because these foster youth data reflect the entire age range of youth in the community, and not just the older youth likely to attend OCC, the service area foster youth are an over-estimation of the population that might be expected to enroll at OCC. For future analyses, foster youth population estimates could be refined further to reflect a more representative group in the service area.

Table A.1 presents an overview of the disproportionate impact evidence found for the Access indicator. Disproportionate impact was determined for each subgroup if the participation rate (headcount) for that group at OCC was 80% less than of the representation of that group in the CCCD service area. Some evidence of disproportionate impact (DI) was observed in some subgroups disaggregated by disability status and veteran status. No evidence of DI was observed for gender, ethnicity, economic disadvantage status, or foster youth status.

Table A.1 Overview of Disproportionate Impact – Access, Fall 2014 & Spring 2015

Success Indicator	Gender	Ethnicity	DSPS Status	Economic Disadvantage	Veteran	Foster Youth
ACCESS	●	●	● -Disabled	●	● -Veterans	●

Note: Green dots indicate no DI was found. Yellow dots indicate emerging DI (sample size <60). Red dots indicate disproportionate impact.

Table A.2 displays the OCC headcount enrollment in 2014-2015 disaggregated by subgroups and compares the enrollment rates to the CCCD service area. White/non-Hispanic students account for the majority of OCC students, followed by Asian students, and Hispanic students, respectively.

Disproportionate impact in access was evident for students with disabilities—Community members with a disability comprised 5.5% of the adult population, whereas OCC students with a disability comprised 3.5% of the total OCC student population. An additional 249 students with disabilities would have to enroll at OCC in order to close this gap.

Finally, DI in access was also apparent for veteran students, who comprise 1.8% of OCC overall student population, which is considerably less than its representation in the community (5.3%). The 80% DI threshold for this subgroup is 4.24%, which means 679 more veterans needs to enroll at OCC to close this gap and eliminate disproportionate impact.

The 80% DI threshold for this subgroup is 4.24%, which means 679 more veterans needs to enroll at OCC to close this gap and eliminate disproportionate impact.

Table A.2 OCC Headcount Enrollment Disaggregated by Subgroups, Fall 2014 & Spring 2015

Target Population(s)	OCC Total Enrollment in Fall 2014 – Spring 2015	% OCC Total Enrollment (proportion)	% of adult population within the community served (proportion)	80-Percent Index**
Total OCC	27,469	100%	100%	
American Indian / Alaska Native	764	2.78%	0.20%	1390.7%
Asian	6,833	24.9%	23.4%	106.3%
Black or African American	754	2.7%	0.9%	305.0%
Hispanic or Latino	5,898	21.5%	23.6%	91.0%
Native Hawaiian or other Pacific Islander	200	0.7%	0.0%	N/A
White	11,772	42.9%	49.3%	86.9%
Unknown	1,248	4.5%	0.2%	2271.7%
Gender				
Males	14,019	51.0%	50.4%	101.3%
Females	12,880	46.9%	49.0%	95.7%
Unknown	570	2.1%	0.5%	415.0%
Other Subgroups				
Current or former foster youth	483	1.8%	2.0%	87.9%
Individuals with disabilities	971	3.5%	5.5%	64.3%
Low-income students	13,939	50.7%	8.6%	590.1%
Veterans	491	1.8%	5.3%	33.7%

Source of CCCD Service Area Data: U.S. Census, 2008-2012 American Community Survey 5-Year Estimates, retrieved from <http://factfinder2.census.gov>

*CCCD Service Area includes Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Midway City, Newport Beach, Seal Beach, and Westminster. Foster Youth data do not include Midway City and Seal Beach.

* Disability for the CCCD Service Area was limited to people with disabilities under the age of 65.

*Economic Disadvantage for the CCCD Service Area was defined as the percentage of households whose income in the last 12 months was below poverty level. Disadvantage for OCC students was defined as those receiving a BOG waiver, which is awarded based on financial need.

**Calculated by dividing the enrollment percentage of an OCC subgroup into the percentage of the adult population within the community served. A result of less than 80 percent is considered evidence of disproportionate impact.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-6, 2014</i>	<i>No gap</i>	<i>2020</i>
Individuals with disabilities	-2%, 2014-2015	No gap	2017
Veterans	-3.5%, 2014-2015	No gap	2019

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: A. ACCESS

A.1

- Because individuals with disabilities and Veterans have been identified in our data as disproportionately impacted in the access category, efforts will be dedicated to understanding the barriers faced by these groups when accessing higher education and improve processes and outreach at OCC.

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.1	Veterans	679
A.1	Individuals with disabilities	249

• **Activity Implementation Plan**

- Work with department heads for SSSP, Veterans Counselor and DSPS to identify potential access barriers for these student population groups
- Work with OCC’s outreach department and support services programs like DSP&S and the Veteran’s Resource Center to host campus tours for incoming students by high school or county/community organization
- Work with SSSP and OCC’s Outreach Department to engage individuals with disabilities and veterans in the Freshman Priority Registration process
- Research best practices for Student Equity and review other campus’ plans to find ways to improve Access for Veterans and disabled populations.
- Based on new data and research results, develop and implement new goals and activities.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	August 2015-December 2019	\$67,097	

• **Link to Goal**

- Through these efforts we will gain a better understanding of who in the service community may already have degrees and certificates. Additionally, we will identify other criteria that would eliminate community members as prospective students, to ultimately clarify the groups that need more targeted attention. Having a better understanding of the access barriers facing these students will allow us to provide better services for them. This may also include finding different ways to track Veterans and Foster Youth, and/or new ways of enabling them to self-identify.

• **Evaluation**

- Application and enrollment data will be collected each semester and compared to completion data
- Data for participants in outreach activities will be compared to application, enrollment, and completion data

A.2

- Of all the indicators, Access has shown the greatest fluctuation for Disproportionate Impact populations from 2014-15 data. We recognize that this indicator also has the greatest potential for providing misleading data. Accordingly, our goal is to make this data more meaningful, in order to better serve all students.
- Continue outreach efforts to sustain gains in access for all disproportionate impact groups.

• **Activity Type(s):**

X	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	Direct Student Support
X	Research and Evaluation	X	Professional Development	

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.2	American Indian / Alaska Native	764
A.2	Black or African American	754
A.2	Hispanic or Latino	5,898
A.2	Current or former foster youth	483

• **Activity Implementation Plan**

- Work with Office of Institutional Effectiveness to better understand Access data, and identify research techniques to clarify data.
- Hire new position(s) which will be responsible for directing outreach efforts and access services to individuals who have been disproportionately impacted.
- Work with feeder high schools to present college readiness workshops to incoming students such as assessment preparation, financial aid, and education/career planning.
- Work with OCC’s outreach department and support services programs like Guardian Scholars, EOP&S, CalWorks, Puente, and Umoja to host campus tours for incoming students by high school or county/community organization

- Train and hire enrolled OCC students as Equity Ambassadors to assist with outreach efforts including college living experience workshops at our feeder high schools, parent information sessions, and campus tours.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	August 2015-December 2019	\$83,372	

- **Link to Goal**

- New positions will be able to provide new services that directly address disproportionately impacted populations. Additional, targeted, assistance with the enrollment process for American Indian / Alaska Native, African American, Latino, and Foster Youth student populations should increase enrollment overall for these groups.

- **Evaluation**

- Application and enrollment data will be collected each semester and compared to completion data
- Data for participants in outreach activities will be compared to application, enrollment, and completion data

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. Calculate course completion rates by dividing:

To determine the disparate impact for Course Completion, the metric used was the ratio of the number of credit courses that students, by population group, successfully complete, compared to the number of credit courses in which students in that same population group were in on the census day of the term. This ratio is then expressed as a percentage, and can be thought of as the “course success rate” for each population group. “Successful completion” is defined as a grade of A, B, C, CR, IA, IB, IC, IP, or P. OCC course success rates are based on local institutional data and are presented to inform the course completion indicator.

To assess equity in Course Completion, a disproportionate impact (DI) analysis was conducted. For this analysis, DI is defined as a success rate that is less than 80% than that of the reference group. Red shading indicates DI has occurred for that disaggregated subgroup. Although males are traditionally used as the reference group when analyzing outcomes by gender, OCC’s course completion data showed that females had higher success rates than males. Therefore, it was not appropriate to choose males and the reference groups for DI analyses, because females would be compared to an artificially low reference group.

Table B.1 Overview of Disproportionate Impact – Course Completion, Fall 2014

Success Indicator	Gender	Ethnicity	DSPS Status	Economic Disadvantage	Veteran	Foster Youth
COURSE COMPLETION	●	●	●	●	●	●

Note: Green dots indicate no DI was found. Yellow dots indicate emerging DI (sample size <60). Red dots indicate disproportionate impact.

In fall 2014, the overall course success rate at OCC for all student groups across the college was 71.3%. Course success rates by subgroups varied from 59% to 76.1% in this semester. Table B.2 presents detailed course success rates by group (respective reference groups indicated by the *). In this semester, no disaggregated subgroups exhibited disproportionate impact, which was consistent with our previous findings.

