

Orange Coast College
**2019-22 STUDENT EQUITY PLAN:
EXECUTIVE SUMMARY**

INTRODUCTION

Orange Coast College (OCC) is one of the nation's largest and finest community colleges, enrolling more than 22,000 credit and non-credit students each semester, with an additional 3,000 students enrolled in community education and the College sailing program. OCC boasts exceptional facilities and the latest in technology, including one of the nation's largest and most acclaimed public nautical programs. The College offers academic and career programs with more than 120 degrees and 150 certificates in 72 majors. Nearly half the students on campus are enrolled in one of OCC's Career and Technical Education (CTE) programs. OCC also boasts 1,300 international students representing more than 75 countries. OCC ranks first of nine community colleges in Orange County in the number of combined transfers to the University of California (UC) and California State University (CSU) systems. Over the past decade, thousands of OCC students have transferred to UC and CSU campuses. Additionally, many Coast students go on to transfer to private colleges and universities within California and across the nation.

TARGET GROUPS

The Student Equity Plan Committee, guided by the disproportionate impact data, chose to primarily focus on the following student populations: Native Hawaiian/Pacific Islander, Black/African American, Hispanic/Latinx, Foster Youth, First Generation, LGBTQ, and Homeless students. Each of these populations (with the exception of Homeless students) experienced a disproportionate impact in at least 3 of the 5 success indicator areas. Because data was not yet available to students experiencing homelessness it will be important to prioritize work and resources with this population.

In order to best serve these student groups, we are working to examine the data more closely with our campus institutional effectiveness office. This will include examining integration with OCC's educational master plan, campus-wide goals, and program review. Through integrated data collection and planning informed by the equity plan indicators, we will leverage efforts to ensure collaboration. The plan will serve as a framework for ongoing discussion, action, and evaluation of our efforts to ensure equitable student success at Orange Coast College.

GOALS

Below is a summary of the campus disproportionate impact data and related target goals. Orange Coast College has aligned with the state-wide goal to close equity gaps in the next 10 years, and is working to achieve 40% of this in the next 3 years.

Access

	2017-18 Rate	2021-22 Target Rate	Total % Increase
Overall	40.5%	44.5%	4.0%
<i>Asian - Female</i>	39.3%	43.3%	4.1%
Black or African American - Female	31.4%	38.6%	7.2%
Black or African American - Male	34.7%	40.5%	5.9%
<i>Filipino - Female</i>	33.2%	39.6%	6.4%
Hispanic or Latino - Female	38.3%	42.9%	4.6%
<i>Some other race - Female</i>	25.9%	35.3%	9.3%
<i>Some other race - Male</i>	34.3%	40.2%	6.0%
<i>White - Female</i>	38.9%	43.2%	4.3%
<i>Foster Youth - Female</i>	32.3%	39.1%	6.8%
<i>Foster Youth - Male</i>	26.0%	35.3%	9.3%
<i>Veteran - Female</i>	30.7%	38.1%	7.4%

Retention

To align with goals set in the college's Quality Focus Essay, this goal was set to 2% increase per year.

	2017-18 Rate	2021-22 Target Rate	Total % Point Increase
Overall	72.1%	80.1%	8.0%
<i>Black or African American - Female</i>	58.5%	71.1%	12.6%
<i>Black or African American - Male</i>	62.6%	73.5%	11.0%
<i>Hispanic or Latino - Male</i>	70.1%	78.1%	8.1%
<i>Native Hawaiian or other Pacific Islander - Female</i>	52.9%	67.7%	14.8%
<i>White - Female</i>	69.1%	77.6%	8.5%
<i>First Generation - Female</i>	68.1%	77.1%	9.0%
<i>First Generation - Male</i>	68.8%	77.5%	8.7%
<i>LGBT - Female</i>	65.9%	75.6%	9.6%
<i>LGBT - Male</i>	65.3%	75.2%	9.9%

Transfer to 4 Year Institution

To align with the Vision for Success, transfers to UC and CSU are targeted to increase to 2,511 by 2021-22, while transfers to private or out-of-state institutions (607) are targeted to remain stable in this time frame. Thus, the target total number of transfers to 4-year institution is 3,118 by 2021-22, a percentage change of 24.3%.

