Orange Coast College

Student Equity Plan

2014-2015

Plan Due: January 1, 2015
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/Latina, 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. While these groups were only impacted in one success indicator area (Access), 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, due to the fact that these groups were added to the plan closer to the plan's deadline. 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 three year goals for:

a) Access: 2% enrollment increase for Foster Youth, Veterans and students with disabilities (over 2012-2013 enrollment rates);

b) Probation/Disqualification: a 2% drop in Probation/Disqualification rates for African Americans and Hispanic/Latinos (over the Fall 2012 semester rates), and

c) Transfer: a 1% increase in transfer rates for Hispanic/Latina students, students 25 and older, and Disabled Students (over the transfer rates of the cohort year ending in 2012-2013).
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 2012-2013);

b) Basic Skills Math: increasing the percentage of African American students and students older than 35 who complete basic skills math courses with a Cor better by 3% by the academic year 2016-2017 (over the rates of the cohort year ending in 2012-2013), and

c) ESL: increasing the percentage of ESL students (within the Hispanic/Latina 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 2012-2013).

Program/Administrative Goals
In order to make advances, additional personnel are required. In the Access success indicator, DCC hopes to hire 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/Latina students). OCC will also need to hire a full-time Student Equity Coordinator in order to support and administer the Student Equity program overall.

ACTIVITIES
Research Activities
The first step in research activities is for the Student Equity Coordinator to reach out to 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.

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. This would include Student Equity 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.

It will also be necessary to collaborate with the SSSP program and Basic Skills program 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**
The only activities needed to accomplish these goals is to administer the hiring process itself. This involves following the hiring approval steps and working with HR to complete the process. These activities must be completed for all of the proposed positions.

**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 $791,347 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 acting Student Equity Coordinator at Orange Coast College is Steve Tamanaha, Associate Dean, Student Success and Support Services.