Table B.2 OCC Course Success Rates Disaggregated by Subgroups, Fall 2014

Target Population(s)	Course Enrollment Count (Fall 2014)	Course Success Count	Course Success Percentage	80-Percent Index**
All Students	66,649	47516	71.3%	
Ethnicity	DI Threshold = 58.2%			
American Indian / Alaska Native	1918	1251	65.2%	89.6%
Asian	17407	13264	76.2%	104.7%
Black or African American	1948	1149	59.0%	81.0%
Hispanic or Latino	14023	8947	63.8%	87.6%
Native Hawaiian or other Pacific Islander	444	284	64.0%	87.9%
White*	27291	19868	72.8%	100.0%
Unknown	3618	2753	76.1%	104.5%
Gender	DI Threshold = 58.9%			
Males	34100	23563	69.1%	94%
Females*	31197	22961	73.6%	100%
Unknown	1352	983	72.7%	99%
Foster Youth Status	DI Threshold = 57.1%			
Current or former foster youth	1194	778	65.2%	91.3%
Non Foster Youth*	65455	46735	71.4%	100.0%
Disability Status	DI Threshold = 57.1%			
Individuals with disabilities	2445	1665	68.1%	95.4%
Individuals without disabilities*	64204	45841	71.4%	100.0%
Economic Disadvantage	DI Threshold = 58.5%			
Low-income students	37494	26208	69.9%	95.6%
Non Low-income students*	29155	21312	73.1%	100.0%
Veteran Status	DI Threshold = 57.0%			
Veterans	1305	917	70.3%	98.6%
Non Veterans*	65344	46590	71.3%	100.0%

*Indicates reference group.

**Calculated by dividing the course completion percentage of a non-reference subgroup into the course completion percentage of the reference group. A result of less than 80 percent is considered evidence of disproportionate impact. Cells highlighted in red indicate groups which showed disproportionate impact.

Probation/Disqualification

The Equity Plan guidelines specify that colleges report on academic/progress probation and disqualification data. Therefore OCC's probation and disqualification rates based on MIS and local institutional data are also presented for this indicator. To determine disproportionate impact for probation rates, where lower rates are better, the standard 80% rule was inverted so that DI evidence was present when a population group had probation rates more than 120% that of the reference group. An overview of the DI findings are presented in Table B.3.

Table B.3 Overview of Disproportionate Impact – Overall Probation Rates, Fall 2014

Success Indicator	Gender	Ethnicity	DSPS Status	Economic Disadvantage	Veteran	Foster Youth
PROBATION/ DISQUALIFICATION (OVERALL)	●	● -American Indian/Alaska Native -Black or African- American -Hispanic/Latino -Native Hawaiian/other Pacific Islander	●	●	● -Veterans	● -Foster Youth

Note: Green dots indicate no DI was found. Yellow dots indicate emerging DI (sample size <60). Red dots indicate disproportionate impact.

At OCC, students are eligible for probation if they have attempted at least 12 units at the college. Approximately 24% of all eligible OCC students were on academic/progress probation or were disqualified in fall of 2014, higher than the rate in fall 2012. Table B.4 presents the disproportionate impact information for probation/disqualification disaggregated by subgroups. Overall across subgroups, probation/disqualification rates have increased since fall of 2012. Using the inverted DI guideline, disproportionate impact in probation rates was seen in some subgroups by ethnicity, veteran status, and foster youth status.

Specifically, by ethnicity, American Indian/Alaska Native, Black or African-American, Hispanic, and Native Hawaiian/other Pacific Islander students were on probation or disqualified at rates 143-164% higher than of White/non-Hispanic students.

Additionally, probation/disqualification rates for foster youth were 139% higher than that of non-foster youth. To eliminate this DI, 11 fewer foster youth would have to be on probation or disqualified.

Finally, veteran students' probation/disqualification rates were 126% higher than that of non-veteran students. Five veteran students would have to be removed from probation/disqualification in order to remove disproportionate impact.

Thus, although there was no disproportionate impact for the course completion indicator, data suggest that there exist differences in probation/disqualification rates. These differences most evident among ethnic subgroups.

Table B.4 OCC Probation/Disqualification Rates Disaggregated by Subgroups, Fall 2014

Target Population(s)	Probation/Disqualification Eligible Headcount (Fall 2014)	Probation/Disqualification Headcount	Probation/Disqualification Percentage	120-Percent Index**
All Students	15409	3703	24.0%	
Ethnicity	DI Threshold = 25.3%			
American Indian / Alaska Native	404	122	30.2%	143.1%
Asian	4131	814	19.7%	93.4%
Black or African American	365	127	34.8%	164.9%
Hispanic or Latino	3257	1103	33.9%	160.5%
Native Hawaiian or other Pacific Islander	98	33	33.7%	159.5%
White*	6363	1343	21.1%	100.0%
Unknown	791	161	20.4%	96.4%
Gender	DI Threshold = 26.6%			
Males	7901	2029	25.7%	116%
Females*	7146	1583	22.2%	100%
Unknown	362	91	25.1%	113%
Foster Youth Status	DI Threshold = 28.7%			
Current or former foster youth	253	84	33.2%	139.0%
Non Foster Youth*	15156	3619	23.9%	100.0%
Disability Status	DI Threshold = 28.9%			
Individuals with disabilities	509	110	21.6%	89.6%
Individuals without disabilities*	14900	3593	24.1%	100.0%
Economic Disadvantage	DI Threshold = 27.8%			
Low-income students	8408	2082	24.8%	106.9%
Non Low-income students*	7001	1621	23.2%	100.0%
Veteran Status	DI Threshold = 28.7%			
Veterans	305	92	30.2%	126.2%
Non Veterans*	15104	3611	23.9%	100.0%

*Indicates reference group.

**Calculated by dividing the probation/disqualification percentage of a non-reference subgroup into the probation/disqualification percentage of the reference group. A result of more than 120 percent is considered evidence of disproportionate impact. Cells highlighted in red indicate groups which showed disproportionate impact.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION & PROBATION/DISQUALIFICATION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact. Since no disproportionate impact is evident for any student populations campus-wide, efforts will be dedicated to **improve academic probation/disqualification rates:**

Target Population(s)	Current gap, year	Goal*	Goal Year
American Indian / Alaska Native	30.2%	-4.9%	2017
Black or African American	34.8%	-9.5%	2020
Hispanic or Latino	33.9%	-8.6%	2019
Native Hawaiian or other Pacific Islander	33.7%	-8.4%	2019
Current or former foster youth	33.2%	-7.9%	2019
Veterans	30.2%	-4.9%	2017

*Expressed as either a percentage or number.

**Benchmark goals are to be decided by the institution.

ACTIVITIES: B. COURSE COMPLETION**B.1**

- **Note:** Because no Disproportionate Impact was found for the Course Completion Indicator, no goals have been identified in that area at this time.
- **Probation/Disqualification:** It is a goal of the SSSP plan to provide improved services for At-Risk students. Accordingly, our goal is to drop probation rates by 2% over the next three years for African American students and Hispanic/Latino students (over the Fall 2012 semester rates).

Note: DI was also found in the Probation/Disqualification indicator for males and students of Two or More Races. These were not focal points for the plan, as Two or More Races did not show a DI in the most recent cohort years, and males met the DI threshold by less than 1%. Also, it is anticipated that the SSSP intervention strategies may assist these populations.

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.1	American Indian / Alaska Native	526
B.1	Black or African American	492
B.1	Hispanic or Latino	4360
B.1	Native Hawaiian or other Pacific Islander	131
B.1	Current or former foster youth	337
B.1	Veterans	397

• **Activity Implementation Plan**

- Student Equity Coordinator will work with the SSSP Coordinator, the Academic Senate, the Office of Instruction, and the Counseling Department to explore options for a new "Early Alert" system.
- Student Lingo's web-based workshops and assessments will be utilized to develop and present probation workshops targeted at students.
- Student Equity Specialists will be responsible for directing intervention efforts and probation services to individuals who have been disproportionately impacted.
- Tutor services will be expanded to provide better instructional support for STEM and career technical education courses.
- Student Equity program will collaborate with SSSP to develop a system to guide and support students in disproportionately impacted groups through probation. In order to understand the best ways to support students we will research best practices for Student Equity and review other campus' plans to find ways to improve in Probation/Disqualification. From this, new goals and activities based on results of collaborative efforts with SSSP and the Counseling Department, new goals and activities will be developed.
- Efforts to further engage students represented by disproportionately impacted populations will serve to create an environment of inclusion and integration into college culture. Activities will include campus-wide dialogues depicting the unique experiences of disproportionate impact populations in an effort to create mutual understanding and support.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	August 2015-June 2020	\$204, 197	

• **Link to Goal**

- Students’ confidence and proficiency with course material and study skills will increase, helping their academic success. New positions will be able to provide new services that directly address the disproportionately impacted populations. Decrease in African American and Hispanic/Latino student probation rates, as students in these groups are given more support. Find additional ways to improve Probation/Disqualification services. New goals and activities will be identified and implemented that will help to further decrease probation rates for African American and Hispanic/Latino students.

• **Evaluation**

- Gather probation data each semester and disaggregate by disproportionate impact population
- Gather disqualification data each semester and disaggregate by disproportionate impact population
- Survey a subset of DI population students on probation and/or disqualification to understand barriers to academic success

B.2

- Mental Health has been identified by campus constituents as a potential barrier to student success. Accordingly, OCC has decided to conduct research to uncover whether students with mental health issues have been disproportionately impacted within the success indicator of Course Completion and Probation/Disqualification.