	2016-17 Count	2021-22 Target Count	Total % Change
Overall	2,509	~3,118	24.3%
Black or African American - Female	12	~16	31.3%
Hispanic or Latino - Male	288	~374	30.0%
Native Hawaiian or other Pacific Islander - Female	2	~3	33.8%
Some other race - Female	10	~26	159.5%
Some other race - Male	15	~32	114.2%
First Generation - Female	266	~332	24.9%
First Generation - Male	239	~301	25.8%
LGBT - Female	30	~40	33.3%

Completion of Transfer-level Math & English

This goal doubles the number of students completing transfer-level math and English in their first year.

	2017-18 Rate	2021-22 Target Rate	Total % Point Increase
Overall	16.1%	32.2%	16.1%
American Indian or Alaska Native - Female	0.0%	21.8%	21.8%
Black or African American - Female	3.7%	24.0%	20.3%
Black or African American - Male	0.0%	21.8%	21.8%
Hispanic or Latino - Female	9.1%	27.9%	18.8%
Hispanic or Latino - Male	8.2%	27.4%	19.2%
Native Hawaiian or other Pacific Islander - Female	0.0%	21.8%	21.8%
White - Male	13.4%	30.0%	16.6%
Disabled - Female	1.8%	22.9%	21.1%
Disabled - Male	5.2%	24.9%	19.7%
First Generation - Female	12.4%	29.6%	17.2%
First Generation - Male	11.4%	29.1%	17.7%
Foster Youth - Female	0.0%	21.8%	21.8%
Foster Youth - Male	4.5%	24.5%	19.9%
LGBT - Female	5.9%	25.4%	19.5%
LGBT - Male	7.1%	26.1%	18.9%
Veteran - Male	4.9%	24.7%	19.8%

Completion: Vision for Success

To align with the Vision for Success goal, the target number for this measure is set to 2,810, which equals a percentage change of 18.2%.

	2016-17 Count	2021-22 Target Count	% Change
Overall	2,378	~2,810	18.2%
American Indian or Alaska Native - Female	1	~2	64.9%
American Indian or Alaska Native - Male	1	~2	71.4%
Black or African American - Female	9	~14	51.7%
Black or African American - Male	12	~19	55.2%
Filipino - Female	13	~16	23.3%
Hispanic or Latino - Male	306	~370	20.9%
Native Hawaiian or other Pacific Islander - Female	2	~3	39.1%
First Generation - Male	253	~329	30.1%
Foster Youth - Male	8	~12	49.6%
LGBT - Female	33	~42	26.2%
LGBT - Male	18	~27	50.1%

EXPENDITURES

Orange Coast College has developed a Student Equity Program to work directly with students of disproportionately impacted student populations, develop funding opportunities for faculty projects, and provide professional development opportunities around equitable practices and cultural awareness for faculty and staff. Expenditures represent the following:

- Personnel: 50%
 - Student Equity Manager
 - Student Equity Specialists including Veteran's, Foster Youth (4) Counselors (2.5) Equity Student Ambassadors (6)
- Faculty Projects: 20%
 - Expanded Tutoring Program
 - Supplemental Instruction Program
 - Umoja Program
 - CLEEO Program
 - Puente Program
 - Transfer Opportunity Program
- Direct Aid to Students: 22%
- Professional Development: 4%
- Campus Awareness Events and Activities: 2%
- Supplies & Equipment: 2%

ACTIVITIES

Research

Student Equity works closely with the Office of Institutional Effectiveness and the Student Success Collaborative to develop access strategies for additional data to support equity research goals. The research activities 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.

Among the research activities, a dashboard-based Student Equity Program Information System has been 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.

Additionally, Student Equity at OCC has aligned with integrated planning by incorporating funding projects into the college's integrated outcomes, program review and planning software system (TracDat). As such, equity projects are aligned with the college's goals and objectives to mainstream into the college's planning processes. Additionally, equity data are included in program review and integrated into the college's planning processes, incorporating equity indicators and data into the college's current integrated planning system. The college currently has clearly defined SLO/AUO outcomes, program review and planning processes supported by the TracDat database. Augmenting equity projects and indicators into this has established a system that allows these efforts to be monitored and tracked the same as other college efforts. Additionally, as equity projects move out of the piloting phase, they can be mainstreamed into current departmental planning and/or resource allocation processes.

