

STUDENT EQUITY PLAN: 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, we are working to develop these areas with collaborative efforts with our campus institutional effectiveness office.

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.

Update on Goals set in 2015-16 Student Equity Plan

- Access
 - In 2014-15, data exhibited disproportionate impact in access for the disabled and veteran populations.
 - In 2016-17, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, White, as well as disabled and veteran students exhibited disproportionate impact in access.
- Course Completion: Probation/Disqualification
 - Disproportionate impact was found in Fall 2014 for American Indian, Black, Hispanic, and Native Hawaiian/Pacific Islander students, as well as veteran and foster youth students.
 - In Fall 2016, probation/disqualification rates were improved for all of these groups except Black and Hispanic students.
- ESL and basic skills completion

- In 2014, Hispanic students completed ESL courses at a disproportionately lower rate (17.5%) than other students overall (38.8%).
- Current data shows that disproportionate impact has not been alleviated for this group as rates for Hispanic students (17.7%) are still significantly lower than overall (46.3%). However, the size of this group (n=45) is significantly smaller than in 2014 (n=63).
- Degree and certificate completion
 - Disproportionate impact was found for male and Black students, respectively, for the 2008-09 cohort. In the most recent cohort (2010-11) disproportionate impact remained for male students. The number of Black students in this recent cohort was too small to use for analysis.
- Transfer
 - In the 2009-10 cohort, Hispanic, Native Hawaiian/Pacific Islander, and disabled students exhibited disproportionately lower rates. Hispanic and disabled students continued to show disproportionate impact in the 2010-11 cohort but transfer rates for Native Hawaiian/Pacific Islander students were improved.

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).

Report of Student Equity Expenditures and Activities

Orange Coast College has developed a Student Equity Program to work directly with students of DI 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%
 - Coordinator
 - Student Equity Specialists including Veteran's, Foster Youth (4) Counselors (2.5) Equity Student Ambassadors (6)
- Faculty Projects & Tutors: 20%
- Direct Aid to Students: 22%
- Professional Development: 8%

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, Basic Skills [BSI], UMOJA, Puente, International and Multicultural Committee [IMC], Transfer Center, Transfer Opportunity Program [TOP], and SSSP).

Student Equity at OCC has also been 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, and the ongoing development of our intervention system/protocol. BSI and Student Equity collaborate through the

Student Success Collaborative, which as the advising body to Student Equity and SSSP has included BSI since its inception in 2015.

Additional Student Equity Activities

Professional Development

- Summer Equity Workshop for Faculty
- Equity Ally Training
- Train the Trainer Events
 - LGBTQ Safe Zone
 - AB540 Champion
 - Emphasis on building training capacity

Faculty Projects & Tutors

- Student Success Collaborative applications for faculty projects
- Supplemental instruction, tutors, experiential learning
- Cultural awareness activities

Support & Direct Aid to Students

- Laptop lending program
- Textbooks/Supplies
- Transportation: Bus passes/gas cards
- Campus meal program
- Computer Lab & Tutoring Hours

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.