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.2	Students with mental health needs	(unknown)

• **Activity Implementation Plan**

- Work with Office of Inst. Effectiveness and attempt to pull data from all potential data sources.
- Work with Office of Inst. Effectiveness to perform Disproportionate Impact analysis for Mental Health in Course Completion and Probation/Disqualification, based on new data.
- Develop and implement new goals and activities based on results of the above.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	August 2015-December 2016	\$15, 935	

• **Link to Goal**

- Gain access to available student Mental Health data at the aggregate level, and learn more about the mental health issues that students face.
- Learn whether students with mental health issues are disproportionately impacted in any success indicator areas. Address disproportionate impact for mental health with new goals and activities.

• **Evaluation**

- Work with Student Health Center to discover effective ways to track progress for affected students

Success Indicator: ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

C. ESL AND BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. Calculate progress rates through basic skills by dividing:

Rate	Denominator	Numerator
Rate of ESL and Basic Skills Completion	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of □ (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Data presented for this indicator reflect OCC’s Student Success Scorecard Remedial Progress rates in math, English, and ESL. Remedial progress rates represent the percentage first-time students who attempted a course designated at “below transfer level” in math, English, or ESL and then successfully completed a college-level course in the same discipline (math, English or ESL) within six years. At OCC, these rates represent the percentage of students who took a basic skills course in math, English, or ESL and then Math 100 or higher or English 100 or higher within six years.

These data do not necessarily reflect only those students who complete Math 100 or English 100 or higher after completing the *final* level of basic skills sequence as noted in the CCCC metric, but rather those students who have taken a basic skills course *at any level* and then Math 100 or English 100 or higher. Although these data offer a slightly different perspective on the indicator, they should be helpful in identifying equity trends in basic skills completion.

It should be noted that the majority of ESL courses for OCC are not reported in the Scorecard’s ESL measure. The data reflect students beginning in the two lowest levels (ESL 011 and ESL 015) and represent less than 8% of all ESL students. This is due to OCC’s ESL courses being coded as transferrable prior to fall 2012, at which time the course coding changed to basic skills. When the Scorecard begins reporting 2012-2013 cohorts, OCC’s ESL figures will represent the bulk of the ESL curriculum. Because of this coding, the ESL cohort sizes for the data represented are small and often do not allow for interpretation of data by student subgroups.

Table C.1 presents an overview of disproportionate impact for the math basic skills, English basic skills and ESL courses. Note that the sample sizes for some disaggregated subgroups data were not sufficient to analyze (indicated by the ** in this table). Using the 80% Rule, disproportionate impact or emerging disproportionate impact was evident for some subgroups by gender and ethnicity.

Table C.1 Overview of Disproportionate Impact—Basic Skills/ESL Completion, 2008-2009 Cohort

Success Indicator	Gender	Ethnicity	DSPS Status	Economic Disadvantage	Veteran	Foster Youth
BASIC SKILLS: ENGLISH	● -Unknown	●	●	●	**	**
BASIC SKILLS: MATH	●	● - Black or African- American	●	●	●	**
BASIC SKILLS: ESL	●	● ● -Hispanic/Latino -White/non-Hispanic	**	●	**	**

Note: Green dots indicate no DI was found. Yellow dots indicate emerging DI (sample size <60). Red dots indicate disproportionate impact. ** Sample size not sufficient.

Math Basic Skills

Using the 80-percent rule, disproportionate impact was evident for Black or African-American in math basic skills courses. As shown in Table C.2, these students’ progress rates (23.9%) were significantly lower than White/non-Hispanic students (37.4%), the traditional majority group. Three more Black or African-American students would have to progress through the math basic skills course sequence to close this gap. No other disaggregated subgroups exhibited disproportionate impact for math basic skills courses.

English Basic Skills

No evidence of disproportionate impact was found with these data for ethnicity, disability status, or economic disadvantage (Table C.3). Small sizes were too small for analyses for foster youth and veteran student groups. By gender, disproportionate impact was found for students whose gender is unknown. The sample size for this group ($n = 23$) was considerably larger than in previous years ($ns = 2-10$).

Table C.2 OCC Math Basic Skill Course Progress Rates Disaggregated by Subgroups, 2008-2009 Cohort

Target Population(s)	Math Basic Skills Cohort Count	Math Basic Skills Course Completion Count	Math Basic Skills Course Completion Percentage	80-Percent Index**
<i>All Students</i>	1934	685	35%	
Ethnicity	<i>DI Threshold = 29.9%</i>			
American Indian / Alaska Native	24	<10	N/A	N/A
Asian	246	105	42.7%	114.3%
Black or African American	46	11	23.9%	64.0%
Hispanic or Latino	544	168	30.9%	82.7%
Native Hawaiian or other Pacific Islander	22	<10	N/A	N/A
White*	870	325	37.4%	100.0%
Unknown	182	65	35.7%	95.6%
Gender	<i>DI Threshold = 31.2%</i>			
Male	891	281	31.5%	80.7%
Female*	1001	391	39.1%	100.0%
Unknown	38	13	34.2%	87.6%
Disability				
Foster youth	<10	<10	N/A	N/A
Foster Youth Status	<i>DI Threshold = 30.3%</i>			
Individuals with disabilities	597	216	36.2%	95.6%
Individuals without disabilities*	8991	3402	37.8%	100.0%
Economic Disadvantage	<i>DI Threshold = 29.6%</i>			
Low-income	3530	1375	39.0%	105.2%
Non Low-income*	6058	2243	37.0%	100.0%
Veteran Status	<i>DI Threshold = 30.0%</i>			30.0%
Veterans	67	43	64.2%	170.9%
Non Veterans*	9521	3575	37.5%	100.0%

*Indicates reference group.

**Calculated by dividing the math basic skills course completion percentage of a non-reference subgroup into the math basic skills course completion percentage of the reference group. A result of less than 80 percent is considered evidence of disproportionate impact. Cells highlighted in red indicate groups which showed disproportionate impact. Cells highlighted in yellow and bolded identify groups with emerging DI trends (sample size <60).

Table C.3 OCC English Basic Skill Course Progress Rates Disaggregated by Subgroups, 2008-2009 Cohort

Target Population(s)	English Basic Skills Cohort Count	English Basic Skills Course Completion Count	English Basic Skills Course Completion Percentage	80-Percent Index**
All Students	1617	998	62%	
Ethnicity	DI Threshold = 49.8%			
American Indian / Alaska Native	13	<10	N/A	N/A
Asian	422	312	73.9%	118.7%
Black or African American	44	25	56.8%	91.3%
Hispanic or Latino	472	247	52.3%	84.1%
Native Hawaiian or other Pacific Islander	19	<10	N/A	N/A
White*	522	325	62.3%	100.0%
Unknown	125	72	57.6%	92.5%
Gender	DI Threshold = 53.3%			
Male	815	468	57.4%	86.2%
Female*	779	519	66.6%	100.0%
Unknown	23	11	47.8%	71.8%
Disability				
Foster youth	<10	<10	N/A	N/A
Foster Youth Status	DI Threshold = 49.0%			
Individuals with disabilities	103	71	68.9%	112.6%
Individuals without disabilities*	1514	927	61.2%	100.0%
Economic Disadvantage	DI Threshold = 46.4%			
Low-income	791	519	65.6%	113.1%
Non Low-income*	826	479	58.0%	100.0%
Veteran Status	DI Threshold = 38.8%			
Veterans	12	<10	N/A	N/A

*Indicates reference group.

**Calculated by dividing the English Basic Skills course completion percentage of a non-reference subgroup into the English Basic Skills course completion percentage of the reference group. A result of less than 80 percent is considered evidence of disproportionate impact. Cells highlighted in red indicate groups which showed disproportionate impact. Cells highlighted in yellow and bolded identify groups with emerging DI trends (sample size <60).

ESL

Disproportionate impact by ethnicity for ESL data was assessed using the overall completion rates across all ethnicities as the reference group, because White/non-Hispanic students (the traditional ethnic majority) do not represent a current or historical majority in ESL education. Many of the subgroups by ethnicity in the ESL data were too small for analysis. However, there was some evidence of DI for Hispanic and emerging DI for White/non-Hispanic students (see

Table C.4). Success rates were particularly low for Hispanic students, who had an overall success rate (17.5%) less than half of the overall success rate of all ethnicities (38.8%). In order to eliminate this disproportionate impact, 13 more Hispanic students would have to progress through ESL courses. White students exhibited a completion rate that was 10.2% lower than that of the overall average. Three more White/non-Hispanic students would need to progress through ESL successfully to eliminate the disproportionate impact. These data need to be interpreted with caution and cannot be generalized to all ESL courses because of the way ESL courses were coded prior to 2012. Disproportionate impact was not evident for any other disaggregated subgroup in ESL courses.

Table C.4 OCC ESL Course Progress Rates Disaggregated by Subgroups, 2008-2009 Cohort

Target Population(s)	ESL Cohort Count	ESL Course Completion Count	ESL Course Completion Percentage	80-Percent Index**
All Students	369	143	38.8%	
Ethnicity	<i>DI Threshold = 31.0%</i>			
American Indian / Alaska Native	<10	<10	N/A	N/A
Asian	241	115	47.7%	123.1%
Black or African American	<10	<10	N/A	N/A
Hispanic or Latino	63	11	17.5%	45.1%
Native Hawaiian or other Pacific Islander	<10	<10	N/A	N/A
White	35	10	28.6%	73.7%
Unknown	27	<10	N/A	N/A
Gender	<i>DI Threshold = 31.0%</i>			
Male	160	63	39.4%	101.7%
Female*	204	79	38.7%	100.0%
Unknown	<10	<10	N/A	N/A
Disability				
Foster youth	<10	<10	N/A	N/A
Foster Youth Status				
Individuals with disabilities	<10	<10	N/A	N/A
Economic Disadvantage	<i>DI Threshold = 24.8%</i>			
Low-income	182	85	46.7%	150.6%
Non Low-income*	187	58	31.0%	100.0%
Veteran Status				
Veterans	<10	<10	N/A	N/A

*Indicates reference group.