Program Activities

In order to meet the goals set out above, Student Equity has been collaborating widely with campus and high school partners particularly in identifying potential barriers to student success that may have caused the apparent disproportionate impact. Student Equity works with department heads for special populations (Guardian Scholars, Veterans, Disabled Students [DSPS]), Instructional Divisions and Departments (Office of Instruction, English, ESL and Math), and campus committees and groups (Academic Senate, Curriculum Committee, International and Multicultural Committee [IMC], Transfer Center, and SSSP).

Student Equity at OCC has also been collaborating with the Student Success & Enrollment Committee to ensure 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, and the ongoing development of our intervention system/protocol.

Projects:

Expanded Tutoring

The purpose of this project is to provide additional academic support to underrepresented student groups as identified in the OCC Student Equity Plan with the goal of decreasing achievement gaps in student success rates and improving course completion. The plan involves providing tutorial services to these student groups that are above and beyond what is typically offered to students (individual appointments, extra time with a tutor, special topic workshops, etc) in the Student Success Center and providing tutorial services in the program areas, if desired.

Supplemental Instruction

The Supplemental Instruction Program targets traditionally difficult academic subjects (those that have a 60% or lower success rate) and provides regularly scheduled, out-of-class, peer facilitated sessions. Supplemental Instruction leaders attend all class sessions, meet weekly with the instructor, create lesson plans, conduct two 1 hour study groups per week, maintain 2 hours of drop-in tutoring at the Success Center, and attend training sessions. The sessions are focused on review of the class material. Participants have the opportunity to learn and practice effective learning strategies. Student participation is encouraged through small group activities, discussions and voicing questions and concerns.

Umoja

Umoja is a student success program open to all students and is specifically designed to increase the retention and success rates of African-American students. The Umoja Program is a Learning Community that offers student success classes, English, Math, and History classes which strives to educate the whole student informed by an ethic of love and its vital power. Academic success is also achieved through educational counseling, workshops, cultural events, mentoring, and personal development. The learning experience within Umoja will deliberately and intentionally provide each individual the opportunity to add their voice and their story to the collective voices and stories of the African Diaspora.

CLEEO Project

(Counseling Latin@s for Equity and Engagement at Orange Coast College) consists of various activities including a series of academic workshops followed by summit presentations. Workshops and presentations feature prominent guest scholars sharing their cross-cultural scholarly work and raising awareness within our campus community. A curricular focus is placed on inclusiveness of Latin@ topics with the intent to increase cross-cultural competency. The intent to provide role models that contribute to Latin@ persistence in encouraging completion of Associates, Bachelors, and Postgraduate degrees. Funding is requested for CLEEO Project Summit Presentations to provide Latin@ access and success.

CONTACT PERSON/STUDENT EQUITY Manager

The Student Equity Manager at Orange Coast College is Maricela Sandoval (msandoval46@occ.cccd.edu), under the direction of Steve Tamanaha (stamanaha@occ.cccd.edu) Dean, Student Success and Support Services.

Orange Coast College

2019-22 Student Equity Plan

Data and Activities

1 ACCESS

Among all applicants in the previous or selected year, the proportion who enrolled in a community college in the selected year.

THREE-YEAR TRENDS: DISPROPORTIONATELY IMPACTED GROUPS

	2015-16	2016-17	2017-18
Asian - Female			X
Black or African American - Female	X	X	X
Black or African American - Male		X	X
Filipino - Female	X	X	X
Hispanic or Latino - Female	X	X	X
Some other race - Female	X	X	X
Some other race - Male			X
White - Female	X	X	X
Foster Youth - Female	X	X	X
Foster Youth - Male			X
Veteran - Female			X

NOTE: Areas marked with an 'x' and shaded in dark blue indicate that this subgroup was identified as a disproportionately impacted (DI) group.

1.1 PROPOSED OVERALL COLLEGE GOAL: 1% INCREASE PER YEAR, YIELDING 44.5% BY 2021-22

	2017-18 Count	2017-18 Rate	2021-22 Projected Count	2021-22 Target Rate	Total % Increase
Overall	25,223	40.5%	~27,723	44.5%	4.0%
Asian - Female	2,594	39.3%	~2,862	43.3%	4.1%
Black or African American - Female	367	31.4%	~451	38.6%	7.2%
Black or African American - Male	447	34.7%	~523	40.5%	5.9%
Filipino - Female	302	33.2%	~361	39.6%	6.4%
Hispanic or Latino - Female	4563	38.3%	~5,113	42.9%	4.6%
Some other race - Female	62	25.9%	~84	35.3%	9.3%
Some other race - Male	74	34.3%	~87	40.2%	6.0%
White - Female	4,194	38.9%	~4,659	43.2%	4.3%
Foster Youth - Female	172	32.3%	~208	39.1%	6.8%
Foster Youth - Male	159	26.0%	~216	35.3%	9.3%
Veteran - Female	47	30.7%	~58	38.1%	7.4%