**Calculated by dividing the ESL course completion percentage of a non-reference subgroup into the ESL course completion percentage of the reference group. A result of less than 80 percent is considered evidence of disproportionate impact. Cells highlighted in red indicate groups which showed disproportionate impact. Cells highlighted in yellow and bolded identify groups with emerging DI trends (sample size <60).

Probation/Disqualification

The Equity Plan guidelines specify that colleges report on academic/progress probation and disqualification data for basic skills/ESL students. Therefore, for this section, we present a snapshot OCC's probation and disqualification data—based on MIS and local institutional data—for students enrolled in basic skills or ESL courses in the fall of 2014.

Table C.5 presents the disproportionate impact information overview for Probation for basic skills/ESL students. Again, to determine disproportionate impact for probation rates, where lower rates are better, the standard 80% rule was inverted so that DI evidence was present when a population group had probation rates more than 120% that of the reference group. Using this guideline, disproportionate impact (or emerging disproportionate impact) in probation rates was seen in some ethnicity subgroups and in foster youth students.

Table C.5 Overview of Disproportionate Impact—Basic Skills/ESL Students’ Probation Rates, Fall 2014

Success Indicator	Gender	Ethnicity	DSPS Status	Economic Disadvantage	Veteran	Foster Youth
PROBATION/ DISQUALIFICATION (BASIC SKILLS/ESL STUDENTS)	●	● ● -Asian -Hispanic/Latino -American Indian/Alaska Native -Unknown	●	●	●	● -Foster Youth

Note: Green dots indicate no DI was found. Yellow dots indicate emerging DI (sample size <60). Red dots indicate disproportionate impact.

As shown in Table C.6, 39.1% of eligible OCC basic skills/ESL students were put on academic/progress probation or were disqualified in fall of 2014. This rate is significantly higher than the probation/disqualification rate of all OCC students in fall of 2014.

By ethnicity, Asian and Hispanic/Latino students were put on probation or disqualification at significantly higher rates than White basic skills/ESL students. To eliminate this DI, 2 Asian students and 22 Hispanic/Latino students would need to be removed from probation/disqualification, respectively. There was evidence of emerging DI for American Indian/Alaska Native students—47.8% of these students were put on probation or disqualification in fall 2014, a rate 145.3% higher than that of White basic skills/ESL students. However, the sample size for American Indian/Alaska Native students was very small in fall 2014 and results should be interpreted with caution. Indeed, only 2 American Indian/Alaska Native students would need to be removed from probation/disqualification to remove this DI.

Moreover, emerging disproportionate impact was evident for basic skills/ESL foster youth students whose probation/disqualification rates were 22.8% points higher than non-foster youth basic skills/ESL students. In fact, foster youth basic skills/ESL students exhibited the highest probation/disqualification rate (61.1%) than any other disaggregated subgroup in this term.

Again, however, the sample size for this subgroup was very small and results should be interpreted with caution. To eliminate this DI, 3 foster youth ESL/basic skills students would have to be removed from probation/disqualification.

Table C.6 OCC ESL/Basic Skills Students' Probation Rates Disaggregated by Subgroups, Fall 2014

Target Population(s)	Probation/Disqualification Eligible Headcount (Fall 2014)	Probation/Disqualification Headcount	Probation/Disqualification Percentage	120-Percent Index**
All Students	859	336	39.1%	
Ethnicity	DI Threshold = 39.5%			
American Indian / Alaska Native	23	11	47.8%	145.3%
Asian	111	45	40.5%	123.2%
Black or African American	36	13	36.1%	109.7%
Hispanic or Latino	264	126	47.7%	145.0%
Native Hawaiian or other Pacific Islander	14	<10	N/A	N/A
White*	389	128	32.9%	100.0%
Unknown	22	10	45.5%	138.1%
Gender	DI Threshold = 44.3%			
Males	401	166	41.4%	112%
Females*	442	163	36.9%	100%
Unknown	16	4	25.0%	68%
Foster Youth Status	DI Threshold = 45.9%			
Current or former foster youth	18	11	61.1%	159.6%
Non Foster Youth*	841	322	38.3%	100.0%
Disability Status	DI Threshold = 48.7%			
Individuals with disabilities	110	29	26.4%	65.0%
Individuals without disabilities*	749	304	40.6%	100.0%
Economic Disadvantage	DI Threshold = 47.9%			
Low-income students	538	205	38.1%	95.6%
Non Low-income students*	321	128	39.9%	100.0%
Veteran Status	DI Threshold = 46.9%			
Veterans	46	15	32.6%	83.4%
Non Veterans*	813	318	39.1%	100.0%

*Indicates reference group.

**Calculated by dividing the probation/disqualification percentage of a non-reference subgroup into the probation/disqualification percentage of the reference group. A result of more than 120 percent is considered evidence of disproportionate impact. Cells highlighted in red indicate groups which showed disproportionate impact. Cells highlighted in yellow and bolded identify groups with emerging DI trends (sample size <60).

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Math Basic Skills			
Black/African-American	-13.5%, 2014	-8.5%	2020
ESL			
Hispanic/Latino	-21.3%, 2014	-16.3%	2020
White/non-Hispanic	-10.2%, 2014	-5.2%	2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

Gather additional data, to better understand the Disproportionate Impact within the ESL & Basic Skills indicator.

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
Math Basic Skills		
C.1	Black/African-American	37
ESL		
C.1	Hispanic/Latino	295
C.1	White/non-Hispanic	342

• **Activity Implementation Plan**

- Work with Office of Inst. Effectiveness to disaggregate data by gender for each of the student populations where disproportionate impact was found for this indicator.
- Work with UMOJA, Puente, IMC, and Reentry to research best practices for Student Equity and review other campus' plans to find ways to improve in ESL and Basic Skills Completion.
- Based on new data and research results, work with SSSP Coordinator, BSI Task Force, Academic Senate, Office of Instruction, and the Curriculum Committee to develop and implement new goals and activities.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	August 2015-June 2020	\$39,523	

• **Link to Goal**

- Clarify trends of disproportionate impact and better understand which students should be targeted for additional services.
- Find additional goals, activities, and practices that may be used to remedy disproportionate impact in ESL and Basic Skills Completion.
- New programs, goals and activities will be identified and implemented that will help to improve student success for disproportionately impacted population groups.

C.2

Increase the percentage of African American students who begin a two levels below Freshman English composition and successfully complete Freshman composition within 4 years by 4% over the next 4 years (over the rates of the cohort year ending in 2014-2015).

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.2	African American students	30

• **Activity Implementation Plan**

- Reach out to UMOJA, IMC, BSI and the Re-entry center to identify barriers to student success and come up with targeted outreach ideas for these student populations, and develop and implement new goals and activities based on these results.
- Reach out to English Department to identify barriers to student success and come up with targeted outreach ideas for these student populations, and develop and implement new goals and activities based on these results.
- Coordinate with the Basic Skills Task Force and the Student Success Center to recruit, train, and hire tutors dedicated to working with students in English basic skills courses.
- Work with student support programs like EOP&S, Umoja, and athletic programs to offer study-hall style tutoring sessions and supplemental instruction for English basic skills courses.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	August 2015-June 2019	\$94, 152	

• **Link to Goal**

- Identify new activities to increase success of African American students.
- Increased support for these student population groups, as well as increased student success in Basic Skills English courses.

• **Evaluation**

- Gather Umoja program completion data for Freshman-level composition by semester
- Compare Umoja program completion data to campus-wide data
- Gather completion data for all African American students each semester

C.3

Increase the percentage of African American students who complete courses in mathematical basic skills with a C or better 3% by 2016-2017 (over the rates of the cohort year ending in 2014-2015).

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.3	African American students	23

• **Activity Implementation Plan**

- Reach out to UMOJA, IMC, BSI and the Re-entry center to identify barriers to student success and come up with targeted outreach ideas for these student populations. Work with the Academic Senate, Basic Skills Task Force, and the Curriculum Committee to develop and implement new goals and activities based on results.
- Reach out to Math Department to identify barriers to student success and come up with targeted outreach ideas for these student populations, develop and implement new goals and activities based on results. Work with the Academic Senate, Basic Skills Task Force, and the Curriculum Committee to develop and implement new goals and activities based on results.

- Coordinate with the Basic Skills Task Force and the Student Success Center to recruit, train, and hire tutors dedicated to working with students in Math basic skills courses.
- Work with student support programs like EOP&S, Umoja, and athletic programs to offer study-hall style tutoring sessions and supplemental instruction for Math basic skills courses.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.3	August 2015-June 2017	\$69, 604	

• **Link to Goal**

- Identify new activities to increase success of African American students.
- Increased support for these student population groups, as well as increased student success in Basic Skills Math courses.

• **Evaluation**

- Gather Umoja program completion data for math basic skills by semester
- Compare Umoja program completion data to campus-wide data
- Gather completion data for all African American students each semester

C.4

Increase the percentage of ESL students (within the Hispanic/Latino populations) who begin at two levels below Freshman Composition and successfully complete Freshman composition within 4 years by 1% annually in 2015-2016, 2016-2017, 2017-2018, and 2018-19 (over the rates of the cohort year ending in 2014-2015).

Note: DI was also found in this indicator for White/Non-Hispanic. This group was not a focal point because the sample sizes were relatively small for most cohort years.

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support

X	Research and Evaluation	X	Professional Development		
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• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.4	Hispanic/Latino students	235

• **Activity Implementation Plan**

- Reach out to Puente, IMC, BSI and the Re-entry center to identify barriers to student success and come up with targeted outreach ideas for these student populations.
- Reach out to ESL department to identify barriers to student success and come up with targeted outreach ideas for these student populations.
- Implement new goals and activities based on results of above.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.4	August 2015-June 2019	\$74, 324	

• **Link to Goal**

- Identify new activities to increase success of Hispanic/Latino students and students older than 20 years of age.
- Identify new activities to increase success of Hispanic/Latino students and students older than 20 years of age.
- Increased support for these student population groups, as well as increased student success in Basic Skills ESL courses.

• **Evaluation**

- Gather Puente program completion data for freshman composition by semester
- Compare Puente program completion data to campus-wide data
- Gather completion data for all Hispanic/Latino students each semester

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

OCC degree and certificate completion rates presented for this indicator are based on the student Success Scorecard’s Student Progress and Attainment Rate (SPAR). The SPARs are 6-year cohort data showing the percentage of first-time students with a minimum of 6 units earned who showed intent to complete and earned an AA/AS degree or certificate (18 units or more). Normally SPAR also includes students who transfer or who are transfer-prepared. For the purposes of this indicator though, which is focused on degree and certificate completion, transfer data were removed from the calculations.

The CCCCO metric specifies that data should reflect only students who had obtaining a degree or certificate as their matriculation goal. However, sufficient data were not available to provide this level of analysis. For future analyses, student matriculation goal data will be more readily available with OCC’s implementation of Degree Works. For now, the population groups were instead compared to the reference groups indicated below.

Table D.1 presents the disproportionate impact evidence for degree and certificate completion for the 2008-2009 cohort. Disproportionate impact in completion rates was evident for student subgroups by ethnicity and gender. Using the 80 percent rule, there was not sufficient DI evidence among students by disability status, economic disadvantage, or veteran status. No foster youth students in this cohort were identified as completing a degree or certificate.

Table D.1 Overview of Disproportionate Impact—Degree/Certificate Completion, 2008-2009 Cohort

Success Indicator	Gender	Ethnicity	DSPS Status	Economic Disadvantage	Veteran	Foster Youth
DEGREE & CERT. COMPLETION	● -Male	● -Black or African-American	●	●	**	∅

Note: Green dots indicate no DI was found. Yellow dots indicate emerging DI (sample size <60). Red dots indicate disproportionate impact. ** Sample size not sufficient. ∅ No members of this population were identified for this indicator.

Male students completed degrees and certificates at a rate approximately 7.4% lower than females in this cohort (Table D.2). In order for the male student degree/certificate completion rate to surpass the 80% DI threshold, 32 more male students in this cohort would need to obtain a degree or certificate.

Disproportionate impact was evident for Black or African-American students, who completed degrees and certificates at a rate 9.1% less than White/Non-Hispanic students. To eliminate this DI, 4 more Black or African-American students in this cohort would need to complete a degree or certificate. No DI was observed for the other ethnic groups with adequate group sizes.

Table D.2 OCC Degree/Certificate Completion Disaggregated by Subgroups, 2008-2009 Cohort

Target Population(s)	Cohort Count	Degree/Certificate Completion Count	Degree/Certificate Completion Percentage	80-Percent Index**
All Students	3811	946	24.8%	
Ethnicity	DI Threshold = 18.7%			
American Indian / Alaska Native	27	<10	N/A	N/A
Asian	963	279	29.0%	123.8%
Black or African American	84	12	14.3%	61.1%
Hispanic or Latino	866	215	24.8%	106.1%
Native Hawaiian or other Pacific Islander	41	<10	N/A	N/A
White*	1556	364	23.4%	100.0%
Unknown	274	62	22.6%	96.7%
Gender	DI Threshold = 22.8%			
Males	1900	401	21.1%	74.1%
Females*	1791	510	28.5%	100.0%
Unknown	120	35	29.2%	102.4%
Foster Youth				
Current or former foster youth	0	0	N/A	N/A
Disability	DI Threshold = 19.7%			
Individuals with disabilities	128	38	29.7%	120.4%
Individuals without disabilities	3683	908	24.7%	100%
Economic Disadvantage	DI Threshold = 17.4%			
Low-income students	2114	576	27.2%	125.0%
Non Low-income	1697	370	21.8%	100%
Veterans	DI Threshold = 19.8%			
Veterans	14	<10	N/A	N/A

*Indicates reference group.

**Calculated by dividing the degree/certificate completion percentage of a non-reference subgroup into the degree/certificate completion percentage of the reference group. A result of less than 80-percent is considered evidence of disproportionate impact. Cells highlighted in red indicate groups which showed disproportionate impact. Cells highlighted in yellow and bolded identify groups with emerging DI trends (sample size <60).

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Male students	-7.4, 2014	-2.4	2020
Black/African-American students	-9.1, 2014	-4.4	2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

Improve degree and certificate completion for male students by at least 1% per year based on 2014-15 rates.

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.1	Male students	700

• **Activity Implementation Plan**

- Work with Institutional Effectiveness to investigate programs, services, majors, and activities representative of male students
- Based on these results, work with department coordinators to determine student support services and instructional support necessary to increase male student degree and certificate completion rates
- Develop and implement new goals and activities based on results
- Work with SSSP and the Student Success Center to target male students on probation or disqualification and refer to academic support services like tutoring
- Work with Student Success Center to offer online tutoring services for ease of access by male students

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	August 2015-June 2020	\$200, 201	

• **Link to Goal**

- Gain access to available male student data at the aggregate level, and learn more about the academic and student support issues male students face.
- Address disproportionate impact for male students with new goals and activities.

• **Evaluation**

- Gather degree and certificate completion data for male students by semester
- Disaggregate completion data for male students to determine sub-populations with greatest achievement gaps

D.2

Improve degree and certificate completion for African American students by at least 1% per year based on 2014-15 rates.

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.2	African American students	38

• **Activity Implementation Plan**

- Reach out to UMOJA, IMC, BSI and the Re-entry center to identify barriers to student success and come up with targeted outreach ideas for these student populations. Work with the Academic Senate, Basic Skills Task Force, and the Curriculum Committee to develop and implement new goals and activities based on results.
- Reach out to Counseling and SSSP to identify barriers to student success and come up with targeted outreach ideas for these student populations, develop and implement new goals and activities based on results. Work with the Academic Senate, Basic Skills Task Force, and the Curriculum Committee to develop and implement new goals and activities based on results.
- Coordinate with the Basic Skills Task Force and the Student Success Center to recruit, train, and hire tutors dedicated to working with Umoja students.
- Work with student support programs like EOP&S, Umoja, and athletic programs to offer study-hall style tutoring sessions and supplemental instruction.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.2	August 2015-June 2020	\$151, 925	

• **Link to Goal**

- Gain access to available African American student data and learn more about the academic and student support issues these students face.
- Address disproportionate impact for African American students with new goals and activities.

• **Evaluation**

- Gather degree and certificate completion data for African American students by semester

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

E. TRANSFER. The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. Calculate transfer rates by dividing:

Rate	Denominator	Numerator
Transfer	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer after one or more years.

OCC student transfer rates are presented for this indicator based upon cohort data from the CCCCCO Transfer Velocity project. Students in each cohort are first-time college students who showed “behavioral intent to transfer” (earned a minimum of 12 units and attempted a transfer level math or English course) within six years. Those students who actually transferred to a four-year institution (any public or private Bachelor’s-granting four-year institution within the U.S.) within the 6-year timeframe were included in the transfer count. Foster youth and veteran are not available in the Data Mart or Data-on-Demand.

Using the 80-percent Rule, disproportionate impact was evident in transfer rates for student subgroups by ethnicity and disability status in the 2008-2009 cohort (see Table E.1). There was not sufficient evidence of disproportionate impact among students by gender or economic disadvantage.

Table E.1 Overview of Disproportionate Impact—Transfer, 2008-2009 Cohort

Success Indicator	Gender	Ethnicity	DSPS Status	Economic Disadvantage	Veteran	Foster Youth
TRANSFER	●	● -Hispanic/Latino -Native Hawaiian/other Pacific Islander	● -Disabled	●	N/A	N/A

Note: Green dots indicate no DI was found. Yellow dots indicate emerging DI (sample size <60). Red dots indicate disproportionate impact. Data were not available for veteran and foster youth statuses (N/A)/

Table E.2 provides more detail about transfer rates and DI disaggregated by subgroups. Among students of different ethnicities, disproportionate impact was evident for Hispanic and Native Hawaiian or other Pacific Islander students. The transfer rate for Hispanic students (37.1%) was 12.5% points lower and the rate for Native Hawaiian/other Pacific Islander students (27.3%) was 22.3% points lower than the transfer rate for White/non-Hispanic students (49.6%). The number of Hispanic students who transferred would have to increase by 38 to eliminate DI. The number of Native Hawaiian/other Pacific Islander students who transferred would have to increase by 8

to eliminate DI. For future analyses, it might be helpful to merge in students' education goals to see the rates of transfer for students who had transfer as their stated educational goal.