1.2 ACCESS STRATEGIES:

- Explore outreach with high schools to explore possible female-centered groups/initiatives/etc. that we can partner with to increase number of females who enroll

- Partnership with STEM Center
- Investigate data to further identify what barriers female students may be facing (e.g., economically disadvantaged, mothers, etc.)
- Identify what areas, high schools, etc. these female students are coming from in order to be more intentional with targeted onboarding processes
- Work with Guided Pathways Onboarding design team to address improvements to processes and student support.
- Explore the expansion of Navigate OCC which will orient new students in underrepresented equity groups to college-wide specialized services that address their unique needs.
- Feature the College Promise program as an engagement and tool in outreach efforts
- Work with CTE and STEM programs to feature events and activities with women in non-traditional careers
- Expand activities with community partners such as Girls Inc.
- Provide outreach materials and specialized orientation programming by student populations
- Explore CCAP opportunities with school districts and agencies serving underprepared and underserved students
- Improve data collection mechanisms for evidence-based decision making
- Identify student needs in the onboarding phase to connect to appropriate support services
- Based on the work of the Guided Pathways Task Force work, clarify program of study requirements and examine lengthy developmental education sequences
- Increase awareness and promotion of Financial Aid

2 RETENTION: FALL TO SPRING

Among all students, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution.

THREE-YEAR TRENDS: DISPROPORTIONATELY IMPACTED GROUPS

	2015-16	2016-17	2017-18
Black or African American - Female	x		x
Black or African American - Male			x
Hispanic or Latino - Male	x	x	x
Native Hawaiian or other Pacific Islander - Female			x
White - Female		x	x
White - Male	x	x	
First Generation - Female	x	x	x
First Generation - Male	x	x	x
Foster Youth - Male	x		
LGBT - Female			x
LGBT - Male		x	x
Veteran - Male		x	

NOTE: Areas marked with an 'x' and shaded in dark blue indicate that this subgroup was identified as a disproportionately impacted (DI) group.

2.1 PROPOSED OVERALL COLLEGE GOAL: 2% INCREASE PER YEAR, YIELDING 80.1% BY 2021-22

To align with goals set in the college's Quality Focus Essay, this goal was set to 2% increase per year.

	2017-18 Count	2017-18 Rate	2021-22 Projected Count	2021-22 Target Rate	Total % Point Increase
Overall	16,067	72.1%	~17,858	80.1%	8.0%
Black or African American - Female	86	58.5%	~104	71.1%	12.6%

Black or African American - Male	137	62.6%	~161	73.5%	11.0%
Hispanic or Latino - Male	2,608	70.1%	~2909	78.1%	8.1%
Native Hawaiian or other Pacific Islander - Female	18	52.9%	~23	67.7%	14.8%
White - Female	2,301	69.1%	~2584	77.6%	8.5%
First Generation - Female	2,646	68.1%	~2997	77.1%	9.0%
First Generation - Male	2,511	68.8%	~2829	77.5%	8.7%
LGBT - Female	271	65.9%	~311	75.6%	9.6%
LGBT - Male	218	65.3%	~251	75.2%	9.9%