There was also evidence of disproportionate impact in transfer rates for students with a disability compared to students without a disability in the 2008-2009 cohort. The transfer rate of students with disabilities was 34.7%, much lower than the 51.1% rate of students without a disability. Six more students with disabilities would need transferred to surpass the DI threshold thereby eliminating evidence of disproportionate impact for this equity group. Further analysis should look at transfer differences by type of disability, sample size permitting.

Table E.2 OCC Transfer Rates Disaggregated by Subgroups, 2008-2009 Cohort

Target Population(s)	Cohort Count	Transfer Count	Transfer Percentage	80-Percent Index**
All Students	6834	3303	48.3%	
Ethnicity	DI Threshold = 39.7%			
American Indian / Alaska Native	47	19	40.4%	81.5%
Asian	1792	1019	56.9%	114.7%
Black or African American	134	55	41.0%	82.8%
Hispanic or Latino	1493	554	37.1%	74.9%
Native Hawaiian or other Pacific Islander	66	18	27.3%	55.0%
White*	2820	1398	49.6%	100.0%
Unknown	482	240	49.8%	100.4%
Gender	DI Threshold = 40.9%			
Males	3373	1546	45.8%	89.6%
Females*	3241	1657	51.1%	100.0%
Unknown	220	100	45.5%	88.9%
Foster Youth				
Current or former foster youth	N/A	N/A	N/A	N/A
Disability	DI Threshold = 39.1%			
Individuals with disabilities	223	73	32.7%	67.0%
Individuals without disabilities	6611	3230	48.9%	100.0%
Economic Disadvantage	DI Threshold = 40.4%			
Low-income students	3671	1703	46.4%	91.8%
Non Low-income	3149	1591	50.5%	100.0%
Veteran Status				
Veterans	N/A	N/A	N/A	N/A

*Indicates reference group.

**Calculated by dividing the transfer percentage of a non-reference subgroup into the transfer percentage of the reference group. A result of less than 80 percent is considered evidence of disproportionate impact. Cells highlighted in red indicate groups which showed disproportionate impact.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Hispanic/Latino	-12.5%, 2014	-11.5%	2018
Native Hawaiian or other Pacific Islander	-22.3%, 2014	-21.3%	2018
Students with disabilities	-16.2%, 2014	-15.2%	2018

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: E. TRANSFER

E.1

Improve data collection for the transfer success indicator for future Student Equity plan evaluation.

• *Activity Type(s)*

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• *Target Student Group(s) & # of Each Affected**:

ID	Target Group(s)	# of Students Affected
E.1	Veterans	491
E.1	Foster Youth	483

• **Activity Implementation Plan**

- Work with Office of Inst. Effectiveness to identify potential data sources for Veterans and Foster Youth for this indicator.
- Research best practices for Student Equity and review other campus’ plans to find ways to improve in Transfer.
- Implement new goals and activities based on these results.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	August 2015-June 2018	\$85,668	

• **Link to Goal**

- The only area that did not have data, acquiring data sources for comparable information for these two groups would give OCC a better understanding of whether they have been disproportionately impacted.
- Find additional goals, activities, and practices that may be used to remedy disproportionate impact in Transfer.
- New programs, goals and activities will be identified and implemented that will help to improve student success for disproportionately impacted population groups.

• **Evaluation**

- Gather transfer data for Veterans and Foster Youth and compare by semester

E.2

Mental Health has been identified by campus constituents as a potential barrier to student success. Accordingly, OCC has decided to conduct research to uncover whether students with mental health issues have been disproportionately impacted within the success indicator of Transfer.

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support

X	Research and Evaluation	Professional Development
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ID	Target Group(s)	# of Students Affected
E.2	Students with mental health issues	unknown

• **Activity Implementation Plan**

- Work with Office of Inst. Effectiveness and attempt to pull data from all potential data sources for students with mental health issues
- Work with Office of Inst. Effectiveness to perform Disproportionate Impact analysis for Mental Health in Transfer, based on new data.
- Develop and implement new goals and activities

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.2	August 2015-June 2016	\$10,135	

• **Link to Goal**

- Gain access to available student Mental Health data at the aggregate level, and learn more about the mental health issues students face.
- Learn whether students with mental health issues are disproportionately impacted in any success indicator areas.
- Address disproportionate impact for mental health with new goals and activities.

• **Evaluation**

- Gather transfer data for students with mental health issues and compare by semester

E.3

Increase transfer rates for Hispanic/Latino students, Native Hawaiian or other Pacific Islander students, and students with disabilities by 1% over the next three years (over the transfer rates of the cohort year ending in 2014-2015).

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

ID	Target Group(s)	# of Students Affected
E.3	Hispanic/Latino	38
E.3	Native Hawaiian or other Pacific Islander	8
E.3	Students with disabilities	6

• **Activity Implementation Plan**

- Reach out to Puente, IMC, DSPS, Transfer Center and the Re-entry center to identify barriers to student success and come up with targeted outreach ideas for these student populations.
- Develop and implement new goals and activities based on results.
- Work with Office of Inst. Effectiveness to develop a longitudinal study tracking effect of student programs and services on transfer rate.
- Develop and implement new goals and activities based on results.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	August 2015-June 2018	\$176,721	

• **Link to Goal**

- Identify new activities to increase success of Hispanic/Latino students, Native Hawaiian or other Pacific Islander students, and students with disabilities.
- Increased support for these student population groups, as well as increased transfer rate for these student population groups.
- Better understanding of the effect of different services on transfer goals will help evaluate Student Equity program efforts.
- Increased support for these student population groups, as well as increased transfer rate for these student population groups.

- **Evaluation**

- Gather transfer data for Hispanic/Latino students and compare by semester
- Gather transfer data for Native Hawaiian and Pacific Islander students and compare by semester
- Gather transfer data for students with disabilities and compare by semester

Other College- or District-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

Continue to work with all disproportionate impact groups to secure sustained access to courses and programs at Orange Coast College.

• ***Indicators/Goals to be affected by the activity***

X	Access		Degrees and Certificate Completion
	Course Completion		Transfer
	ESL and Basic Skills Course Completion		

• ***Activity Type(s)***

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

• ***Target Student Group(s) & # of Each Affected****:

ID	Target Group	# of Students Affected
F.1	All DI groups	10,000

• ***Activity Implementation Plan***

- Work with SSSP to engage feeder high schools with student populations representative of DI groups through the Freshman Priority Registration program
- Work with financial aid, DSPS, EOPS, Umoja, Puente, and Guardian Scholars to present college readiness workshops at feeder high school sites

- Work with partner agencies in the community like College Living Experience, Orange County Department of Education ACCESS program, Orangewood Children’s Foundation, the Orange County’s Veterans Service Office to engage prospective students through application, college readiness, and financial aid workshops.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	August 2015-June 2020	\$286,123	

• **Link to Goal**

- Sustain access through outreach efforts to maintain DI group representation at OCC
- Gain better understanding of barriers to higher education through high school counselors’ perspectives
- Engage with constituents like parents, case workers, and workforce training agencies to inform program planning for student retention.

• **Evaluation**

- Use enrollment data from the beginning of each semester and compare to end of semester completion rates to examine outreach and retention efforts.

F.2

Engage student participation in equity issues through leadership development and ongoing training for peer tutors and student equity ambassadors.

• **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.2	All DI groups	10,000

• **Activity Implementation Plan**

- Work with student support programs like EOP&S/CARE, CalWorks, DSPS, Veterans Resource Center, Umoja, Puente, and Guardian Scholars, and ASOCC to develop leadership program and recruit student equity ambassadors and peer tutors.
- Work with the Student Success Center to develop training activities and align efforts for peer tutors and student equity ambassadors.
- Engage the service of peer tutors in key subject areas toward course completion, ESL/Basic Skills completion, degree/certificate completion, and transfer.
- Work with the marketing department to train student ambassadors for campus tours and utilize their service to engage DI populations in the community with the OCC campus
- Work with Student Equity staff, Student Success Collaborative, IMC, and ambassadors to develop campus dialogues targeted at students to promote inclusion and bridging across cultures for student success.
- Provide ongoing professional development for peer tutors and student ambassadors

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	January 2016-June 2020	\$78,753	

• **Link to Goal**

- Through these student empowerment efforts, DI student population will be progressively involved, fostering a welcoming environment from which to engage students with student services and instructional support.

- **Evaluation**

- Peer tutor and student ambassador evaluations
- Surveys of student participants at campus dialogue events
- Exit interviews with peer tutors and student equity ambassadors

F.3

Engage faculty and staff in professional development activities to broaden understanding of DI student population barriers to academic success and implement activities and curriculum to increase retention, achievement, and completion.

- **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.3	All DI student groups	10,000

- **Activity Implementation Plan**

- Work with the Professional Development Committee, BSI Task Force, and SSSP to offer campus-wide professional development with an emphasis on DI groups on campus.

- Work with local 3CSN training leader to engage staff and faculty in regional trainings focused on integration of SSSP, Student Equity, and BSI goals through academic programming.
- Organize Region 8 SSSP, BSI, and Student Equity trainings focused on sharing of best practices
- Reach out to feeder high schools and engage teachers and counselors in professional development addressing equity issues beginning at the secondary-school level
- Research conferences and trainings that engage faculty and program coordinators around data, student success, and access issues for DI groups.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	January 2016-June 2020	\$33,510	

• **Link to Goal**

- Professional development activities will engage faculty and staff around barriers to academic success to DI groups and lead to creative solutions that can affect all student success indicators.

• **Evaluation**

- Training evaluation surveys by participants
- Faculty participation in curriculum projects

Summary Budget

(please see attached)

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

Drafting Years (Beginning in the 2015-2016 Academic Year)

The Student Equity Planning Committee is the body responsible for the Student Equity Plan on campus. All staff and faculty are welcome to join. The committee will meet extensively every three years to review new disproportionate impact data and set the goals and activities for the next three years. In subsequent drafting years, the committee will also assess which goals and activities from the previous drafting year were successful, which were not, and what actions to take in light of those findings.

All Other Years

The committee will meet at least twice a year during all other years, in order to evaluate and record whether the program is making significant progress towards the outlined activities, and whether these activities continue to serve our equity goals. Annual updates will be presented to campus committees including Academic Senate, Enrollment Management Committee, College Council, Student Senate, Classified Senate, International and Multicultural Committee (IMC), and Basic Skills (BSI).

These meetings will inform the required annual year-end status reports (due annually, in the 3rd week of May).

Attachments

Attachment A: Student Success & Enrollment Committee Planning Crosswalk

Student Success Collaborative Common Funding Application (2015-2016)

Student Success & Enrollment Committee Planning Crosswalk

Key:	BSI: OCC's Basic Skills Initiative Plan	SE: OCC's Student Equity Plan	3SP: OCC's Student Success and Support Program Plan	DIS: District-Wide Strategic Plan	SSEC: Student Success & Enrollment Management Committee Goals in OCC Decision Making Document
	• = Stopped		• = Not Started	• = In Progress	• = Completed

Goals	BS I	SE	3SP	DI S	SSE C	Timeline	Deadlin e	Statu s
Student Success Increases (Percentage-Based Goals)								
Access & Enrollment		x				Fall 2014-Spring 2017	May 2017	•
Increase enrollment by 2% over the next three years for Foster Youth, Veterans, and students with disabilities (over 2012-2013 enrollment rates.)								
Probation Rates		x				Fall 2014- Spring 2017	May 2017	•
Drop probation rates by 2% over the next three years for African American students and Hispanic/Latino students (over the Fall 2012 semester rates).								
Course Completion		x		x		<u>SE:</u> N/A	N/A	N/A
<u>SE:</u> Because no Disproportionate Impact (DI) was found for the Course Completion indicator, no goals were identified at this time. <u>DIS:</u> Increase academic success of students enrolled in credit courses and improve achievement gaps of at-risk student groups. {5.3% over 3 years, or 1.8% annual growth rate}						<u>DIS:</u> 2014-2017	June 2017	•
Degree/Certificate Completion		x		x		<u>SE:</u> N/A	N/A	•
<u>SE:</u> Although there was some evidence of Disproportionate Impact for male students, African American students, and students with disabilities, no goals were identified because the 80% rule was narrowly met, or there had been no Disproportionate Impact in recent cohort years. It is likely that efforts in Basic Skills and Transfer would have an impact here, as well. <u>DIS:</u> Number of Annual Assoc. Degrees at OCC to increase by 283. {15.8% growth over 3 years, or 5.3% annual growth rate} Number of Annual Certs. of Achievement at OCC to increase by 36. {7.4% growth over 3 years, or 2.5% annual growth rate}						<u>DIS:</u> 2014-2017	June 2017	•

Attachment A: Student Success & Enrollment Committee Planning Crosswalk

<p>Transfer</p> <p><u>SE:</u> Increase transfer rates for Hispanic/Latino students, students older than 25, and students with disabilities by 1% over the next three years (over the transfer rates of the cohort year ending in 2012-2013). {1% over 3 years, or 0.33% annual growth rate} <u>DIS:</u> All students 0.91% over 3 years, or 0.3% annually.</p>		x		x		<p><u>SE:</u> Fall 2014-Spring 2017</p> <p><u>DIS:</u> Fall 2014-Spring 2017</p>	<p>May 2017</p> <p>May 2017</p>	<p>●</p> <p>●</p>
Goals	BSI	SE	3SP	DIS	SSE C	Timeline	Deadline	Status
CONTINUED: Student Success Increases (Percentage-Based Goals)								
<p>Basic Skills—English</p> <p><u>BSI:</u> The percentage of students who begin at two levels below Freshman English Comp and successfully complete Freshman Comp within 4 years will increase by 4% over the next 4 years. <u>SE:</u> Increase the percentage of African American students and students older than 20 years of age who begin at two levels below Freshman English composition and successfully complete Freshman composition within 4 years by 4% over the next 4 years (over the rates of cohort year ending in 2012-2013). {4% over 4 years, or 1% annual growth rate} <u>DIS:</u> All students 4.9% over 3 years, or 1.6% annually.</p>	x	x		x		<p><u>BSI:</u> Fall 2014- Spring 2018</p> <p><u>SE:</u> Fall 2014- Spring 2018</p> <p><u>DIS:</u> Fall 2014- Spring 2017</p>	<p>May 2018</p> <p>May 2018</p> <p>May 2017</p>	<p>●</p> <p>●</p> <p>●</p>
<p>Basic Skills—Math</p> <p><u>BSI:</u> Increase the percentage of students who complete courses in mathematical basic skills with a C or better 3% by 2016-2017 over the 2010-2011 rate. <u>SE:</u> Increase the percentage of African American students and students older than 35 years of age who complete courses in mathematical basic skills with a C or better 3% by 2016-2017 (over the rates of the cohort year ending in 2012-2013). {3% over 3 years, or 1% annual growth rate} <u>DIS:</u> All students 0.7% over 3 years, or 0.23% annually.</p>	x	x		x		<p><u>BSI:</u> Fall 2014- Spring 2017</p> <p><u>SE:</u> Fall 2014- Spring 2017</p> <p><u>DIS:</u> Fall 2014- Spring 2017</p>	<p>May 2017</p> <p>May 2017</p> <p>May 2017</p>	<p>●</p> <p>●</p> <p>●</p>
<p>Basic Skills—ESL</p> <p><u>BSI:</u> The percentage of ESL students who begin at two levels below</p>	x	x		x		<p><u>BSI:</u> Fall 2014- Spring 2017</p>	<p>May 2017</p>	<p>●</p>

<p>Freshman Comp and successfully complete Freshman Comp within 4 years will increase 1% annually in 2014-15, 2015-16, and 2016-17 over 2009-10.</p> <p><u>SE</u>: Increase the percentage of ESL students (within the Hispanic/Latino and older than 20 sub populations) who begin at two levels below Freshman Composition and successfully complete Freshman Composition within 4 years by % annually in 2015-2016, 2016-2017, and 2017-2018 (over the rates of cohort year ending in 2012-2013). {3% over 3 years, or 1% annual growth rate}</p> <p><u>DIS</u>: All students 12.1% over 3 years, or 4% annually.</p>					<p><u>SE</u>: Fall 2014- Spring 2018</p> <p><u>DIS</u>: Fall 2014- Spring 2017</p>	<p>May 2018</p> <p>May 2017</p>	<p>●</p> <p>●</p>
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Goals	BSI	SE	3SP	DIS	SSEC	Timeline	Deadline	Status
Coordination								
Discuss BSI, SEP and SSSP plans together.	x	x	x			TBD	TBD	●
Review/Confirm Committee Membership - <u>SSEC</u> : Student Success and Enrollment Management Committee - <u>SE</u> : Student Equity Planning Committee - <u>3SP</u> : Student Success and Support Program Committee		x	x		x	<u>SSEC</u> : Bi- Annually, Fall & Spring Semester <u>SE</u> : Annually, Fall Semester <u>3SP</u> : Annually, Fall Semester	Spr. 2015 Fall 2015 Fall 2015	● ● ●
Orientation & Review Participatory Governance Document					x	Annually, Fall Semester	Fall 2015	●
Review College Three Year Plan (integrated Three Year Plan from CCEC) to ensure consistency with supplemental plan (Enrollment Management Plan). Report potential problems or conflicts with existing infrastructure to the President's Cabinet.					x	Annually, Fall Semester	Fall 2015	●
Based on self-evaluation process, develop annual Committee Goals .					x	Annually, Fall Semester	Fall 2015	●
Review Enrollment Management Plan strategies for the year.					x	Annually, Fall Semester	Fall 2015	●
Make reports to College Council as needed.					x	Annually, Fall Semester	Fall 2015	●
Discuss program review and SLO assessment results.					x	Annually, Spring Semester	Spr. 2015	●
Three Year Wing Plan Update.					x	Annually, Spring Semester	Spr. 2015	●
Evaluation of Enrollment Management Plan progress and alignment with the Educational Master Plan/Three Year Plans.					x	Annually, Spring Semester	Spr. 2015	●
Council Self-Evaluation (every third year).					x	Every Third Year	TBD	●