2.2 RETENTION STRATEGIES:

- Work with Guided Pathways Intervention team to identify solutions by department area to address retention barriers
- In partnership with counseling division initiatives like Puente, CLEEO, Umoja, and TOP, identify and implement strategies for retention of African American and Hispanic/Latino students.
- Utilize predictive analytics technology to inform varying student nudge campaigns, early alert interventions, etc.
- Explore programmatic efforts over winter break to increase student engagement and sense of belonging on campus
- Work to proactively manage student movement through the college and intervene in customized ways to reinforce persistence
- Use data from tools like CCSSE to inform student needs
- Work with first-year and cohort programs to anticipate barriers and plan effective strategies that connect students with just-in-time resources
- Identify disparities among students participating in counseling intervention workshops required for students after their first semester on academic and/or progress probation.
- Partner with the PRESS Athletics program to provide tutoring, mentoring, and counseling services to athletes
- Assign Peer Mentors to connect regularly with students at risk of not persisting
- Engage incoming students with first-year experience activities like the Student Equity Summer Bridge to help navigate students for retention
- Work with academic programs to develop engagement opportunities like majors fairs
- Work closely with the institutional effectiveness to track student participation and experience
- Establish faculty professional development opportunities around campus services and resources
- Increase awareness and promotion of Financial Aid
- Explore the potential for a Campus Ambassadors program to train staff, faculty, students, and alumni on key campus resources
- Reach out to community organizations to broaden support systems for our students including the National Pacific Islander Network
- Work with institutional effectiveness and professional resources to create an equity “tool” to assess equity in event planning and execution
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3 TRANSFER TO 4-YEAR INSTITUTION

Among all students, the number who transferred to various types of postsecondary institutions (UC, CSU, private, and out-of-state).

THREE-YEAR TRENDS: DISPROPORTIONATELY IMPACTED GROUPS

2014-15	2015-16	2016-17
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American Indian or Alaska Native - Female	x	x	
Black or African American - Female	x	x	x
Hispanic or Latino - Male	x	x	x
Filipino - Male		x	
Native Hawaiian or other Pacific Islander - Female			x
Some other race - Female	x	x	x
Some other race - Male	x	x	x
First Generation - Female			x
First Generation - Male		x	x
Foster Youth - Female	x		
LGBT - Female	x	x	x
LGBT - Male	x	x	

NOTE: Areas marked with an 'x' and shaded in dark blue indicate that this subgroup was identified as a disproportionately impacted (DI) group.

3.1 PROPOSED OVERALL COLLEGE GOAL: INCREASE TO 3,118 BY 2021-22

To align with the Vision for Success, transfers to UC and CSU are targeted to increase to 2,511 by 2021-22, while transfers to private or out-of-state institutions (607) are targeted to remain stable in this time frame. Thus, the target total number of transfers to 4-year institution is 3,118 by 2021-22, a percentage change of 24.3%.

	2016-17 Count	2021-22 Target Count	Total % Change
Overall	2,509	~3,118	24.3%
Black or African American - Female	12	~16	31.3%
Hispanic or Latino - Male	288	~374	30.0%
Native Hawaiian or other Pacific Islander - Female	2	~3	33.8%
Some other race - Female	10	~26	159.5%
Some other race - Male	15	~32	114.2%
First Generation - Female	266	~332	24.9%
First Generation - Male	239	~301	25.8%
LGBT - Female	30	~40	33.3%

NOTE: The methodology in calculating the 2021-22 Target Rates for each disproportionately impacted equity group is pending confirmation by the California Chancellor's Office.

3.2 TRANSFER TO 4-YEAR INSTITUTION STRATEGIES

- Work through CCAP initiative to improve the high school-to-college pipeline
- Improve transfer tracking mechanisms
- Work with Guided Pathways Curriculum design team to improve number of students completing an award before transferring
- Provide professional development opportunities to faculty and staff on improving student engagement, success and transfer, particularly among underrepresented student groups
- Develop a research agenda to identify transfer barriers for Latino/a DSPS, and low-income students
- Offer specialized transfer workshops and transfer events for First Generation students, including visits to 4-year universities each semester
- Implement transfer college tours, which support disproportionately impacted students to participate in a tour to visit 4-year universities throughout the state.
- Provide materials and supplies to support in-reach and marketing to equity-identified groups.
- Work with Student Health Center to understand mental health barriers faced by disproportionately-impacted populations

- Work with the Transfer Center to explore transfer agreements with local UC's and CSU's
- Explore the development of a Summer Scholars Transfer Institute in partnership with local UC's and CSU's
- In partnership with the Counseling Division and the Student Success & Enrollment Committee, develop and implement a Transfer Academy for new students (from disproportionately impacted groups to enhance early transfer awareness and connections with 4 year universities; the program will provide: faculty mentors, workshops, tours, panels and presentations, counseling, educational transfer planning, and early transfer awareness.