Goals	BS I	SE	3SP	DI S	SSE C	Timeline	Deadline	Status
Continuous Improvement								
Probation Process Reform <u>3SP</u> : Make Probation Workshops mandatory for students on probation. <u>SE</u> : Guide disproportionately impacted students through probation and back into good academic standing. {Deadlines for Probation Reform Per Program Review}		x	x			<u>3SP</u> : TBD <u>SE</u> : Fall 2014-May 2015 {Spring 2015-Fall 2016}	TBD May 2015 {Fall 2016}	● ●
Research a new Early Alert System .		x	x			Fall 2014-May 2015	May 2015	●
Implement a new Early Alert System .		x	x			TBD	TBD	●
Research best practices in Student Equity for all indicators.		x				Ongoing	Ongoing	●
Goals	BS I	SE	3SP	DI S	SSE C	Timeline	Deadline	Status
Data & Research								
Work with Institutional Research to <ul style="list-style-type: none"> - Clarify Access Data. - Run Mental Health Data for all Success Indicator Areas/Correlative Data where necessary. - Disaggregate ESL and Basic Skills data by gender for each student population - Improve data collection & identify data sources for Veterans and Foster Youth for Transfer Indicator - Develop a longitudinal study tracking effect of student programs and services on transfer rate 		x				Fall 2014-May 2015	May 2015	●
Work with IR to evaluate effectiveness of services.		x	x			TBD	TBD	●

Goals	BS I	SE	3SP	DI S	SSE C	Timeline		
Technology								
Use Success Navigator for 2014-2015 FPR cohort to holistically assess students' college readiness.			x			March 2015-June 2015	June 2015	●
Launch SSSP on the OCC Website .			x			TBD	TBD	●
Acquire & use Tablets for Placement Testing & SEP's.			x			TBD	TBD	●
Use Student Lingo for Probation Workshops.		x	x			TBD	TBD	●
Implement a new system for Online Tutoring .	x	x	x			TBD	TBD	●
Goals								
Goals	BS I	SE	3SP	DI S	SSE C	Timeline		
Hiring								
Hire a Research Analyst to evaluate effectiveness of SSSP services.			x			TBD	TBD	●
Hire Student Equity Coordinator .		x				Fall 2014-May 2015	May 2015	●
Hire new positions responsible for directing outreach to DI groups, and guiding and supporting students in DI groups through probation process.		x				Fall 2014-May 2015	May 2015	●

BSI	SE	3SP	SSEC
Purpose			
Faculty and staff development to improve curriculum, instruction, student services, and program practices in the areas of basic skills and English as a Second Language (ESL) programs.	To close achievement gaps in access and success in underrepresented student groups, as identified in local student equity plans. Research based focus on identifying gaps in student success especially for targeted student groups through the provision of specialized support/services.	To increase California community college student access and success through the provision of core matriculation services with the goal of providing students with the support services necessary to assist them in achieving their education goal and identified course of student. Students need a plan.	
Focus			
<u>Funds shall be expended for:</u> <ul style="list-style-type: none"> • Program and curriculum planning and development • Student assessment • Advisement and counseling services • Supp. instruction & tutoring • Articulation • Inst. materials & equipment • Any other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs. 	<u>Closing achievement gaps in 5 success indicators/goals:</u> <ul style="list-style-type: none"> • Access • Course Completion • ESL and Basic Skills • Completion • Degree & Certificate Completion • Transfer 	<u>Core Services:</u> <ul style="list-style-type: none"> • Orientation • Assessment • Counseling, Advising, and Other Education Planning Services • Follow-Up for At-Risk Students 	
Students to be Served			
To improve outcomes of students who enter college needing at least one course in ESL or basic skills, with particular emphasis on students transitioning from high school.	Campus based research as to the extent of student equity by gender and for each of the following categories of students: <ul style="list-style-type: none"> • Current or former foster youth • Student with disabilities • Low-income students • Veterans • Students in the following ethnic racial categories: American Indian or Alaska 	<ul style="list-style-type: none"> • New matriculating students • All students needing an education plan • Undecided students • Probation students • Basic skills students • At-Risk students 	

	Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, some other race, more than one race		
BSI	SE	3SP	SSEC
Mandates			
AB 194 (original); SB 852 (revised)	SB 860 (Budget Act), Title 5 (New and revised)	SB 1456 & Student Success Task Force and Title 5 (revised and new)	
Plan Content and Coordination			
CCCCO Basic Skills Cohort Tracker Tool Required coordination with Student Equity and SSSP plans.	Disproportionate Impact (DI) Study: Goals, Activities & Budget based on DI. Required coordination with categorical or campus programs: EOPS/Care, DSPS, CalWORKs, MESA, Middle College High School, Puente Project, SSSP, BSI, foster youth and veterans' programs, BFAP and BSI Non Credit: no specific authorization	Description of core services, related research and technology, match, policies, professional development, prerequisites and budget. Required coordination with Student Equity plan. Non Credit: separate plan and allocation	
Plan Approval			
Who signs off on plan: <ul style="list-style-type: none"> Chief Executive Officer (President) Academic Senate President Chief Business Officer 	Who signs off on plan: <ul style="list-style-type: none"> Local Board approval required Student Equity Coordinator Chief Student Services Officer Chief Instructional Officer Academic Senate President College President 	Who signs off on the plan: <ul style="list-style-type: none"> No local board approval required, but presented to CCCD Board as a courtesy SSSP Coordinator Chief Student Services Officer Chief Instructional Officer Academic Senate President College President District Chancellor Who signs off on SSSP budget: <ul style="list-style-type: none"> SSSP Coordinator SSSP Supervising Administrator 	

		or CSSO <ul style="list-style-type: none"> • District Business Manager • College President • District Chancellor 	
BSI	SE	3SP	SSEC
Plan Deadlines			
2014: October 10, 2014 (13/14 End-of-Year Report; 14-15 Allocation Goals; Action Plan; Expenditure Plan) 2015: July 31, 2015 (15/16 Expenditure Plan Report)	2014: January 1, 2015 2015: TBD	2014: October 17, 2014 2015: TBD but probably around November 1, 2015	
Allocations Formula			
<ul style="list-style-type: none"> • 100% FTES from basic skills courses • Minimum amount a college will receive is \$90,000 annually 	<u>New Formula:</u> <ul style="list-style-type: none"> • 40% Annual FTES • 25% High Need Students (based on number eligible for Pell Grant) • 10% Educational Attainment of Residential Zip Code • 5% Participation Rate • 18% Poverty Rate • 2% Unemployment Rate 	<u>Year 1 (2014-15) Formula:</u> Preexisting criteria: 2.4 X new credit students plus 1.0 X continuing students <u>Year 2 (2015-16) Formula:</u> 60% Students Served at the College: <ul style="list-style-type: none"> • Initial Orientation-10% • Initial Assessment-10% • Abbreviated SEP-10% • Counseling/ Advising-15% • Comprehensive SEP-35% • Progress probation Services -15% • Other Services-5% <u>40% College's Potential Population of Students to Receive Services:</u> Unduplicated Credit Student Head count (academic year= summer, fall, winter, spring) plus Base Funding Floor \$35K or 10% (whichever is greater)	

BSI	SE	3SP	SSEC
MIS Reporting			
N/A	N/A	<u>New data elements</u> <ul style="list-style-type: none"> • SS01-Student Educational Goal • SS02-Student course of Study • SS03-Student Initial Orientation (exempt status) • SS04-Student Initial Assessment (exempt status) • SS05-Student Initial Educational Plan (exempt status) • SS06 -Initial Orientation Services • SS07 -Initial Assessment Services • SS08 Counseling and Advising • SS09-Educational Plan • SS10 -Academic Progress/Probation Service • SS11 Student-Other Services 	
Allowable Expenditures			
<ul style="list-style-type: none"> • Program and curriculum planning and development • Student assessment • Advisement and counseling services • Supplemental instruction and tutoring • Articulation • Instructional materials and equipment • Any other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs. 	<ul style="list-style-type: none"> • Outreach • Student Services and Student Services categorical programs • Research and evaluation • Hiring student equity program coordinator • Support student equity planning process • Professional development • Adapting academic or career-related programs or courses • Instructional support services • In-state travel • Other direct student support 	<ul style="list-style-type: none"> • SSSP Director/Coordinator and staff • Office supplies and postage • Publications and outreach materials • In-state travel and training • Computer hardware and software and equipment • Food and beverages • Counseling, advising and other student educational planning services • Follow-up services • Orientation services • Assessment for placement • Research, admissions and transfer functions directly related to fundable SSSP services 	

BSI	SEP	3SP	SSEC
Unallowable Expenses			
<ul style="list-style-type: none"> Supplanting current district expenditures for matriculation and assessment services, basic skills, ESL instruction, and related student programs 	<ul style="list-style-type: none"> Construction Gifts Stipends for students Computer, office supplies and furniture Other administrative, faculty, or staff salaries or benefits Political or professional dues, memberships or contributions Rental of off-campus space Legal and audit expenses Indirect costs Unrelated travel costs Vehicles Clothing Courses (faculty salaries) Unrelated research Supplanting 	<ul style="list-style-type: none"> Construction Gifts Stipends for students Office furniture Other staff salaries and benefits Political or professional dues, memberships or contributions Rental of off-campus space Legal and audit expenses Indirect costs Unrelated travel costs Vehicles Clothing Courses Admissions and Records Office (not related to SSSP services) Supplanting 	
Match			
N/A	N/A	<ul style="list-style-type: none"> <u>Credit</u>: Starting 14-15 revised to 2:1. <ul style="list-style-type: none"> 13-14 funds remain at 3:1 (prior backfill to matriculation can be counted as match) <u>Noncredit</u>: still at 1:1 	