4 COMPLETION OF TRANSFER-LEVEL MATH & ENGLISH

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

THREE-YEAR TRENDS: DISPROPORTIONATELY IMPACTED GROUPS

	2015-16	2016-17	2017-18
American Indian or Alaska Native - Female			X
American Indian or Alaska Native - Male	X		
Black or African American - Female			X
Black or African American - Male	X	X	X
Hispanic or Latino - Female	X	X	X
Hispanic or Latino - Male	X	X	X
More than one race - Male	X		
Native Hawaiian or other Pacific Islander - Female	X	X	X
Native Hawaiian or other Pacific Islander - Male	X	X	
White - Male		X	X
Disabled - Female	X	X	X
Disabled - Male		X	X
First Generation - Female	X	X	X
First Generation - Male	X	X	X
Foster Youth - Female			X
Foster Youth - Male	X	X	X
LGBT - Female		X	X
LGBT - Male			X
Veteran - Female	X	X	
Veteran - Male	X	X	X

NOTE: Areas marked with an 'x' and shaded in dark blue indicate that this subgroup was identified as a disproportionately impacted (DI) group.

4.1 PROPOSED OVERALL COLLEGE GOAL: INCREASE TO 1,414 BY 2021-22

This goal doubles the number of students completing transfer-level math and English in their first year.

	2017-18 Count	2017-18 Rate	2021-22 Projected Count	2021-22 Target Rate	Total % Point Increase
Overall	707	16.1%	~1,414	32.2%	16.1%
American Indian or Alaska Native - Female	0	0.0%	~1	21.8%	21.8%
Black or African American - Female	1	3.7%	~6	24.0%	20.3%

	2017-18 Count	2017-18 Rate	2021-22 Projected Count	2021-22 Target Rate	Total % Point Increase
Black or African American - Male	0	0.0%	~12	21.8%	21.8%
Hispanic or Latino - Female	77	9.1%	~237	27.9%	18.8%
Hispanic or Latino - Male	67	8.2%	~224	27.4%	19.2%
Native Hawaiian or other Pacific Islander - Female	0	0.0%	~1	21.8%	21.8%
White - Male	104	13.4%	~233	30.0%	16.6%
Disabled - Female	1	1.8%	~13	22.9%	21.1%
Disabled - Male	4	5.2%	~19	24.9%	19.7%
First Generation - Female	111	12.4%	~264	29.6%	17.2%
First Generation - Male	103	11.4%	~264	29.1%	17.7%
Foster Youth - Female	0	0.0%	~4	21.8%	21.8%
Foster Youth - Male	1	4.5%	~5	24.5%	19.9%
LGBT - Female	5	5.9%	~22	25.4%	19.5%
LGBT - Male	5	7.1%	~18	26.1%	18.9%
Veteran - Male	2	4.9%	~10	24.7%	19.8%

4.2 TRANSFER-LEVEL MATH & ENGLISH COMPLETION STRATEGIES

- Leverage and support courses and services developed by the AB 705 English and Math workgroups
- Support embedded tutoring support courses
- Professional development for faculty and classified staff to promote equity-mindedness
- Reach out to English and Math departments 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 and the Curriculum Committee to develop and implement new goals and activities based on results.
- Coordinate with the Student Success Center to recruit, train, and hire tutors dedicated to working with students in Math and English courses
- Work with student support programs like EOPS, Umoja, and athletic programs to offer study-hall style tutoring sessions and supplemental instruction for Math courses.
- Develop placement methods using high school metrics (MMP) to determine if students go into transfer level with no support, transfer level with some support, or transfer level with greater support.
- Develop co-curricular or imbedded classroom support corresponding to each support level.
- Develop revised and integrated skills (grammar/writing/reading) curriculum pathway for ESL culminating into transfer level English within six semesters
- Develop guided self-assessment placement for students whose HS transcripts are not available or exceed 10 years from graduation.
- Collaborate with campus events like Science Night to feature underrepresented communities in STEM.

5 COMPLETION

Among all students, the number of students who earned credit certificate over 18 units, associate degree,

CCC bachelor's degree.

THREE-YEAR TRENDS: DISPROPORTIONATELY IMPACTED GROUPS

	2015-16	2016-17	2017-18
American Indian or Alaska Native - Female	x	x	x
American Indian or Alaska Native - Male			x
Black or African American - Female	x	x	x
Black or African American - Male	x	x	x
Filipino - Female			x
Hispanic or Latino - Male	x	x	x
Native Hawaiian or other Pacific Islander - Female	x		x
Native Hawaiian or other Pacific Islander - Male	x		
Disabled - Male	x		
First Generation - Female	x	x	
First Generation - Male	x	x	x
Foster Youth - Male	x		x
LGBT - Female			x
LGBT - Male	x	x	x

NOTE: Areas marked with an 'x' and shaded in dark blue indicate that this subgroup was identified as a disproportionately impacted (DI) group.

5.1 PROPOSED OVERALL COLLEGE GOAL: INCREASE COUNT TO 2,810 BY 2021-22

To align with the Vision for Success goal, the target number for this measure is set to 2,810, which equals a percentage change of 18.2%.

	2016-17 Count	2021-22 Target Count	% Change
Overall	2,378	~2,810	18.2%
American Indian or Alaska Native - Female	1	~2	64.9%
American Indian or Alaska Native - Male	1	~2	71.4%
Black or African American - Female	9	~14	51.7%
Black or African American - Male	12	~19	55.2%
Filipino - Female	13	~16	23.3%
Hispanic or Latino - Male	306	~370	20.9%
Native Hawaiian or other Pacific Islander - Female	2	~3	39.1%
First Generation - Male	253	~329	30.1%
Foster Youth - Male	8	~12	49.6%
LGBT - Female	33	~42	26.2%
LGBT - Male	18	~27	50.1%

5.2 COMPLETION STRATEGIES

- 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 AIM 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

- Provide professional development training for counselors in the effective use and integration of career and Labor Market information in helping students to develop informed goals for educational planning leading to degree completion.
- Provide experiential learning opportunities such as service learning, internships, and volunteer experiences to students. Market these opportunities to disproportionately impacted students via Canvas.
- Work with ASOCC to develop and implement Women and Men of Color sessions in the annual Leadership Conference for students to build academic self-confidence, self-efficacy, and sense of community. Target students from disproportionately impacted groups.
- Work with Admission and Records to send out pre-graduation letters to students who have completed 50-units; inform students of the process to petition for graduation and email them a link to the graduation video; provide degree audit workshops prior to the start of each registration period.
- Develop an online “Student Success Guide” that includes information about all of the campus resources and support services. Encourage to faculty to make available to all classes via Canva.

1. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals.

Orange Coast College will plan to crosswalk ways to integrate equity data analysis and planning into campus departments' Program Review. The 2016-21 Educational Master Plan includes in its goals the creation of equitable access through effective and innovative pathways and programs that result in increased student success, with an objective to increase completion rates for students from diverse social and academic backgrounds and eliminate academic achievement gaps. Departments will be guided to develop Program Reviews with strong equity analysis and clear plans to increase equity for target populations experiencing disproportionate impact.

The Student Equity Planning 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, and the Classified Senate.

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

Orange Coast College will use its strong culture of participatory governance, where many collaborative committees provide constituent groups an opportunity to plan, provide feedback, and enact initiatives to support student success, to integrate matriculation, instruction, and student support services. The college will update and use the Student Equity, Guided Pathways, and Vision for Success crosswalk, which demonstrates where the core services from each program and its goals intersect with campus goals and the mission of campus committees, particularly the Enrollment Management and Student Success Committee, and the district-wide strategic plan, to ensure the programs are meeting their goals. Student Equity and Achievement Program will work together with constituent groups such as the Academic Senate and Enrollment Management and Student Success Committee to develop aligned funding applications in order to better provide faculty and staff an opportunity to innovate and affect change.

The college is also expanding its coordination of services to students who require additional support with college-level English and Math courses. Support courses are being developed to help students succeed in the transfer courses. Additionally, the Academic Improvement Movement (AIM), a program that supports students placed on academic/progress probation and who have been disqualified, will expand the early alert system. In addition to providing workshops and counseling services, the AIM team, which includes a retention specialist and a retention counselor, will work closely with faculty to identify and engage students with timely support. An overarching goal of the program is to align support services with categorical programs (EOPS/Guardian Scholars Program). The early alert will be part of the college's ongoing efforts, including the expansion of Supplemental

Instruction (SI), Math Boot Camps, and Math Jam and the development of Summer Bridge, to coordinate support services and ensure student success.

Lastly, the college is working with the Guided Pathways Task Force and design teams to address ways that campus processes can be put in place to help close achievement gaps. The Task Force includes members from student services, instruction, and administration, and will make recommendations on how to expand and better align services and instruction to support our students.